

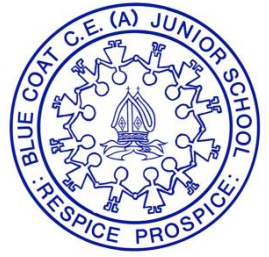


**THE BLUE COAT CHURCH OF ENGLAND (AIDED)
INFANT AND JUNIOR SCHOOLS' FEDERATION**

BELIEVING, CELEBRATING, SUCCEEDING

EXECUTIVE HEAD TEACHER: MR A. ORLIK

DEPUTY EXECUTIVE HEAD TEACHERS: MRS L ADLINGTON MR. D MATTHEWS



Love God, love others

Let your light shine

Special Educational Needs and Disability (SEND) Policy

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The Blue Coat Church of England (Aided) Infant and Junior Schools' Federation

Love God, love others

Let your light shine



Believing, celebrating, succeeding

***"I will bless you with a future filled with hope – a
future of success, not of suffering" Jeremiah 29:11***

Contact Details

Mr. A. Orlik (Executive Head Teacher)

Mrs. L. Adlington-McArthur (Deputy Executive Head including Inclusion
– Acting SENDCo)

Mr J Harris-Murdoch and Mrs B Miliken (Acting Assistant SENDCOs)

Governors with lead responsibility: Mrs B Parker

Date: September 2026

Compliance

This policy has been written with reference to the following guidance and documents:-

- ❖ Children and Families Act 2014
- ❖ The Special Educational Needs and Disability Regulations 2014
- ❖ SEN Code of Practice 0 – 25 (2014)
- ❖ **Schools SEN Information Report Regulations 2014**
- ❖ Statutory Guidance on Supporting pupils at school with Medical Conditions September 2014
- ❖ The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- ❖ Teachers Standards 2012
- ❖ Equality Act 2010: advice for schools DfE Feb 2013

Our Vision

All staff have contributed to the writing of the Blue Coat Federation vision for pupils with Special Educational Needs. The vision starts with our whole school vision *"I will bless you with a future filled with hope, a future of success not of suffering."* This encapsulates everything the Blue Coat Federation strives to achieve for all our pupils and especially those with Special Educational Needs. The Blue Coat community of teachers, pupils and parents work together to ensure that all pupils can "Let their Light Shine."

Blue Coat Federation is: *A Federation of schools where all pupils, but especially those with SEND, are able to flourish through equitable, inclusive practice where barriers to learning are removed. At Blue Coat, the curriculum is designed to ensure that children are able to let their lights shine.*

S – Supportive

H – High Expectations

I – Inclusive

N – Nurturing

E - Equitable for Everyone

What does our vision look like in reality?

Well-trained, reflective staff who aim to develop independence and resilience within learners.

Tailored Practice that meets individual needs and understands unique starting points.

A range of strategies consistently used by all staff:

Well differentiated work

Visual timelines

Supportive displays

Colourful semantics

Tailored resources

Small group work

Use of Concrete resources

Short, stepped instructions – task slicing

Task Modelling

Repetition

Table Toppers

Now and Next Boards

Workstations

Knowledge Organisers

Aims:

At Blue Coat Infant & Junior Federation, we aim to provide an inclusive learning environment, embedded within a Christian ethos, where every learner is valued and respected. Our broad, balanced, skills-driven curriculum and enrichment activities provide opportunities for everyone to achieve and succeed, regardless of background and circumstances.

Objectives:

- To ensure that children with special educational needs are identified and supported as early as possible.
- To make appropriate provision to overcome all barriers to learning and ensure that children with SEND have full access to a broad, balanced and relevant curriculum including an appropriate curriculum for the foundation stage, national curriculum and religious education.
- To ensure that our school has access to internal and external agency support to meet the needs of individual children. Some of these services include Educational Psychology service, Speech and Language Therapy,

School Health, CAMHS (Children and Adolescent Mental Health Service), NIAT (North Star Inclusion Advisory Team).

- To promote an ethos of high expectations and inclusion (including a multi-sensory approach to learning) and equal opportunities for pupils with special educational needs with every teacher being a teacher of children with SEND.
- To ensure the highest level of integration for physically disabled children.
- To keep parents fully informed and help them to take an active part in supporting the needs of their child.
- To create an environment where pupils can contribute to their own learning and voice their opinions of their own needs.

Identifying Special Educational Needs

Definition of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition in (a) above when they reach compulsory school age or (b) would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability: Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Admission and inclusion of disabled pupils

The Federation welcomes applications from disabled pupils and pupils with SEND. Admission arrangements are in accordance with the Federation's published admissions arrangements and statutory requirements. The Federation will make reasonable adjustments and consider the individual needs of disabled pupils to support their admission, participation and inclusion.

Equality Act and Reasonable Adjustments

The Federation recognises that not all pupils with SEND are disabled and that not all disabled pupils have SEN. The Federation will meet its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

Reasonable adjustments may include adaptations to teaching, resources, communication, the learning environment, assessment arrangements, routines, physical access and participation in school activities, trips and educational visits. Adjustments will be considered on an individual basis and reviewed regularly with the pupil and their parents/carers where appropriate.

TYPES OF SEN

SEN is divided into four broad areas of need:

Communication and Interaction – this includes children and young people with speech, language and communication needs (SLCN) who have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, mental and Emotional Health - children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental

health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs – some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with disabilities such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Behavioural difficulties, slow progress and low attainment do not necessarily mean that a child or young person has SEND and will not automatically lead to a pupil being registered as having SEND.

Our Graduated Approach to SEND support

Quality First Teaching

Class teachers are responsible and accountable for the progress of all pupils in their class. They ensure all children have access to high quality teaching, differentiated to meet children's individual needs. They will track the progress of each child to identify, plan and deliver any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.) and will liaise closely with the school Inclusion Team as necessary. They will ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.

Class teachers, supported by the Inclusion Team and Executive Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. Where there are concerns, these are discussed with parents and progress is tracked, monitored and reviewed using an Assess Plan Do Review cycle at the Early Response stage.

Early Response

If a class teacher identifies that a child is failing to make appropriate developmental progress across any area of school life they will implement an 'Early Response'. A class teacher will consider the barriers faced by the child and appropriate strategies to overcome these. A class teacher will complete an Early Response pro-forma identifying the concerns (assess), two or three targets (plan) and how these will be implemented (do). An Early Response cycle will last for a maximum of six weeks before being reviewing. If the child has responded positively to targeted support another cycle of targeted Early Response may be considered appropriate. If, despite the changes and additional input, and usually after no more than two Early Response cycles, a child has not made sufficient progress to close gaps or overcome barriers they will be placed on the SEND register and appropriate interventions put in place to receive SEND support. A child may require SEN Support where there is evidence of a special educational need even where attainment/progress isn't the only concern.

SEND Support

The aim of SEND support is to help ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part cycle: **Assess-Plan-Do-Review**

Assess

This involves analysis of the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views will also be considered. This assessment will be reviewed regularly to help ensure that

support and interventions are matched to need, that barriers to learning are clearly identified and being overcome. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

If it is decided to provide a pupil with SEND support, a Support Plan (ISP) will be drawn up with individualised targets in consultation with the teacher, year group leader and SENDCo and parents/carers to agree the adjustments, interventions and support that are required as well as the expected impact on progress. Plans will also include ways parents can support children at home to reinforce or contribute to learning. All those working with the pupil will be informed of their individual needs, the support that is required, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Team will support the class teacher in the further assessment of the child's needs and advise on the effective implementation of support.

Review

Reviews of a child's progress will be made regularly to evaluate the impact and quality of the support and interventions. These will be carried out by the SENDCo and Year Group leader in liaison with the class teacher. They will revise the support in light of the pupil's progress and development, making any necessary changes in consultation with parents and the pupil.

Where a pupil has an Education, Health and Care Plan (see below), the local authority must review that plan as a minimum every twelve months.

Pupil voice will form part of the review process:

- pupils contribute to identifying their strengths and barriers;
- pupils contribute to Support Plan targets(where appropriate);
- communication is adapted to enable meaningful participation;
- the school records pupil views;

Pupil voice may be gathered through observation, play, communication systems, drawings, photographs, discussion or other age-/developmentally appropriate methods.

Monitoring the Effectiveness of SEND Provision

The Federation evaluates the impact of SEND provision in a variety of ways to ensure provision remains effective for every child. During the review process class teachers, supported by the Inclusion Team, may consider all relevant progress measures including:

- academic progress;
- communication and language;
- independence;
- social/emotional development;
- attendance;
- participation;
- engagement;
- behaviour where relevant;
- preparation for transition;

- progress towards individual outcomes.

Provision will be adapted as a result of these evaluations. If, despite consistent and appropriate provision, the pupil is still not achieving the desired outcomes, an EHC needs assessment will be considered after full consultation with parents/carers and relevant external professionals.

Referral for an Education, Health and Care Plan (EHCP)

Where a pupil's needs may require provision beyond that which can reasonably be provided through SEN Support, the school will discuss with parents/carers whether an EHC needs assessment should be requested. Parents/carers may also make a request directly to the local authority. The Local authority will expect to see evidence of the graduated response approach taken by the school as part of SEND support and the impact of support received so far.

The request will be considered by the Local Authority at a panel made up of a group of professionals independent of school about whether an Assessment should be carried out. If agreed, an assessment is carried out by the Local Authority and referred back to panel to make the decision about whether an EHCP is appropriate. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

The Ark – Specialist Resource Provision

The Ark is our Specialist Resource Provision for children with Speech, Language and Communication needs/Autism. The Local Authority commissions 16 places within this provision to support children who have an EHCP. The Ark supports children from Reception to Year 6. Children have access to a bespoke curriculum tailored specifically to their needs and EHCP targets. More information about The Ark can be found on our website.

Managing Pupils Needs on the SEND Register

All children on the SEND Register will have an Individual Support Plan (ISP), which provides details about progress, any interventions and additional support, areas of strengths and weakness, contact details of external agencies involved and any other relevant information e.g. attendance. The ISP is designed to be a working document which is updated regularly to reflect the current needs of the child.

In addition, the ISP will be updated termly with targets as part of the Assess-Plan-Do-Review cycle. These are reviewed three times a year, with parents and pupils being involved in setting new targets. Class

teachers are responsible for evidencing progress according to the outcomes described in the plan. The Inclusion Team supports in identifying appropriate interventions whilst year group leaders keep provision maps as a way of recording access to interventions and outcomes.

Specialist Support

The Inclusion Team ensures that children have access to appropriate external support. Parents and carers will always be involved in any decision to involve specialists before any referral documentation is completed. The involvement of external professionals and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Transition Support

The Federation recognises that points of transition can be particularly challenging for pupils requiring SEN support and their families. Staff across the Federation will work with pupils, parents/carers, settings and other professionals at these points:

- transition into Reception;
- transition from Infant to Junior;
- transition to secondary school;
- transition between year groups/classes where appropriate;
- transition to and from different settings

Criteria for exiting the SEN Register/Record

If it is felt that a pupil is making progress which is sustainable then they may be taken off of the SEND register. If it is agreed to take the pupil off the SEND register, all records will be kept until the pupil leaves the school and passed onto the next setting. The pupil's progress will continue to be monitored. If it is felt that the pupil requires additional assistance at any time then the procedures set out in this policy will be followed.

Supporting pupils and familiesParents/Carers:

- are involved from the earliest point;
- receive information in accessible formats where necessary;
- contribute to assessment and planning;
- are involved in reviewing provision and outcomes;
- are informed when external agencies are being considered;
- can raise concerns or disagree with provision;
- are signposted to SENDIASS and the Local Offer.

SEN Information Report and Local Offer

The Federation publishes an annual SEN Information Report setting out how this SEND Policy is implemented in practice, including the provision

available for pupils with SEND, arrangements for identifying and assessing need, the involvement of pupils and parents/carers, support from external agencies, arrangements for supporting pupils with medical conditions, transition arrangements and how complaints are managed.

The SEN Information Report is reviewed annually and updated whenever significant changes occur. It is published on the Federation website and contributes to the information available through the local authority's SEND Local Offer.

Further information about SEND support can be found on the Local authority websites <https://send.walsall.gov.uk/>

Information, Advice and Support Service (SEND) (formerly Walsall Parent Partnership Service) is a statutory service provided by Walsall Council for parents and carers of children and young people who have or may have a **special educational need** (SEND). They provide **free** confidential information, advice and guidance in relation to special educational needs: <https://family-action.org.uk/services/walsall-sendiaass/>

Safeguarding, attendance and behaviour

The Federation recognises that pupils with SEND may experience additional barriers to attendance, learning, participation and safeguarding. Staff will consider whether unmet SEND or disability-related barriers contribute to difficulties and will work with pupils, parents/carers and relevant professionals to identify appropriate support and reasonable adjustments. The Federation's Safeguarding and Child Protection Policy, Attendance Policy and Behaviour Policy should be read alongside this policy.

Supporting pupils at school with Medical Conditions

Pupils at school with medical conditions will be supported appropriately so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions.

Training and Resources

The senior leadership team ensure that training opportunities are matched to school development priorities. We attend regular training updates from North Star Inclusion Advisory Team (NIAT). Whole school training is regularly delivered through a programme of Inset sessions.

Roles and Responsibilities

The Governing body

The Governing Body ensure that the school has an up to date SEND Policy; that the school has appropriate SEND provision and has made necessary adaptations to meet the needs of all children in the school. The SEND Governors visit the school to monitor the provision and progress of SEND pupils. Within this the SEND Governor will monitor:

- SEND outcomes/progress;
- attendance;
- exclusions/behaviour where relevant;
- participation/inclusion;
- parent/pupil feedback;
- accessibility;
- effectiveness of interventions;
- use of SEND funding/resources;
- staff training;
- compliance with statutory duties.

This information will be shared with the full governing body through a termly link governor report.

Our current SEND Governor : Mrs Barbara Parker

The Executive Head Teacher and Deputy Executive Head Teachers

The Executive Head Teacher is responsible for the day-to-day management of the school's provision for special educational needs, closely liaising with the Inclusion Team and for keeping the governing body fully informed about SEND issues. The Executive Head Teacher is responsible for the SEND budget.

The Executive Head Teacher is: Mr. A. Orlik

The Deputy Executive Head Teachers are: Mr. D. Matthews and Mrs L. Adlington.

The SENDCo

The SENDCo has responsibility for coordinating the day-to-day provision for pupils with SEND and for ensuring that the graduated approach of Assess, Plan, Do and Review is implemented effectively.

The SENDCo works strategically with the Executive Leadership Team, teachers, support staff, parents/carers, pupils and external professionals to identify needs, coordinate provision, monitor impact and promote inclusive practice.

The Federation will ensure that the SENDCo has sufficient time, resources and administrative support to fulfil these responsibilities effectively.

The SENDCo supported by the Inclusion Team are responsible for:

- ❖ Overseeing the day to day implementation of the SEND policy
- ❖ Co-ordinating provision for children with SEND and EHCPs
- ❖ Advising teachers and other school staff on the identification and support of SEND pupils which includes helping to write Support Plans
- ❖ Carrying out assessments and observations of pupils with specific learning problems
- ❖ Collating information for an Education Health Care Plan if required
- ❖ Purchasing resources and specialist equipment as required
- ❖ Liaising with parents of children with SEND/EHCPs so they are involved as partners in the process
- ❖ Maintaining the records of all children with SEND and EHCPs
- ❖ Monitoring the progress of children on the SEND Register
- ❖ Contributing to the in-service training of staff
- ❖ Liaising with external agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- ❖ Liaising with the SENDCos in receiving schools to ensure smooth transition between schools
- ❖ Overseeing the running of our Nurture provision

The Inclusion Team comprises:

Mrs L Adlington-McArthur (Deputy Executive Head for Inclusion, Safeguarding and Behaviour and Acting SENDCo)
 Mr J Harris-Murdoch and Mrs B Miliken (Acting Assistant SENDCos)
 Mr K Bonsu (Family Support Worker)
 Mrs S Wood (Assistant Learning Mentor Nurture and ELSA Lead)
 Mr F Ward (ELSA)

There are also a number of Teaching Assistants who support identified children across the Federation.

Class Teacher

Is responsible for:

- ❖ Providing high quality teaching for all children they teach, ensuring that the curriculum is differentiated to meet individual needs of SEND pupils
- ❖ Assessing pupil's needs and with the support of the SENDCo help plan appropriate adjustments, interventions and support to meet the individual needs of the child
- ❖ Ensuring that all members of staff working with your child are aware of their individual needs and any additional resources or equipment needed
- ❖ Retaining responsibility for pupils even when the child is being taught 1:1 or in a small group setting away from the classroom
- ❖ Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- ❖ Directly liaising with parents of children with SEND to inform them of progress on a regular basis

Storing and Managing Information

Paper documents relating to pupils on the SEND register will be stored in individual pupil files in a locked filing cabinet. Electronic documents are secured safely using encrypted password protected documents. SEND records will be passed on to a child's next setting whenever he or she leaves.

Accessibility

Our school complies with all accessibility requirements; please see our Accessibility plan for full details of how the Federation

- increasing access to the curriculum;
- improving the physical environment;
- improving access to information.

Both sites also have:-

- Ramp access
- Disabled toilet
- Visibility strips on all stairs
- Handrails fitted to all stairs
- Low reception windows for wheelchair users
- Appropriate lighting and blinds
- Aids to support visually impaired pupils e.g. writing slopes

Dealing with complaints

Parents/carers who have concerns about SEND provision are encouraged to raise these initially with the SENDCo so that the matter can be discussed and resolved wherever possible. If concerns still remain following input from the SENCO they can be escalated to the Deputy Head for Inclusion and Behaviour. Where concerns remain, the Federation's Complaints Policy sets out the formal stages for raising a complaint.

A copy of the school's complaints procedure is available from either school or on the Federation website.

Walsall SENDIASS can offer advice and support to parents and carers of pupils with special educational needs or disabilities. Their telephone number is 01922 612008.

Reviewing the Policy

This policy will be reviewed by governors on an annual basis.