



The Blue Coat
School

SEND INFORMATION REPORT (ACHIEVEMENT FOR ALL)

Policy approved by	Local Governing Committee
Date of Approval	Autumn 2024
Next Review Date	Autumn 2025

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1. Introduction

Through faith, vision, and nurture we aim to:

- Provide a high quality, inclusive education for all students.
- Ensure students feel safe, happy, and cared for.
- Support all students to be all that they can be and all they are meant to be.

2. What types of Special Educational Needs does Blue Coat support?

At Blue Coat we support students with a range of needs. This includes:

- Specific Learning Difficulties such as Dyslexia
- Autistic Spectrum Conditions
- Hearing Impairment
- Visual Impairment
- Speech and Language Difficulties
- ADHD (attention deficit hyperactivity disorder / ADD (attention deficit disorder)
- Social, Emotional or Mental Health or well-being difficulties
- Physical and / or medical difficulties

3. How does the school know if my child has special educational needs and needs additional support?

- Information and guidance from primary schools. Students with an EHCP will receive a visit at their primary school from a member of the Achievement for All Department. Not all children receive a visit because of the very large number of feeder primary schools.
- Tracking and monitoring of achievement and progress
- Feedback from teachers.
- Liaison with parents and pupils
- Recommendations and reports from professionals/ diagnostic reports
- Baseline Assessments and screening tools

4. What provision is there for students with Special Educational Needs?

- High quality, adapted, mixed ability teaching as part of our universal school offer.
- Teaching assistants support the learning in some lessons.
- A range of interventions are available to help students who are not making the expected progress.
- The support of a key worker who will keep a chronology of all support and provision that is accessed.
- Information about individual students who have a SEND need is circulated to staff, along with any advice that will allow for optimum learning to take place.

5. How will I know how my child is doing?

- Parents and carers of students an Education, Health and Care Plan will be invited to a person-centred annual review.
- Parents and carers of all students with Special Educational Needs to receive additional progress reports (Pupil Progress Reviews) on top of the school reports. These are followed up with a phone call where SMART targets will be set, and provision reviewed as part of the graduated response of 'Assess, Plan, Do, review'.
- Parents and carers will receive whole school reports which will show their child's attitude to learning in every subject and their summative assessment outcome in EBACC subjects.

- Subject parents' evenings are held once a year where parents and carers will have the opportunity to discuss progress with subject teachers.
- Parents and carers are actively encouraged to contact Achievement for All whenever they have concerns or queries regarding their child's needs.

6. What support is there for my child's well-being?

- Students are monitored and supported by their Form Tutor, Director of Learning, Heads of Department and Subject teachers, as well as the SENDCo.
- The Green Room is available for students before school, at social times and after school and here they can come and join in clubs including Team 7s, Craft Club, Lego Club, do homework, or just have a quiet space.

7. How is the decision made about what type and how much support my child will receive?

- The Assistant Headteacher for Achievement for All (SENDCo) will make decisions about support.
- Decisions will be based on the rate of progress students are making and carefully matching interventions to any significant barriers to learning.
- All interventions are evaluated, and information will be shared with you before and at the end of the intervention.
- Evaluation is based on progress against specific targets, achievement across all subjects and pupil voice.

8. Will my child be included in all activities and trips?

Yes. Activities are offered to all students and reasonable adjustments will be made to allow students to fully engage with all aspects of school life.

9. Is additional support in place for Post 16/ Post 18?

- Students are guided through the process by the Director of Learning, SENDCo, key workers and our on-site careers advisor (Positive Steps).
- Support is put in place (for the young person and family) through the annual review process for those students with an EHC plan. At all reviews from Year 8 onwards there is discussion around 'preparing for adulthood'.
- Early and additional careers appointments are offered to all students on the SEND register and parents and careers are invited to attend these.
- We work closely with local colleges and post 16 providers to ensure all students have a robust transition plan in place.
- The Local Authority (LA) must make young people aware of the support that is available through the local offer.

10. Who will support my child?

- All students have the universal support from their form tutor and Director of Learning and their classroom teachers/ Heads of Department. Students on the SEND register, or those who have a barrier to learning have additional support from the Achievement for All Department. This consists of the Assistant Headteacher of Achievement for All (SENDCo), Achievement for All Co-ordinator, HLTAs and a key worker (Teaching Assistant or Learning Mentor).
- Some students are supported in the classroom by a Teaching Assistant who supports the class teacher, using the 'Independence Model' to support the progress and attainment of young people in the classroom.

- If a young person has a medical, need they are supported by both our Medical Officer and Achievement for All. Regular training is undertaken, often linked to the needs of a particular student.
- We have a team of experienced Learning Mentors, and sometimes students are referred to them for a variety of reasons for short term interventions.
- We utilise the support of external agencies and will actively seek support from agencies best equipped to provide advice and support for individual students for example:
 - o Healthy Young Minds
 - o Occupational Therapy
 - o Speech and Language
 - o Community Nurses
 - o Social Care
 - o Educational Psychologists
 - o Specialist Teachers
 - o Specialist Services e.g. VI Service/ HI Service

This is not an exhaustive list.

11. How do you consult with students about their Special Educational Needs and/or disabilities?

Along with universal school opportunities to join in 'pupil voice' surveys, school council, parents' evenings etc. Students with SEND will be involved in pupil progress reviews which is used to inform their classroom teachers and update their One Page Profile. For students with an EHCP, students will be asked to give pupil voice in advance of their annual review.

12. How accessible is the school for children with disabilities?

The Blue Coat was built in the early 1800s on the top of a large hill in the centre of Oldham. It is a campus building with a growing and expanding community. Where modifications have been possible, these have been made and some areas of the school can be accessed via a lift.

13. Who can I contact for further information?

- Mrs Underwood, Assistant Headteacher of Achievement for All and SENDCo
- Mrs Hunt, Achievement for All Co-ordinator
- Achievement for All Team