



# SEND Information Report

September 2024

**SENCO:** Mrs Sarah Edwards – Assistant Head  
**Contact:** [senco@bluecoatschool.org.uk](mailto:senco@bluecoatschool.org.uk)

**SEND Trustee:** Seán Fitzsimmons

**Local Offer Contribution:** The purpose of the local offer is to provide a comprehensive list of the services available to families to support their children. The site offers help in how to seek advice and guidance regarding SEND.

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

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The aim of this report is to set out how our school will support students with SEND, explain the provision available and how we implement our SEND policy. It will define the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Blue Coat School is committed to ensuring all students have access to a broad and balanced curriculum, adapted, if necessary, to meet their needs. Our values are to inspire excellence, shape character and forge futures; we do this through inclusive education, collaborative practice and being outward facing.

*This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations (January 2015).*

## Approach as a School:

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Our aim is to meet the learning needs of our highly able students, with their holistic development at the centre of our provision. Our whole school vision is to develop well-rounded individuals with the skills to thrive and positively contribute to a rapidly changing society. It is this vision that underpins all that we do at Blue Coat.

Our curriculum has breadth, depth, and balance to nurture resilience and academic excellence, it is designed to enhance cultural capital and enable students to understand others; resources are adapted to meet the needs of our students. Our offer is inclusive and aspirational. All teachers are teachers of SEND and provide Quality First Teaching in the first instance, as detailed in the SEND code of practice 2015. We make it a point to discuss aspirations with all our learners. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements.

The Blue Coat School establishes support based on individual level of need and aims to personalise their approach to ensure progression in all curriculum areas.

*All teachers use the curriculum to support students with SEND, by reducing barriers to learning and adapting lessons to ensure engagement for all.*

We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

As recommended in the SEND Code of Practice, there is a graduated model of action and intervention to help pupils who have special educational needs at The Blue Coat School. This approach recognises that there is a continuum of special educational need and allows the range, type and intensity of interventions to be reduced/adapted as a student makes appropriate progress.

Student needs are considered on an individual basis and, following professional advice, additional support, equipment and staff may be deployed. Our staff members have a wide range of skills that they bring to our teaching team.

Underpinning ALL our provision in school is the SEND **graduated approach**.

The **graduated approach** is a four-part cycle of continuous assessment:

### Assess:

Students with SEND may be identified when joining or at any point during their time at The Blue Coat School. SEND may be identified through:

- Transition information from previous schools or parental information sharing via registration documents.
- Teacher observations identifying that a student is having difficulties within lessons.
- Baseline Assessments, termly assessment and review cycles highlighting students who are consistently not making expected progress.
- Outside agencies working with a student identifying an additional need to be explored.

Regardless of when a student's needs are identified, an information gathering process will take place via:

- Discussion the family and, where appropriate, the previous school to identify the child's barriers and support strategies.
- Reports from key stakeholders (student, family, teachers, external agencies) to establish a picture of need.
- Referral to external agencies for assessment or diagnosis, if necessary.

#### Plan:

Where a SEND need is identified, the SENDCo will use information from parents, teachers and the student to identify the level of support required within school. A support plan will be written for all students with an identified need, detailing their strengths, difficulties, and support strategies, which will be shared with staff.

Depending on the student's level of need support will be offered as detailed below:

Level of Need	Description
1	Student is identified as having additional needs. Student will have a support plan detailing their needs and in class support. Student is managing well with subject teacher or form tutor as lead support.
2	Student is struggling to make progress or there are concerns for the student's wellbeing. Small group or 1:1 support will be provided for the student. Access arrangements for exams may be in place which are different from/additional to their peers. APL will be named lead support
3	Student is struggling despite intervention from school. Support will involve multiple agencies e.g. EHAT, YPAS, CAMHS or other specialists Supported by Student Support, SENDCo, SLT
4	Student has social care involvement, EHC plan, Alternative Provision or at risk of the above. High level intervention is needed to ensure that progress and wellbeing are supported. Lead support – SENDCo, SLT, Safeguarding

#### Do:

All teachers are responsible for familiarising themselves with the support plans of SEND students in their teaching groups and making reasonable adjustments to their teaching and learning activities to allow students with SEND to access the curriculum appropriately.

Where necessary, additional support may be provided either 1:1 or within small groups with parental consent. Each session's content will be planned to target the specific needs of the student(s) involved, with either an academic or pastoral focus.

Where specialist support is required, this will be arranged by the SENDCo or the Head of Student Support on a needs basis in consultation with parents.

Additional support may be provided by:

- Special Educational Needs Inclusion Support Service (SENISS)
- Young Person's Advisory Service (YPAS)
- Child and Adolescent Mental Health Services (CAMHS)
- OSSME – Autism Initiatives Outreach
- Educational Psychologist
- Referral to:
  - ADHD or ASD pathway
  - Occupational Therapy
  - Speech and Language Therapy

**Review:**

Progress and welfare reviews are conducted in line with the whole school data collection cycle to evaluate the students' levels of need.

- SEND Students' progress and support is reviewed termly using whole school data, individual reflections, and staff feedback.
- Support plans will be formally reviewed at least once a year, however, may be updated more frequently if needed.

Where staff members have raised concerns about a student, this will be discussed with parents and suitable intervention will be put in place if necessary.

**Information sharing and Data Collection**

All our additional provision (internal or external) is based on an agreed outcomes approach in discussion with staff, students, parents and professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

Any updates to support plans are shared with staff throughout the year and during the September SEND briefing.

We have internal processes for monitoring quality of provision and assessment of need:

These include student observations, termly information gathering from staff, student and parental voice questionnaires and data analysis.

## SEND Needs:

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The Blue Coat School supports students within all categories of SEND.

As of September 2024:

- **91** children or young people receiving some form of SEND Support
- **3** of which have EHC plans.

The support for students with SEND is organised into the following four broad areas of need and support:

### **1. Communication and interaction**

Students in this category may include those with ASD diagnosis or on the ASC pathway or speech and language difficulties. These students are supported by adjustments to how they interact within lessons, providing alternative methods to share responses or smaller groups for presentations. They may be offered additional handouts or a seating arrangement, which is preferential to their ability to process the information in lessons. Where a student is having communication difficulties, they may be provided with additional 1:1 or small group intervention to support their social and communication skills. Some students in this category access Student Support at break and lunchtimes or, for sixth form students, during study periods as it offers a quiet space for students who cannot manage the communal areas during the school day.

### **2. Cognition and learning**

Students in this category may include those with difficulties regarding their overall learning or their ability to process information. They may have a diagnosis of Dyslexia, Auditory Processing, Dyspraxia, visual stress, or other difficulty which affect their speed of working. Support for these students may be provided in the form of access arrangements e.g., additional time or use of a laptop or within lessons, they may be provided with handouts or written instructions to ease their workload, coloured paper or the option to word process their work. Where necessary, students may be offered additional support to develop strategies to reduce their barriers to learning such as bespoke study skill advice.

### **3. Social, emotional, and mental health**

Students in this category may include those with a diagnosis of ADHD, anxiety, depression, or other mental health need. Support for students in this category may be in the form of access arrangements e.g., rest breaks, smaller exam group, access to focus breaks if a student is struggling to concentrate in lessons or preferential seating to reduce anxiety or distractions. Some students in this category may be offered the option to work within student support if they are feeling particularly overwhelmed in the classroom. Support may also be offered on a 1:1 basis from one of our Student Support mentors or via external agencies e.g., CAMHS or YPAS. We have access to YPAS within school once a week to support students who need more specialised advice and guidance.

### **4. Sensory and/or physical needs**

Students in this category may include those with sensory processing difficulties, a sensory impairment or physical disability (including long term, debilitating medical conditions) which affects their learning. Support for these students may be in the form of classroom arrangements to reduce background noise or additional stimuli; allowing students to take sensory breaks to self-regulate if necessary; providing a quiet space to work if they are feeling overwhelmed in the classroom; adjustments to curricular activities to support physical disabilities or implementing a buddy system for low level support. Some students in this category will benefit from bespoke support to suit their sensory needs and reasonable adjustments are made where possible to accommodate their needs. Those with serious medical conditions may have a care plan detailing actions in case of an emergency situation and considerations for evacuation of the school.

(Reference: SEND Policy September 2024)

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

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Action/Event	Who's involved	Frequency
Formal Support Plan reviews	Parents, Student, SENDCO	Annually
Student's support review	Student, Lead Support, Teachers, SENDCO	Termly
Parents Evening	Student Support Team, Parents, Teachers	Annually
Y7/12 Information Evening	Key Stage Leaders, SENDCO, Form Tutors, Parents, Students	Annually
Informal Contact with Parents	Student Support Team, SENDCO Parents	As necessary

### Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Within the Student Support department, our staff have the following qualifications:

Initials of person	Area of expertise	Level of Qualification
SRE	SENDCO	NASENCo, NPQSL, QTS, BA Hons
CEC	Behaviour and Welfare	MSc Psychology, BA Hons
ND	Behaviour and Welfare	Level 3 Learning Mentoring
LW	Behaviour and Welfare	Level 2 Counselling
BC	Progress and Achievement	Bachelor of Education

Throughout the year, we offer opportunities for staff CPD, to develop their knowledge and skills around supporting and understanding SEND students. The SENDCO attends the School Improvement SEND Briefing in March and November and shares any relevant information with staff to ensure that they remain up to date with current SEND developments. Our induction program for new staff, trainee teachers and newly qualified teachers includes sessions on SEND support,.

### Staff deployment

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Mrs Sarah Edwards: SENDCO [senco@bluecoatschool.org.uk](mailto:senco@bluecoatschool.org.uk)

We have a Student Support department consisting of four members of staff:

Mrs Charlie Cobain: Head of Student Support

Miss Natasha Donohue: Student Support Mentor

Mr Boris Cheng: Curriculum Support Mentor

Miss Laura Williams: Student Support Mentor

Considerable thought, planning and preparation goes into utilising our student support staff to ensure our students children achieve the best outcomes both academically and pastorally.

## Progress and Achievement

The progress and achievement of SEND students is closely monitored by the SENDCO and Key Stage Leaders for progress and achievement to ensure that any student with SEND, who is not meeting their expected progress, is identified, and offered appropriate support when needed.

GCSE and A-Level results

<b>2023/2024 - Year 13</b> 173 students 12 students with SEND - 6.9% 1 EHC – 0.6%		
	Average Points	Average Grade
SEN	41.75	B+
EHC	46.67	A-
Non - SEN	46.48	A-

<b>2023/2024 - Year 11</b> 179 students 16 students with SEND – 12.4%		
	Average Points	Progress 8
SEN	7.43	80.21
Non - SEN	7.69	78

2023-2024 Year	Average Points Variation			
	All	SEND	Non-SEND	Difference
7	7.33	6.98	7.35	
8				
9	7.41	6.83	7.45	-0.62
10	7.56	7.05	7.60	-0.55

## School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This academic year (2023- 2024), we welcomed **6** children and young people with special educational needs or disabilities, none of which have an EHC and we supported **24** children and young people with SEND, medical needs or reasonable adjustments, transition to the next phase in education or employment.

To ensure a smooth transition for all of our SEND students, our approach involved:

- Communication with primary schools to gather transition information regarding current SEND support
- Transition meetings with parents and students to introduce them to the school and key members of staff.
- Sharing of information with universities via the UCAS process.
- Providing evidence and letters of support for applications regarding SEND support at University
- Where necessary, liaising with the Student Support departments of universities to organise transition meetings for prospective students.

We closely monitor children and young people's destination data.





## **What worked well this year**

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Each year we evaluate and develop our SEND provision to ensure that students are well supported, and staff are well equipped to support the students.

For our school these have included:

- The SENDCO is an Assistant Head/member of SLT, to work on an operational, strategic and advisory level in delivering SEND provision alongside the Headteacher and Trustees.
- Implementation of intervention schemes during the Easter and February half terms to support SEND and Pupil Premium students who were underachieving.
- Increased mental health support from outside agencies working with the school e.g., Kooth.com, PASS survey and Mental Health Support team.
- Coffee Afternoons to offer parents advice and guidance on supporting their children with SEND and Mental Health needs at home.
- Monitoring and evaluation of SEND data in comparison to non-SEND cohorts to identify individuals from vulnerable cohorts who would benefit from additional support.
- SEND specific training to the needs of our students
- OSSME – introduction of ASD specialist outreach service to support student needs

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school over the year include:

- Promote the idea for SEND champions within subjects to improve the quality of subject specific support and intervention.
- Head of Student support to attend SEND advocacy course
- IQM Award – To work to achieve the Inclusion Quality Mark Award
- Continue to develop the CPD program for staff to provide them with the tools and strategies to support SEN students in lessons and across school.
- Continue to forge links with other schools and SEN service providers to further develop the SEN provision within school.
- SENCO to be safeguarding trained to support SEND students, in line with local and national safeguarding priorities

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy (2024)
- Behaviour Policy (2024)

**Legislative Acts considered when compiling this report include:**

- SEND Review (2022)
- SEND Code of Practice (2015)
- Children & Families Act (2014)
- Equality Act (2010)
- Mental Capacity Act (2005)

**Date presented to/approved by Governing Body: November 2024**