The Blue Coat School Liverpool

SEND Information Report 2026 to 2027

Updated October 2026 | Next scheduled review September 2027

This report explains how we identify and support pupils with special educational needs and disabilities (SEND), how pupils and families help shape that support, and who to contact for advice. It covers the school and sixth form and should be read alongside our SEND Policy.

1 Our approach

We have high expectations for every pupil. Pupils with SEND learn alongside their peers and have access to an ambitious curriculum, enrichment and school life. Teachers remain responsible for the learning and progress of every pupil in their classes, including those receiving additional support.

High-quality teaching, sometimes called quality first teaching, is our starting point. This means clear explanations, careful checks of understanding and teaching adapted to individual needs. Additional help is planned around the pupil's strengths, barriers to learning and agreed outcomes. We use an Assess, Plan, Do, Review cycle to check whether it is working.

Pupils can have SEND while achieving highly. We consider learning, communication, wellbeing, independence and participation, as well as attainment. A disability does not always mean that a pupil has special educational needs, but reasonable adjustments may still be required.

2 Who to contact

Contact	Details
Special Educational Needs Coordinator	Mrs Lindsey Jones Email: senco@bluecoatschool.org.uk
School office	0151 733 1407 Email: office@bluecoatschool.org.uk
School address	The Blue Coat School Liverpool Church Road, Wavertree, Liverpool, L15 9EE

Parents and carers can contact the SENCO if they are concerned about their child's needs or support. Pupils can speak to a trusted teacher, their form tutor, Head of Year or the Inclusion team. Families do not need to wait for a scheduled review to raise a concern.

A paper copy of this report is available free of charge from the school office. Please contact us to discuss another format or support with accessing the information.

3 The needs we support

We plan support across the four broad areas below. A pupil may have needs in more than one area, and support can change over time.

Area of need	Examples of support at Blue Coat
Communication and interaction	Personalised communication strategies and classroom adjustments recorded in SEND Support Plans. Specialist autism outreach and advice may be arranged where needed.
Cognition and learning	Adapted teaching, targeted academic support and individual or small-group work. Assessment and specialist advice help staff understand barriers and choose suitable strategies.
Social emotional and mental health	Support from the Student Support and Inclusion teams, including scheduled sessions in the Inclusion Base. Where appropriate, support may involve mental-health services.
Sensory and physical needs	Individual adjustments to learning and access, with specialist assessment or advice coordinated by the SENCO where required.

In September 2026, 94 pupils were recorded as receiving SEN support. Provision is organised according to individual need and reviewed regularly.

4 How we identify needs

Information may come from primary or previous schools, parents and carers, the pupil, teachers, assessments or other professionals. Staff use an internal referral form to raise concerns with the Inclusion team, which considers the information and identifies the next steps.

We look at progress over time, classroom experiences and the pupil's own account. We also consider attendance, wellbeing and access to school life. A pupil does not have to fall below age-related expectations for a concern to be explored. Support is based on identified needs and need not wait for a medical diagnosis.

The SENCO brings together the available evidence and discusses concerns and proposed support with the pupil and their parents or carers. Where additional assessment would help, we seek relevant specialist advice.

5 How support is organised

Universal support is the high-quality teaching and everyday support available to all pupils. Targeted support provides additional help with a particular barrier. Specialist support involves more individualised provision and, where appropriate, advice from external professionals. These are flexible arrangements rather than fixed categories that pupils must move through.

For pupils identified as needing SEN support, a SEND Support Plan records strengths, needs, classroom strategies, reasonable adjustments and short- and longer-term targets. Relevant staff use this information when planning teaching and support.

6 Planning and reviewing support with families

Assess Plan Do Review

Assess: We gather information from the pupil, family, teachers and relevant professionals to understand what is going well and where help is needed.

Plan: We agree the intended outcomes, support, responsibilities and review arrangements. The SEND Support Plan gives staff practical guidance.

Do: Teachers put the agreed strategies into practice. The Inclusion team provides planned individual or small-group support where needed, and the SENCO coordinates specialist input.

Review: We consider progress, the pupil's experience, family views and staff feedback. We retain, adjust or replace support according to its impact.

Twice yearly SEND reviews

We hold two formal SEND review meetings each academic year with parents or carers and the pupil, supported by the SENCO or relevant staff. These meetings consider learning, wellbeing, participation, independence and progress towards the pupil's targets. Families can discuss what is working at home and at school and agree any changes to the Support Plan.

In addition to these two formal reviews, the school will arrange at least one further individual meeting each year to discuss SEN support and progress with parents or carers. This may be linked to an existing parents' meeting, provided sufficient time is available to discuss the pupil's needs and agree next steps. This provides at least three individual discussions each year, in line with the SEND Code of Practice.

Support Plans and progress are reviewed termly and updated sooner if needs change. Agreed outcomes, actions and support are recorded and shared with parents or carers and the relevant staff. The two formal SEND reviews do not limit opportunities to request further help.

Listening to pupils and parents

Pupils are supported to explain what helps them, what they find difficult and what they want to achieve. They may attend all or part of a review, prepare their views beforehand or share them with a trusted adult. Communication is adapted to make their contribution meaningful.

Termly SEND coffee afternoons provide another opportunity to meet the SENCO, invited professionals and other parents. They supplement individual meetings. Families can also contact the SENCO between reviews.

Education Health and Care plans

An Education, Health and Care plan, usually called an EHC plan or EHCP, sets out a pupil's assessed needs and specified provision. Where a pupil has a plan, the school works with the local authority and relevant professionals to deliver support and contribute to its statutory review at least every 12 months. This is separate from our twice-yearly SEND reviews.

If a pupil needs further support despite purposeful action, the SENCO will discuss whether an EHC needs assessment should be requested. Parents, and young people where applicable, can also approach their local authority directly. SENDIASS can explain the process.

7 Teaching and the learning environment

Teachers use SEND Support Plans to adapt lessons while maintaining appropriate challenge. Depending on the pupil's needs, approaches may include breaking tasks into manageable steps, modelling examples, explaining vocabulary, allowing processing time, adapting resources and checking understanding carefully.

The Inclusion Base provides a calm environment for scheduled therapeutic support and individual or small-group work. Targeted interventions generally run in blocks of four to six weeks, with starting points, intended outcomes and a review of progress. Support aims to strengthen access, confidence and independence.

Assessment adjustments are considered individually. Any arrangements for public examinations are subject to the relevant awarding-body requirements and supporting evidence; a diagnosis alone does not guarantee a particular arrangement.

8 Additional investment in specialist SEND support

The school has invested in additional capacity through a SEND specialist who is on site each week. This strengthens the support available to pupils and families and provides regular professional guidance for staff and school leaders.

The specialist's work supports the SEND and inclusion priorities in the School Improvement Plan. It includes developing quality first teaching so that classroom practice responds more effectively to pupils' needs, alongside advice on more individual support where this is required.

- Pupils receive direct guidance to help them understand their needs, use suitable strategies and participate confidently in learning and school life.
- Parents and carers receive direct advice about their child's needs and practical approaches to support learning and wellbeing.
- Teachers and support staff receive practical guidance and professional development on adapting teaching and applying effective SEND strategies.
- School leaders receive guidance on SEND provision, priorities in the School Improvement Plan and how to evaluate the consistency and impact of inclusive practice.

Families can contact the SENCO to discuss access to this support. The SENCO coordinates the specialist's involvement alongside the pupil's existing provision. Class teachers retain responsibility for teaching and progress.

9 Staff expertise and resources

The SENCO attends SEND briefings and shares updates with staff. Induction for new staff, trainee teachers and early career teachers includes SEND. Department reviews, model materials and case sampling help subject teams apply inclusive approaches consistently. The weekly specialist adds regular on-site development and advice.

The team includes qualified teaching and safeguarding staff and support staff with learning mentoring and counselling qualifications. Support staff are deployed according to identified need. Where additional expertise, equipment or facilities are needed, the SENCO works with school leaders and relevant services to identify and arrange suitable provision, involving the family in planning.

10 Disability access and admissions

Admission arrangements

Blue Coat is a selective school. The published admissions arrangements explain the application process and entry requirements for the relevant year group. Applicants with disabilities or additional needs are entitled to appropriate reasonable adjustments to the entrance test. Families should contact the school early to discuss their child's needs and the supporting information required.

Where a final EHC plan names the school, the school must admit the pupil. The SENCO works with the local authority and family on transition and provision.

School admissions arrangements

Preventing disadvantage

We use personalised Support Plans, staff guidance and reasonable adjustments to reduce barriers in lessons and wider school life. We consider the impact of a pupil's disability when planning support, applying school procedures and responding to concerns. Bullying, harassment and discrimination are addressed through the relevant school policies.

Facilities and access to the site

The Inclusion Base offers a quieter setting for planned support. The published Accessibility Plan also identifies stairlifts and an evacuation chair, with personal emergency evacuation arrangements where needed. The site has access constraints, including steps to reception and some external emergency routes. Families should contact the school before a visit or admission to discuss suitable access and individual arrangements.

The Accessibility Plan for September 2025 to September 2028 covers access to the curriculum, buildings and information. Its actions include individual mobility planning, consideration of hearing support, improvements to site access and emergency arrangements, and alternative information formats. Proposed improvements are not a guarantee that a particular facility is already available.

Accessibility Policy and Accessibility Plan

11 Participation wellbeing and preventing bullying

Pupils with SEND are encouraged and supported to participate in clubs, trips, enrichment and leadership opportunities alongside their peers. Staff consider individual needs and plan reasonable adjustments with pupils and families so that barriers can be addressed.

The Student Support and Inclusion teams provide pastoral support, including scheduled individual and small-group sessions where appropriate. Pupils can discuss worries with a trusted adult. Their views help staff understand experiences of friendship, belonging and safety, as well as learning.

Concerns about bullying should be reported to a form tutor, Head of Year, the Inclusion team or another trusted member of staff. Staff will listen, investigate and respond through the Anti-bullying Policy, agree support and check whether the pupil feels safe. Communication support will be considered where a pupil finds it difficult to describe what has happened.

12 Working with other services

The SENCO coordinates external advice in consultation with pupils and their families. The service involved depends on the pupil's needs and the service's referral arrangements. Relevant advice is used to inform the Support Plan and classroom practice.

- Liverpool SENISS provides specialist educational advice, consultation, assessment and staff development where appropriate.
- OSSME and Autism Initiatives outreach may provide autism-specific advice, observation, practical strategies and support for staff and families.
- YPAS and Child and Adolescent Mental Health Services may support emotional wellbeing and mental-health needs, subject to their referral criteria.
- Educational psychology, neurodevelopmental pathways and other health professionals may contribute assessment and specialist guidance.
- School Improvement Liverpool provides SEND and inclusive-learning guidance, professional development and support for school improvement.

Where a family needs wider support, school staff work with relevant local-authority, early-help, social-care and voluntary services. Information is shared appropriately, with consent where required and in accordance with safeguarding responsibilities.

For a pupil with SEND who is looked after by a local authority, the SENCO works with the designated teacher, carers, social worker and Virtual School as appropriate. SEND support is coordinated with the Personal Education Plan and any EHC plan.

13 Moving between schools and preparing for adulthood

Before Year 7, we gather information from primary schools and families about existing support, successful strategies and additional needs. Pupils and parents can meet key staff. The recent transition programme included individual meetings for incoming pupils and enhanced visits and workshops for pupils with SEND and their families.

When pupils join at another point, the SENCO seeks relevant information from the previous school and plans initial support with the family. Within school, staff share relevant information as pupils change teachers, subjects or key stages.

Planning for GCSE choices, sixth form and other post-16 routes considers the pupil's interests, ambitions and support needs. Careers guidance and discussions with the SENCO help pupils consider further and higher education, training or employment, alongside independence, health and participation in the community.

When a pupil moves to another setting, we work with the pupil, family and receiving provider to share relevant information and plan continuity of support. For pupils with EHC plans, reviews from Year 9 onwards include preparation for adulthood.

14 Checking whether support is working

We review pupil progress and Support Plans termly, alongside family feedback and the pupil's own views. We evaluate interventions against their intended outcomes and use case sampling, learning walks and staff feedback to check how well strategies are being used in lessons.

Leaders use this evidence to identify effective practice and areas needing improvement. Priorities include consistent classroom adjustments, staff development, stronger transition links and evaluating the impact of the Inclusion Base and weekly specialist support. These priorities inform the School Improvement Plan and oversight of SEND provision.

15 Concerns and complaints

Please contact Mrs Lindsey Jones, SENCO, at senco@bluecoatschool.org.uk about a concern regarding SEND provision. A class teacher or Head of Year can also help. We aim to understand the concern and agree practical next steps promptly.

If the concern remains unresolved, the school's Complaints Policy explains the three stages: informal resolution, a formal complaint and a panel hearing. Formal complaints normally go to the Headteacher through their personal assistant. Complaints about the Headteacher or trustees go to the Governance Professional. The school office can arrange the appropriate contact.

A request for a panel hearing goes to the Governance Professional. The policy explains deadlines and how the panel is constituted, including an independent member. Families should follow the published procedure rather than approach individual trustees directly.

School Complaints Policy

After the school procedure, concerns about how an academy has handled a complaint can be raised with the Department for Education where appropriate. EHC plan appeals and disability discrimination complaints have separate routes. SENDIASS can help families understand their options.

Government guidance on school complaints and separate appeal routes

16 Independent advice and the Local Offer

Liverpool and Knowsley SENDIASS provides free, impartial and confidential information, advice and support for children and young people with SEND and their families. This can include SEN support, meetings, EHC plans and resolving disagreements.

Telephone: 0333 323 7768
Email: liverpoolknowsleysendiass@barnardos.org.uk

Liverpool and Knowsley SENDIASS

Liverpool's SEND Local Offer brings together information about education, health, social care and other support for children and young people up to age 25. This report explains Blue Coat's school-based provision. Families living outside Liverpool can also consult their own local authority's Local Offer.

Liverpool SEND Local Offer

17 Policies and review of this report

Related documents include the SEND Policy, Accessibility Policy and Plan, Admissions Policy, Anti-bullying Policy, Reward and Behaviour Policy, Equality Diversity and Inclusion Policy, Complaints Policy, and Supporting Pupils with Medical Conditions Policy.

School policies

The report is reviewed annually, with changes during the year updated as soon as possible. Pupils and families can suggest improvements through the SENCO. The statutory framework includes the Children and Families Act 2014, Equality Act 2010, Special Educational Needs and Disability Regulations 2014 and SEND Code of Practice.

SEND Code of Practice