



The Bluecoat School SEND Information Report

September 2026 to July 2027

Our Vision

At The Bluecoat School, everyone is valued and cared for as an individual. We believe that every child has unique strengths and deserves to feel respected, included and successful.

We are proud to be a reflective, adaptive and community-focused school where children are known as individuals and where relationships sit at the heart of everything we do. We recognise that all children learn differently and that some pupils may need additional support at various points in their educational journey. Our role is to identify those needs early, work closely with families and provide the right support so that every child can flourish.

Inclusion is not an additional aspect of school life at The Bluecoat School; it is an integral part of our everyday practice. We aim to create a culture where all pupils feel safe, experience a genuine sense of belonging, and can participate fully in all aspects of school life, regardless of their needs or starting points.

Our ambition is that every child leaves The Bluecoat School as a confident, resilient and independent learner who is well prepared for the next stage of education and for life beyond school.

Inclusion at The Bluecoat School

At The Bluecoat School, we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are fully included in learning, social opportunities and the wider life of the school.

We believe that high-quality teaching is the most important factor in helping children succeed. Great teaching forms the foundation of our graduated approach and is the first level of support available to all learners. Teachers adapt lessons, resources and learning environments so that pupils can access an ambitious curriculum alongside their peers.

Where additional support is required, this may include targeted interventions, specialist advice, adapted resources or personalised plans. Our aim is always to remove barriers to learning whilst promoting independence, confidence and self-belief.

Support is reviewed regularly to ensure it remains effective and responsive to pupils' changing needs.

Our Commitment to Early, Effective Support

We believe children should receive support as soon as needs emerge.

Our approach focuses on identifying barriers early and putting evidence-informed support in place without unnecessary delay. Through close collaboration between teachers, families, the SENCo and external professionals, we aim to respond quickly to emerging needs and ensure that pupils receive the help they need at the earliest opportunity.

By providing support early, we can often prevent difficulties from becoming barriers to learning and help children to thrive alongside their peers.

Our School Context

The Bluecoat School is a caring and inclusive primary school serving the Stamford community.

During the 2025-2026 academic year:

- 118 pupils were on roll.
- 29 pupils received SEND Support.
- 8 pupils had an Education, Health and Care Plan (EHCP).

We are proud of our inclusive culture and the strong relationships between pupils, staff, and families. Our SEND Quality Assurance review and Ofsted recognised strengths in adaptive teaching, early identification, personal development, inclusive practice and support for pupils with additional needs.

What Makes The Bluecoat School Unique?

The Bluecoat School offers a rich and varied educational experience that extends beyond the classroom. Reading sits at the heart of our curriculum, and we are committed to ensuring that all children develop the literacy skills needed to become confident and successful learners.

Alongside our strong focus on reading, language development and high-quality teaching, pupils benefit from opportunities that help them grow socially, emotionally and personally. These include outdoor learning experiences, gardening and allotment projects, animal care, enrichment activities, inclusive sporting opportunities and community events. Through these opportunities, children develop resilience, independence, responsibility and a love of learning.

Our Aims for Children with SEND

At The Bluecoat School, we aim to:

- Identify needs as early as possible.
- Ensure every child feels included, valued and respected.
- Work collaboratively with parents and carers.
- Listen carefully to children's views and aspirations.
- Provide support that is responsive to individual needs.
- Promote independence and resilience.
- Enable pupils to access a broad and ambitious curriculum.
- Support positive social, emotional and mental wellbeing.
- Prepare children successfully for adulthood and future learning.

What is SEND?

The SEND Code of Practice states that a child or young person has Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

The four broad areas of need identified within the Code of Practice are:

Communication and Interaction: This may include difficulties with speech, language, communication and social interaction, including autism

Cognition and Learning: This includes difficulties with learning, literacy, numeracy, memory, processing and specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health: This includes difficulties relating to emotional wellbeing, anxiety, behaviour, self-regulation and mental health

Sensory and/or Physical Needs: This includes hearing impairment, visual impairment, physical disabilities and sensory processing differences.

Many children may experience needs across more than one area.

Any pupil on the SEND register has been identified as having needs that require long-term intervention and/or experts on hand and has been provided with specialist-recommended provision to meet their special educational need and/or disability. To help these pupils make progress, targets and support will be given.

Listening to Children

Children's voices are central to our work.

We believe that pupils should be active participants in decisions about their learning, support and future aspirations. We seek children's views through everyday conversations, pupil voice activities, person-centred planning, SEND reviews, annual reviews and wellbeing discussions.

Children help us understand:

- What they enjoy.
- What they find difficult.
- What helps them learn best.
- What they would like to achieve.
- What support works well for them.

By listening carefully and responding thoughtfully, we ensure that support remains meaningful and centred around the child.

Working in Partnership with Parents and Carers

Parents and carers know their children best and are key partners in the SEND process. We value open, honest and supportive relationships with families and believe that children achieve the best outcomes when home and school work together.

Parents and carers are involved in:

- Assess, Plan, Do, Review meetings.
- Annual Reviews for pupils with EHCPs.
- Parent consultation meetings.
- Early Help meetings where appropriate.
- Team Around the Child meetings.
- Transition planning.

We encourage families to share concerns early and to celebrate successes alongside us. Our staff are always willing to discuss a child's progress, wellbeing or support needs.

Identifying SEND

Early identification is a priority at The Bluecoat School. Needs may be identified through:

- Parent or carer concerns.
- Teacher observations.
- Assessment information.
- Progress monitoring.
- Information from previous settings.
- Advice from external professionals.
- Pupils' own views and experiences.

When a concern is identified, staff work together with parents and the SENCo to build a clearer picture of a child's strengths and needs before deciding on the most appropriate support.

The Graduated Approach

We follow the graduated approach outlined in the SEND Code of Practice: Assess → Plan → Do → Review. This cycle is ongoing and ensures that provision remains flexible, responsive and focused on achieving positive outcomes.

This approach enables us to:

- Understand a child's needs.
- Agree appropriate outcomes.
- Put support in place.
- Monitor progress carefully.
- Adapt support where necessary.

How We Support Pupils with SEND

Provision is tailored to individual needs and may change as children develop. For many pupils, support is delivered through high-quality classroom teaching and adaptive practice. Teachers use a wide range of strategies to support learning, including visual supports, scaffolding, explicit instruction, flexible grouping, communication aids and adapted resources.

Some pupils may benefit from additional interventions designed to address specific barriers to learning. These may support areas such as literacy, numeracy, communication, emotional wellbeing, social development or sensory regulation.

Where specialist advice is required, we work closely with external professionals to ensure that support reflects current best practice. Our focus is always on helping pupils become increasingly independent and confident learners who can access the curriculum and wider school life successfully.

Supporting Wellbeing and Personal Development

Children learn best when they feel safe, understood and emotionally secure. Positive relationships underpin our approach to behaviour and wellbeing. Staff use Therapeutic Thinking approaches to understand behaviour as communication and to identify the support that children may need.

Support may include emotional literacy interventions, pastoral support, therapeutic conversations, social skills work, emotional regulation strategies and Therapeutic Thinking plans where needed.

We are particularly proud of the caring culture within our school and the way pupils support one another.

Positive Outcomes for Children

At The Bluecoat School, success looks different for every child. For some pupils, progress may be measured through academic attainment. For others, success may be seen through increased confidence, improved communication, stronger attendance, better emotional regulation, greater independence or improved participation in school life.

We recognise that academic success is built upon many interconnected skills and experiences. Our approach focuses not only on attainment outcomes, but also on developing the foundations that enable children to learn successfully. By supporting communication, emotional wellbeing, independence, engagement, resilience, self-regulation and social interaction, we help pupils become confident and effective learners who are better able to access the curriculum and achieve strong academic outcomes over time.

We regularly review:

- Academic progress.
- Personal development.
- Attendance.
- Engagement in learning.
- Participation in wider opportunities.
- Pupil voice.
- Parent feedback.

These measures help us understand the difference our support is making and ensure provision remains focused on meaningful outcomes.

We are particularly proud that pupils with SEND actively participate in the wider life of the school. During the 2025-2026 academic year, 96% of pupils accessed educational visits and extracurricular opportunities, reflecting our commitment to inclusive participation and belonging.

Inclusion Beyond the Classroom

We believe that every child should experience the full life of the school. Pupils with SEND are encouraged and supported to take part in:

- Educational visits.
- Sporting activities.
- School performances.
- Leadership opportunities.
- After-school clubs.
- Outdoor learning experiences.
- Community projects.
- Enrichment activities.

Where adjustments are needed to support participation, we plan them carefully in partnership with families and staff.

Our Expertise

The Bluecoat School benefits from a skilled and experienced SEND team. Staff engage in ongoing professional development to ensure pupils receive effective support.

Expertise within the school includes:

- Therapeutic Thinking
- Autism Education Trust approaches
- ELSA
- Attention Autism
- Elklan
- Team Teach
- Boxall approaches
- Dyslexia screening
- Attunement and relational practice
- Adaptive teaching strategies

We also work closely with the Meridian Trust SEND Team and a wide range of external professionals to continually improve provision and outcomes for pupils. We also work with Lincolnshire County Council's SEND Team and attend local cluster groups.

Working with External Professionals

Some pupils benefit from support and advice provided by external agencies. We believe that supporting children with SEND is a shared responsibility. School staff, families, health professionals, local services and external agencies work together to ensure children receive coordinated, effective and person-centred support. The Bluecoat School has established effective partnerships with various external agencies and professions. The Special Educational Needs Co-ordinator (SENCo) can refer to most of these agencies directly. Most agencies the school uses provide advice, but the SENCo can also refer you to, or advise you about, services that can support a parent/carer or family. Most referrals require parental/carer permission; a referral form must be signed. The school cannot access agency support without this permission. The Bluecoat School uses the following outside agencies:

Cognition and Learning (Learning Needs)

- Evidence-based assessment tools provided by a range of professionals
- Educational Psychology – to assess and observe within the school setting and to provide advice about supporting the special educational needs of pupils
- At times, LCC provides children with a Specialist Teacher – to assess within the school setting. The assessment then outlines a pupil's strengths and weaknesses and can identify, for example, specific learning difficulties such as Dyslexia and Dyscalculia

Communication and Interaction (Speech and Language)

- Speech and Language Therapy Service (SALT) – This can be in the form of a drop-in clinic at the Children's centre. At times, the school can make a referral. Pupils can be seen by appointment at the hospital or assessed within the school setting.
- Social and Communication (including Autism) Outreach Service – The school can make a referral. After initial school training, the team can support the school through learning walks and, if necessary, Pupils will be observed within the school setting, and advice will be sought regarding social, communication, or behavioural needs.

Social, Emotional and Mental Health

- Healthy Minds – Parents can make a referral. Here4You Advice Line: 0800 234 6342
- Child and Adolescent Mental Health Services (CAMHS)—A referral can be requested by a pupil's G.P., a paediatrician, or the school in some cases.
- The Working Together Team Service can support ADHD support – The school can make a referral. After a period of school training, the team can support the school through learning walks and, if

necessary, Pupils will be observed within the school setting, and advice will be sought regarding social, communication, or behavioural needs.

Physical and Sensory Needs

- Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties. Pupils would be seen by appointment at a local hospital following a referral from their G.P., Health Visitor, or school.
- Teacher of the Hearing Impaired – The school can make a referral. They advise the school on how to support a pupil with a hearing impairment. Teacher of the Visually Impaired - The school can make a referral. They advise the school on how to support a pupil with a visual impairment.
- Physiotherapist - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.
- Occupational Therapist - The SENCo cannot refer directly to this service, but a referral can come from a GP or Paediatrician.
- CYPN (Children and Young People Nurse) – the school can make a referral through an Early Help Assessment.

Where a pupil has extensive outside agency involvement, the SENCO may suggest using a service called 'ESCO' (Early Support Care and Co-ordination). This team will lead and organise the many agencies supporting the family.

For specific details about what these agencies provide, follow the link to visit Lincolnshire County Council's Local Offer.

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d- reforms/the-local-offer/>

The school works collaboratively with professionals including:

- Speech and Language Therapists
- Community Paediatricians
- Working Together Team
- AET trainers
- Educational Psychologists
- Stamford Mental Health support team
- Healthy Minds
- CAMHS
- Hearing and Visual Impairment Services
- Behaviour Outreach Services
- Meridian Trust SEND Team
- Meridian Trust Specialist Settings

Parents are always involved in discussions regarding referrals and support arrangements. At The Bluecoat School, we recognise that positive academic outcomes often result from successfully developing wider skills and characteristics over time. We therefore place equal importance on attendance, engagement, communication, independence, resilience, emotional wellbeing and self-advocacy. By strengthening these skills, we help pupils access learning more effectively, overcome barriers and achieve their academic potential.

Transition and Preparing for the Future

We recognise that periods of transition can be challenging for some pupils.

We work carefully to support children when:



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Starting school.

- Moving between classes.
- Joining the school mid-year.
- Transferring to another primary school.
- Moving to secondary school.
- Additional visits, social stories, transition booklets, meetings and personalised transition plans may be used where appropriate.

We aim to ensure that children move successfully into their next stage of learning, feeling confident, prepared and supported.

The Role of the SENCo

The SENCo at The Bluecoat School is Helen Taylor. Mrs Taylor is a qualified teacher, Assistant Headteacher and member of the Senior Leadership Team. She holds the National Award for SEN Coordination and has undertaken additional postgraduate study in SEND. Mrs Taylor works closely with pupils, families, staff, and external professionals to ensure provision is effective, inclusive, and focused on positive outcomes.

Appointments can be arranged through the school office. Email: office@bluecoatprimary.org

How can the SENCo help me?

Mrs Taylor can offer advice about how to identify if your child has any special educational needs and what support they might need. They can make direct referrals to many outside agencies and lead multi-agency meetings to ensure that your child's needs are met in school. They can also advise on family needs and suggest who can help.

What support is implemented for pupils with special educational needs and disabilities?

The Bluecoat School is a mainstream setting that operates an inclusive, evidence-based MITA approach. MITA (Mainstream Inclusion Through Adaptive Practice) focuses on adapting teaching through high-quality inclusive classroom strategies, reasonable adjustments, scaffolded learning, visual supports and targeted interventions so that pupils can access learning alongside their peers within the mainstream environment. A key principle of this approach is the promotion of independence and participation through universal and targeted provision. The school may use short-term small-group or 1:1 support to deliver specific interventions, rather than relying on continuous individual adult support.

Cognition and Learning (Learning Need)

- Evidence-based, recommended approaches to learning for children with SEND, e.g. visuals, social stories and meta-cognitive approaches
- Adapted and scaffolded work expectations matched to the child's ability
- Strategically adapted resources, e.g. word banks, maths resources
- Specialist and evidence-based interventions

Communication and Interaction (Speech and Language)

- Resources provided by the Speech and Language Therapy Service - First Call
- Communication and language games
- Social skills games
- Specific speech and language programmes provided by the Speech and Language Therapy Service
- Makaton and /or PECS (Picture Exchange Communication System)- a visual/picture resource to support language and communication.



- De-escalation plans which outline a pupil's difficulties and the most effective strategies to use to help them
- Therapeutic Thinking Individual Analysis & Planning
- Boxall assessments and support plans
- CBT-based programmes such as Starving the Anxiety Gremlin
- Social skills games
- Praise and reward strategies
- ELSA – Emotional Literacy Support
- Emotionally Based School Avoidance Support plans
- Pastoral Support Plans
- Animal Assisted Therapy

Medical, Physical and Sensory Needs

- Specialist equipment such as seating, writing slopes, pencil grips and calmers
- Sensory circuits
- Specialist training from outside agencies, such as specialist nurses for pupils with disabilities and teachers of the hearing and/or visually impaired

What equipment and resources does the school have to help my child?

Over the years, we have supported many pupils with significant difficulties, so we already have lots of equipment and resources in school. Below are some examples.

- Accessible toilet
- Shower facilities
- Coloured overlays
- Pencil grips
- Calmers (squeeze/stress balls etc)
- Sand timers
- PECS - a visual/picture resource to support language
- Sensory support equipment

How will I be kept informed about the support that my child is receiving, and what do I do if I have concerns about it?

We will share the support your child receives with you at parent consultations/meetings each term (3 times a year) so you are kept informed. If your child has outside agencies involved, we will also review the support that they provide at regular review meetings. If you have any concerns about the support that your child is receiving, please speak to your child's class teacher in the first instance. If you require further discussion, don't hesitate to contact the SENCo or Headteacher.

I think my child has a special educational need; how do I get a diagnosis for them?

At The Bluecoat School, we meet the child at their level of need, not diagnosis. Pupils will only receive a diagnosis if they have a specific difficulty, such as Autism, or have a medical need. They do not receive a 'diagnosis' of special educational needs. The SENCo, in agreement with the Head Teacher, will identify whether a pupil has a difficulty that is preventing them from learning in the same way as their peers and will place them on our SEND Register.

If you are concerned that your child has a specific difficulty, such as ADHD or Autism, the SENCo can support you. This may include a referral to a community paediatrician. If the referral is accepted, you will receive an appointment with a paediatrician, who will give you further information, and an assessment may begin.

If you are concerned that your child may have a speech and language difficulty, the SENCo can refer you to the Speech and Language Therapy Service (SALT). A speech therapist may then assess and identify whether a pupil has a specific speech and/or language difficulty and advise on how best to support their needs.

How long does a diagnosis/referral take?

Referral time can vary depending on the agency involved. Referrals to the NHS (Community Paediatrics and Speech and Language Therapy Service) take considerably longer; on average, it can take between three and four months to receive an appointment. Not all pupils will receive a diagnosis and/or decision. Where diagnoses are made, this can take considerable time, depending upon the individual. A diagnosis often follows several appointments, which could take more than a year.

Referrals to the Specialist Teacher are made with the support of the county council and depend on multiple factors.

This can take anything from two weeks to a whole school term. Where the Specialist Teacher identifies a specific difficulty, this will take only a few weeks once the assessment has been completed.

What happens once a diagnosis has been made?

At The Bluecoat School, we do not wait until a diagnosis has been made to implement support, as this can be a very long process. If it is clear that a pupil has a specific difficulty and is struggling to learn, we will do everything that we can to help them, pending a diagnosis.

If a diagnosis is made, we will seek advice from the relevant outside agencies about how best to help the pupil. We will identify this advice, share it with you, and discuss it at a meeting. We will implement this advice straight away or once the relevant resources/equipment have been purchased.

How will the school support my child with special educational needs when they start at The Bluecoat School?

- **Entry into Foundation Stage**

If your child attends our nursery, we will follow the same process as for children in the main school.

If your child is joining us in Reception and has attended a different preschool/nursery, we would expect the SENCo from the setting to inform us that your child will be joining us and that they have special educational needs.

The SENCo at our school will then attend any meetings at the preschool before your child starts at our school so that we have a clear picture of your child's needs and what support they might need when they join us. If any support is needed, we will aim to have it in place as soon as possible, which may include relevant training or equipment. The SENCo will also liaise with outside agencies to ensure any advice is in place.

If your child has significant needs, they may need extra visits to our Reception class in addition to those already provided.

- **Joining school at other times, e.g. mid-year**

Suppose your child joins our school at any other time in their school life and has additional needs. In that case, their previous school should send us all the relevant pupil information to identify their special educational needs. We will initially rely on the information that they send us, together with parental information about your child and their needs.

The information from the previous school should tell us what support has already been in place and how effective it has been, together with details of any review processes. We will use this information as a starting point and aim to provide appropriate support immediately. If outside agencies are involved, the SENCo will contact them so that they can continue to support your child in our school. This will often be through a review meeting to which you, the parent/carer, will be invited.

SEND Governance

The Academy Council monitors SEND provision and works alongside school leaders to ensure that pupils with SEND receive appropriate support and achieve positive outcomes.

The SEND Governor is: Chris Barrett

Complaints

We aim to resolve concerns quickly, openly and collaboratively. If parents have concerns about SEND provision, they are encouraged to speak initially with the class teacher or SENCo. Where concerns remain unresolved, the school's formal complaints procedure is available via the school website.

At The Bluecoat School, we believe success is about more than academic achievement. We want every child to leave us feeling confident, valued, included and ready for the next stage of their journey.

REVIEW FRAMEWORK

This policy will be reviewed annually, or sooner if there is a legislative or personnel change.

Date: September 2026

Review: September 2027