



SEND Information Report

September 2025

SENCO: Mrs Sarah Edwards – Assistant Head/SENCO
SEND Trustee: Mr 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.

[SEND local offer - Liverpool City Council](#)

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

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).

Vision for SEND:

All students, including students with SEND, will have access to high quality teaching and effective support to enable them to fulfil their potential at The Blue Coat School. We are inclusive and aspirational. Teachers are both responsible and accountable for the learning, progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. We have recently been awarded IQM Centre of Excellence status.

Support:

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. 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*

SEND Levels of Support:

Universal Support	Universal Support is support available to all children and is offered through high quality teaching.
Targeted Support	Targeted Support is additional support that is in place for some children who may be working slightly below age expected or not making expected progress.
Specialist Support	Specialist Support is for a child who may still have difficulties, even with universal and targeted strategies and support in place, there will often be outside agency involvement at this point.

Inclusion Base

The student support team are located in our new inclusion base - a calm, sensory-safe space for delivery of regular booked therapeutic sessions (1:1 and small group) in school for neurodiverse students and to support mental health needs. Support is scheduled in 4–6 week blocks, with entry and exit criteria, with targets and outcomes analysed for impact and tracking progress.

Identification of Need

There is a clear whole school process for staff to follow when they have a SEND concern about a student, to ensure timely and appropriate responses. Staff can refer a student for support using the online internal referral form. The information is triaged by the Inclusion team and relevant interventions, and support is put in place. There are currently 97 pupils on the SEND register, with two of those children holding an Education, Health and Care Plan (EHCP). Underpinning our provision 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 SENCO 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.

Do: All teachers are responsible for familiarising themselves with the support plans of students with SEND, 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, delivered by our internal student support team, in the Inclusion base. External specialist support is arranged by the SENCo 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
- Purple Circle Autism Consultancy
- Educational Psychologist
- Referral to Neurodiversity Pathways

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 are updated and reviewed at three times a year, however, may be updated more frequently if needed.

The SENCO has a centralised email address, helping to streamline communication across the school. In addition, the SEND Support Plans have been updated to include both short- and long-term targets, aligning with the principles of the Graduated Approach. The form now clearly outlines the Assess, Plan, Do, Review cycle, supporting a more structured and strategic approach to identifying and meeting student needs.

How we support transition into our school and in preparing for adulthood

To ensure a smooth transition for all our students, including students with SEND, our approach involves:

- Communication with primary schools to gather transition information regarding current SEND support

- The process for the incoming Year 7 cohort has been significantly more transparent this year, with improved information sharing from primary schools. We are keen to strengthen links with primary schools in neighbouring areas to support more effective transitions in the future.
- 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.

Inclusion Team Qualifications and Staff Development:

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	SENCO/DDSL	NASENCo, NPQSL, QTS, BA Hons
ND	Student Support	Level 3 Learning Mentoring
LW	Student Support	Level 2 Counselling
JMB	AHT/DSL/Welfare Lead	DSL, NPQSL, QTS

The SENCO attends the SEND Briefings 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.

A key focus to continue to build on, as outlined in the SEND Action Plan, is the development of staff CPD. In July 2025, the SENCO introduced SEND Exploration Days and began implementing SEND Department Frameworks to support curriculum teams in embedding inclusive practices. The SENCO provided exemplary materials to each department to model expectations and later conducted dip-sampling to monitor engagement and consistency. Curriculum Team Leaders responded positively, noting that they welcome the growing visibility of SEND within subject areas. They expressed a strong interest in seeing these developments formally embedded within the school's academic calendar.

Compiled by S. Edwards – September 2025
