



Policy

Policy title:	SEND Policy
Function:	For information and guidance about provision for students with special educational needs or disabilities at The Blue Coat School. This document forms part of the portfolio of policies designed to inform students and parents.
Status:	Approved
Statutory guidance:	SEND Code of Practice (2015) Supporting pupils in school with Medical Conditions (Dec 2015) Equality Act (2010) Children's and Families Act (2014)
Audience:	Students, Parents, Staff, Leaders, Governors, Local authority, General public
Ownership:	Governing body/Headteacher/Deputy Headteacher (PDBW)
Last reviewed:	June 2017
Reviewed by:	Curriculum and student performance committee
Next review:	Every two-years – June 2019

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Aims and objectives

- 1 This policy sets out The Blue Coat School's processes and practices to ensure that all students with special educational needs or disabilities (SEND) are provided with equal access to the curriculum in accordance with the Equality Act 2010 and the SEND Code of Practice 2015.
- 2 This policy ensures that students and parents are provided with information about:
 - general provision for SEND students
 - how SEND needs are assessed, identified and supported to ensure students thrive, develop and achieve
 - how SEND provision is monitored and evaluated to inform continuous improvement.

Roles and responsibilities

- 3 The governing body will ensure that this policy meets current statutory requirements and is reviewed accordingly.
- 4 The Headteacher will ensure that the procedures, practices and arrangements set out in this policy are adhered to.
- 5 The Deputy Headteacher (PDBW) will support the Headteacher in ensuring that the procedures, practices and arrangements set out in this policy are undertaken effectively.
- 6 The Special Educational Needs Coordinator (SENCO) will manage the day to day implementation of the SEND policy and co-ordinate specific provision required to support individual students with SEND, including those with or without EHC plans.
- 7 Heads of Department will ensure that teachers in their department are aware of and use information about SEND students' needs.
- 8 All teachers will ensure that they make reasonable adjustments to the delivery and resourcing of the curriculum in support of SEND students.

Procedures and practices

General Principles

- 9 The Blue Coat School is committed to the equality of opportunity for all students including those with SEND. Support for SEND students is provided through the learning support department.
- 10 The Blue Coat School is committed to supporting the achievement of students who may have a disability under the Equality Act 2010. Reasonable adjustments will be made for students with disabilities as identified in the school's accessibility policy.

- 11 The Blue Coat School recognises its duty to make arrangement and support students with medical conditions under the Children and Families Act 2014. Support for students with medical conditions will be led by the learning support department and identified on a Student Care Plan (Annex B) and or a Student Profile (Annex D)
- 12 All students with SEND or medical conditions will be provided with the support they need to make a smooth transition to, from and within each key stage at The Blue Coat School.
- 13 The school will relentlessly promote positive aspiration and outcomes for all students including those with SEND or medical conditions.

Provision across the school

- 14 The school recognises that all students, including those with SEND or medical conditions, are entitled to an education that:
 - meets their needs
 - promotes high standards to enable them to fulfil their potential
 - enables them to make a successful transition into adulthood.
- 15 The school will ensure there is a designated teacher responsible for the coordination of provision for students' special educational needs, disabilities and medical conditions (SENCO).
- 16 The SENCO will:
 - lead and manage supportive provision for all students with special educational needs, disabilities and medical conditions
 - provide professional guidance to colleagues
 - work closely with staff, parents and other agencies to support students effectively.
- 17 The school will provide regular training for all teaching staff to raise awareness of SEND matters and how to make practical adjustments to ensure high quality experiences for all students with SEND.
- 18 Information about the needs of students with SEND or medical conditions will be shared with staff as appropriate so that they are able to understand and support students' needs effectively.
- 19 Specific support will be given to students on entry to, during and on exit from different educational phases. This will include careers guidance and information provided by external support.
- 20 Students with SEND will be provided with specific and individual support for their social and emotional development through close liaison between pastoral teams and the learning support department.
- 21 All students with SEND or medical conditions will be proactively encouraged to engage in the activities of the school alongside their peers.
- 22 The school will publish an annual SEND information report to inform parents about the steps it takes to identify and support all students with SEND or medical conditions as set out in DFE: SEND code of practice (2015) (Annex C)

Identification of need

- 23 When identifying the needs of students with SEND or medical needs, the school will take account of information about students:
 - prior to admission to The Blue Coat school
 - from their current teachers
 - from their parents
 - from the learning support department
 - from other professionals.
- 24 Where SEND or medical needs are identified before admission, the SENCO will liaise with the student, parents, and the student's previous school to work on a transition plan. The plan will involve listening to the student, their parents and professionals to assess need and address any matters identified.
- 25 Where SEND or medical needs are identified by the students' current teachers they will liaise with both teaching colleagues and SENCO to discuss the areas identified in order to decide on whether there is the need for further action. This will include discussion with parents and the student which may lead to referrals to specialist support for further assessments.
- 26 Where SEND or medical needs are identified by the student's parent a meeting will be arranged to discuss the appropriate actions to be taken. This will include gathering information from the student's current teachers and the student themselves. It may also include referrals to specialist support for further assessments.
- 27 Where SEND or medical needs are identified by the learning support department parents and student will be invited to a meeting to discuss the areas of identified need. It may be agreed that further action is needed. This may include referrals to specialist support for guidance or further assessments.
- 28 Where SEND or medical needs are identified by other professionals the school will work with both the professionals, parents and the student to agree and implement a plan of support. This could be either be a Student Profile Plan (SPP) (Annex E) or an Educational Health Care Plan (EHCP).
- 29 Under all circumstances, the school will assess four broad areas of need, recognising that students may have needs across more than one area:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs.
- 30 Where necessary the school will seek advice from outside agencies to assess the needs of the student and what support a student may require.
- 31 The SENCO will make decisions about whether to make special educational provision. In making decisions, the SENCO will consider all of the information available about the student's progress.
- 32 Regardless of how SEND or medical needs are identified, each student's needs will be rigorously assessed to inform the type and extent of support needed so that the appropriate adaptations

can be made and implemented. These adaptations will be formalised through:

- a Student Profile Plan (SPP) for students whose needs can be adequately supported by the school
- an Educational Health Care Plan (EHCP) for students whose needs require co-ordinated support across multiple organisations.
- a care plan

33 Parents will always be informed when the school is assessing the need for or providing special educational provision for a student.

The support cycle

34 Students who have SEND or medical needs will be supported through SPP or EHCP as required. This may involve but is not restricted to the following types of support:

- adaptations to access parts of the school building
- provision of additional resources to access the curriculum
- adaptation of teaching resources
- appropriately assessed access arrangements for examinations
- extra pastoral support
- timetabled one to one support meetings with learning support staff

35 As set out in DfE: SEND Code of Practice (2015), the school will follow a four-part process to ensure the revision and refining of support. This includes:

- Assess
Staff will carry out a thorough assessment of the student's needs.
- Plan
In communication with parents a plan of support will be designed and the plan will be shared with all relevant teaching and non-teaching staff.
- Do
SENCO and teaching staff will be responsible for the implementation of the plan accessing further professional support where appropriate.
- Review
The effectiveness of the support will be reviewed in line with an agreed date. This review will include the student, parents and staff.

36 Students who receive support for SEND or medical needs will be closely monitored throughout the school year. This includes the extent to which they are:

- attaining, making progress and achieving
- punctual and attending school
- developing good behaviours and attitudes
- developing personally and socially
- safe, well and looked after

37 Parents will be kept updated about the progress of students during the school year.

38 The school will formally review the support it gives to all students with SEND or medical conditions every 12 months as a minimum. Where such reviews indicate any changes to the type and extent of support offered, parents will be kept updated and involved in the formulation of a new plan.

39 At any point, the school may seek specialist guidance if it is deemed to be in the interests of the student.

Monitoring, review and evaluation

- 40 All monitoring and evaluation of this policy will be to ensure that all students with SEND or medical needs thrive, develop and learn as well as their peers.
- 41 The governing body will ensure that the procedures and practices of this policy are monitored, reviewed and evaluated through regular:
- visits to school by the SEND link-governor
 - updates to the full governing body by the SEND link-governor
 - consideration of general SEND provision and outcomes by curriculum and student performance committee.
- 42 Senior leaders will monitor
- School compliance with DFE: SEND Code of Practice (2015)
 - The practices and procedures of the learning support department
 - The progress and achievement of SEND students
 - The social and emotional welfare and development of SEND students
- 43 The SENCO will monitor the:
- processes that identify SEND or medical needs
 - implementation of the four-part cycle of support for SEND or medical needs
 - the impact of SEND training and support for school staff
 - communication with parents and outside agencies
 - progress and achievement of SEND students.
- 44 Key Stage Leaders will monitor a SEND student's:
- social and emotional welfare
 - achievement and progress
- 45 All teaching staff will monitor the attainment and progress of the SEND students they teach.

Annex A: Useful contacts

School Contacts:

Headteacher: Mr M. Pennington m.pennington@bluecoatschool.org.uk

Deputy Headteacher: Mrs S. Yates s.yates@bluecoatschool.org.uk

School SENCO: Ms S. Preston s.preston@bluecoatschool.org.uk

SEND Link Governor: Mrs C. Sharples

Liverpool Council:

Local Offer: <http://liverpool.gov.uk/schools-and-learning/special-educational-needs/send-local-offer/>

SEND guidance for parents: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

ANNEX B: SEND Care Plan Template

Learning Support Care Plan for Students with Additional Needs

Name:

Address:

Date of Birth:

PHOTO

Condition/Reason for Care Plan:

Form Group:

Form Teacher:

Date of Care Plan:

Contact Information

Family Contact [1]

Name: M

Address:

Email:

Phone No. [Day]:

[mobile/other]:

Relationship:

Family Contact [2]

Name:

Address:

Email:

Phone No.

Relationship:

External Support Contact [1]

Name:

Position:

Phone No:

External Support Contact [2]

Name:

Position:

Phone No:

School Contact

Name:

Email: @bluecoatachool.org.uk

Phone No: 0151 733 1407

G.P Details

Name:

Surgery:

Phone No:

Describe Condition and give details of pupil's individual symptoms/actions required:

Describe what constitutes an emergency/highly problematic situation and what actions will be required:

Daily Care/Special Requirements in School:

Current Medication Taken:

Agreed actions discussed with student and to be followed by the student

Signature of student to indicate agreement _____

Statement by student if student does not wish to agree to the above proposed actions:

Copies of Care Plan to:	Yes/No	Date Sent:
Parent/Child/Guardian		
School Nurse		
External Support Worker/Therapist		
G.P		
Other		

Annex C: SEND information report framework

The current information report can be found on the school website following the link below.

<http://www.bluecoatschoolliverpool.org.uk/wp-content/uploads/2015/10/SEND-Information-Report-September-2017-1.pdf>

ANNEX D: Student Profile Plan Template (from Sept 2017)

Student Profile for:

Name/Form:

My Strengths	My Difference
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Ways to Support me/ what I find helpful

-

KS Specific Successful Strategies from Teaching Staff

Subject	Strategy Used	Staff Initial
EXAMPLE	<p>Access Arrangements – Child X is given access to additional time in internal tests/exams and uses accordingly.</p> <p>Area of Concern - Group tasks are adapted accordingly so that X has the option of working alone as group tasks cause high levels of anxiety.</p>	CEC
FORM		
Art		
Biology		
Business Studies		
Chemistry		
DT		
English		
French		
Geography		
History		
Latin		
Maths + Computing		
Music		
PE		
Physics		