



SEND Policy (including children with health needs who cannot attend school)

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:	Under Review
Statutory guidance:	SEND Code of Practice (2015) Supporting pupils in school with Medical Conditions (August 2017) Equality Act (2010) Children’s and Families Act (2014) Ensuring a good education for those who cannot attend school because of health needs (May 2013) Education Act 1996
Audience:	Students, Parents, Staff, Leaders, Trustees, Local Authority, General public
Ownership:	Trustee Board/ Headteacher/ Deputy Headteacher
Last reviewed:	July 2025
Reviewed by:	Full Trustee Board
Next review:	July 2026

Aims and objectives

At The Blue Coat School Liverpool, every student belongs, is valued, and is empowered to thrive. Guided by Non Sibi Sed Omnibus — not for oneself but for all — we honour our story with honesty while forging a modern, inclusive future.

We celebrate individuality and champion diversity, inspiring students to flourish in their own way with confidence, curiosity, resilience, and kindness.

Our vision is to ignite ambition and nurture integrity and compassion, preparing young people to shape a fairer, brighter world — in Liverpool and beyond.

This policy sets out guidance and rules for using generative artificial intelligence (AI) at The Blue Coat School Liverpool. The aim is to uphold academic integrity while embracing technological advancements that support learning.

These guidelines apply to the entire Blue Coat School community, encompassing both students and staff.

Introduction

All pupils are entitled to a broad, balanced and differentiated curriculum. Pupils are valued equally, regardless of ability and encouraged to achieve their potential. The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational needs and/or disability (SEND).

The law states that all schools must 'have regard' to the SEND Code when deciding how to support children with special educational needs. Our provision follows guidelines outlined in the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015) and the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.

Purpose

Our vision for SEND is that 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.

The purpose of this policy is to ensure that pupils with SEND are identified, supported and guided throughout their school life, thus enabling them to maximise their learning, achieve their potential and make a successful transition to adulthood, the world of further and higher education, training or work.

This policy sets out The Blue Coat School's processes and practices to ensure that all students with special educational needs, including disabilities or medical conditions (SEND), are provided with equal access to the curriculum in accordance with the Equality Act 2010 and the SEND Code of Practice: 0-25 years (2015). This policy ensures that students and parents are provided with information about:

- Provision for SEND students
- Identification and Assessment of need
- Monitoring of provision to inform continuous improvement

Definition of SEND

The definition of Special Educational Needs (SEN) is a child or young person who has a learning difficulty or disability that requires special educational provision to be made for them. This means they have significantly greater difficulty in learning than their peers or have a disability that hinders their access to mainstream educational facilities.

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.' (SEN Code of Practice 2014).

The current legal definition of special educational provision for children aged two or over is: 'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the L A (other than special schools)' [Children and Families Act, Section 20].

Roles and responsibilities

- The Trustee Board will ensure that this policy meets current statutory requirements and is reviewed accordingly.
- The Headteacher will ensure that the procedures, practices and arrangements set out in this policy are adhered to.
- The Deputy Headteachers will support the Headteacher in ensuring that the procedures, practices and arrangements set out in this policy are undertaken effectively.
- The Special Educational Needs & Disabilities Coordinator (SENDCO) 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.
- Heads of Department will ensure that teachers in their department are aware of and use information about SEND students' needs.
- 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

- 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 high quality classroom and whole school provision, with additional support from the Student Support department if required.
- 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.
- 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 overseen by the SENDCO and identified on a Student Care Plan and or a Student Support Plan.
- 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.

- The school will continuously promote positive aspiration and outcomes for all students including those with SEND or medical conditions.
- The Blue Coat School will work with the Local Authority to support students who cannot attend school because of health needs.
- The Blue Coat School will work with the local hospital school to provide part time education on a short- or long-term basis.

Provision across the School

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

The school will ensure there is a designated teacher responsible for the coordination of provision for students' special educational needs, disabilities and medical conditions (SENDCO).

The SENDCO will:

- lead and manage supportive provision for all students with special educational needs, disabilities and medical conditions
- undergo regular professional development in SEND
- provide professional guidance to colleagues
- work closely with staff, parents and other agencies to support students effectively

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.

Information about the needs of students with SEND or medical conditions will be shared with staff as appropriate and in line with GDPR protocols, so that they are able to understand and support students' needs effectively.

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.

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 Student Support department.

All students with SEND or medical conditions will be proactively encouraged to engage in the activities of the School alongside their peers.

The School will publish an annual SEND information report on the school's website 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).

Identification of need

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 Student Support department
- from other professionals.

Where SEND or medical needs are identified before admission, the SENDCO 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.

Where SEND or medical needs are identified by the students' current teachers they will liaise with both teaching colleagues and SENDCO to discuss the areas identified 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.

Where SEND or medical needs are identified by the student's parent, communication 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.

Where SEND or medical needs are identified by the Student Support department, parents and students 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.

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 either be a Student Support Plan or an Educational Health Care Plan (EHCP).

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.

Where necessary the school will seek advice from outside agencies to assess the needs of the student and what support a student may require.

The SENDCO will make decisions and recommendations about whether to make special educational provision. In making decisions, the SENDCO will consider all the information available about the student's progress.

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:

- Student Support Plan for students whose needs can be adequately supported by the school
- Educational Health Care Plan (EHCP) for students whose needs require co-ordinated support across multiple organisations.
- Care plan - in conjunction with parents and medical professionals

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

The support cycle

Students who have SEND or medical needs will be supported through Support Plan 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 Student Support staff

As set out in the 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 relevant teams and stakeholders, a plan of support will be designed, and the plan will be shared with all relevant teaching and non-teaching staff.

Do - SENDCO 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.

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

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

The school will formally review the support it gives to all students with SEND each term, in the academic year. 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.

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

Children with health needs who cannot attend school

School will liaise with the Local Authority and other professionals to ensure education is arranged for students on roll who cannot attend school due to health needs

Initially, the school will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school and support their reintegration back into school. This may include:

- Sending work home for students to complete
- Identifying a lead member of staff to oversee support and provision
- Liaising with alternative education providers/hospitals
- Work to support families and students during any absences
- Provide a phased return to school

In cases where the local authority makes arrangements, the school will:

- Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the student
- Share information with the local authority and relevant health services as required
- Help make sure that the provision offered to the student is as effective as possible and that the child can be reintegrated back into school successfully
- Where possible, enable the student to stay in touch with school
- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made

Contacts:

SENCO – senco@bluecoatschool.org.uk

Local Offer: <https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page>

SEND guidance for parents: <https://liverpool.gov.uk/children-and-families/special-educational-needs-and-disabilities/send-local-offer/>