



## The Bluecoat School SEND Information Report September 2025 to July 2026

### Mission statement

The Bluecoat School is where everyone is valued and cared for as an individual, their views are respected, and children are at the centre of all we do. We allow the uniqueness in each individual to develop through a happy, safe and stimulating environment where everyone can meet their personal goals and potential intellectually, physically, socially, emotionally, morally and spiritually. Through a positive community ethos, we listen, engage and nurture a can-do attitude to prepare all learners for their future lives, enabling enjoyable learning in a rapidly changing technological society.

At The Bluecoat School, we provide tactfully offered provision within an inclusive classroom, which means that the well-being and development of each child underpin all that we do. We aim to develop children into responsible, resilient and independent learners. We support the children in creating a desire to learn and encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop broader skills.

### Our aims for children with SEND

- The staff and Academy Council support a whole-school, graduated approach to special educational needs. We work together as a team, collaborating and coordinating all that we do for the benefit of all children.
- We believe in fully including all children.
- We recognise that children may have special educational needs at some point in their education. We aim to provide teaching methods, resources, and learning opportunities adapted to meet all children's needs.
- We aim to work closely with parents/carers to inform them about their child's learning and encourage a partnership between home and school.
- Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly to support their learning
- We endeavour, through interventions and support, to close the gaps in learning with their peers for the children on the special needs register.



## **Working in Partnership with Parents/Carers**

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child, and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings and Parents' Evening and to contribute to their child's educational targets and plans. Information on outside agencies that support the school in working with individual children is available from the SENCo/Headteacher.

We can always be contacted for an appointment to discuss any concerns.

### **What is SEND?**

The SEND Code of Practice defines SEND as:

*"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 he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions"*

- **What is a SEND Register?**

This is a list of all the pupils in the school and class who access long term intervention to provision any special educational needs (SEN) and/or disabilities. It helps the SENCo and staff monitor those pupils who need extra help.

- **Why is my child on the SEND Register?**

Any pupil on the SEND register has been identified as needing longer term intervention and provision to meet their special educational need and/or disability. To help these pupils make progress, targets and support will be given.

- **What does this mean for my child?**

If your child is placed on the SEND Register, targets will be set for the pupil in conjunction with the SENCo, class teacher, and parents.

- **Will my child always be on the SEND Register?**

No, not necessarily. Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short time, and if they no longer need any help, they will be removed from the SEND Register in discussion with parents/carers.

### **The SEND Code of Practice**

- **What is it?**

The Code of Practice addresses the identification, assessment, and provision made for all children with special educational needs at some point in their school careers or earlier.

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of special educational need and support'

- **Communication and interaction;**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs.**

### **What do all the abbreviations mean?**

Please see below the different words and abbreviations that we use in school:

- **SEND** - Special Educational Needs and Disability
- **SEN** - Special Educational Needs
- **SENCo** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND
- **Outside Agencies** - Any professional from an agency or service which provides advice to the school and family
- **Transition** - A change or transfer from one school or class to another
- **Provision** - Any extra help, support or equipment that a child receives
- **EHCP (Education, Health Care Plan)—A document provided by the Local Authority** that outlines a child's special educational needs and the support that they need.
- **Individual Health Care Plan—This is a document that describes any significant medical conditions that a child may have that require special medication or adjustments. The plan outlines the child's needs and what needs to be put in place to support them. It is then shared with all staff supporting the child.**

### **The Bluecoat School's response to SEND**

- **What do I do if I think my child has SEND?**
  - Raise concerns with your child's class teacher as soon as they arise. You may also ask to speak with the SENCo or a member of the Leadership Team.
  - Early identification is often crucial to securing support for children and families.
- **What will the school do if they think my child has SEND?**
  - The school will contact you at the earliest opportunity to discuss any concerns. ○ The school will begin to assess your child; this may be formal or informal assessments at this stage.
  - We will set up a meeting with parents, involving relevant staff to establish the nature of any concerns.
  - Following the meeting, a plan of action will be agreed upon with parents and reviewed regularly.
- **What will the school do to support my child?**

## Assess, Plan, Do, Review

In line with the Code of Practice methodology of Assess, Plan, Do, Review, children with SEN are identified as early as possible. Class teachers are continually aware of children's learning, and every child's progress is monitored termly.

- A personalised action plan will be created that clearly sets out individual goals, how a child will be supported to meet them, referral to external agencies if deemed appropriate, and regular review of impact.
  
- **Who will support my child in school?**
  - Your child will be supported in the first instance by the class teacher. ○ Your child may need support from the SENCo, and other outside agencies and professionals who become involved, e.g. the Education Psychologist.
  - Any support deemed necessary, over and above, will be decided according to the child's needs.
  - Staff training is provided to support the specific needs of the children who attend the school.
  
- **Will every member of staff working with my child be aware of their needs?**
  - All staff working with your child would be made aware of their special educational needs and/or disability (SEND). This ensures that all staff can offer the help and support that your child needs.
  - Where a pupil has significant needs, wider staff would be aware of your child's needs, for example, all staff, including the midday supervisors, so that support is provided at all times, for example, where a child uses sign language or has a visual or hearing impairment.
  
- **How will the curriculum be matched to my child's needs?**

Through:

- A differentiated and/or scaffolded curriculum.
  - Specific arrangements which are 'additional to and different from'.
- Interventions to support learning and specific identified needs.
- **How does the school know how well my child is doing?**

The school will review a wide range of evidence to judge how well your child is progressing, including formal and informal assessments, reports from other professionals, and your and your child's views.

- **How can I support my child's learning and development?**

You can best support your child's learning and development by being positive and open and engaging fully in partnership with the school. This includes sharing information with the school and following the advice of professionals.

- **How will my child be involved in the process?**

Your child's views will always be part of the review process and procedures. This includes your child being part of creating the support plans, which include a person-centred profile.

This profile is an introduction to a child, capturing essential information to assist in understanding and appreciating their world. It often reveals information that may not be gathered in more formal contexts. This is a simple but effective way of considering provision from the child's starting point. It captures the uniqueness of each child and what motivates, interests or engages them in their daily life.

The School will respond clearly and honestly to children's concerns and questions.

### **Outside Agencies**

An outside agency is an agency, service or profession consulted by the school to seek advice and guidance about how best to support a pupil's needs.

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 are to provide the school with advice, but the SENCo can also refer 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)**

- 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) – The school can make a referral. Pupils can be seen by appointment at the hospital or assessed within the school setting.

- **Social, Emotional and Mental Health**

- 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.
- Healthy Minds – The school can make a referral.
- Social and Communication (including Autism) Outreach Service – The school can make a referral. After while 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.

- **Medical, Physical and Sensory Needs**

- Community Paediatrics (NHS) - They provide medical advice and can diagnose specific difficulties such as ADHD and Autism. Pupils would be seen by appointment at a local hospital following a referral by their G.P., Health Visitor or by school.
- Teacher of the Hearing Impaired – A referral can be made by school. 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), a team that 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/>

- **Who decides if an outside agency needs to be involved?**

The SENCo, with the Headteacher, would normally decide that the school needs advice from an outside agency because the support already put in place has not led to sufficient progress for the pupil. This would be discussed with the parent/carer, and a joint decision would be made with parental agreement before any referral is made.

- **If an outside agency is involved with my child, does that mean Children's Services will become involved?**

Where the pupil only requires support within the school to access the curriculum due to a special educational need, Children's Services would not normally be involved. Where there are wide-ranging issues and a family may benefit from additional pastoral or family support, advice from social care may be sought to secure greater levels of support for both the pupil and family.

In addition, we are fortunate to have an onsite Children's Centre, which can provide a wide range of additional family support and access to various courses and professionals. To find out more about the Stamford Children's Centre, please telephone 01780 764072

### **What does the SENCo do?**

The SENCo is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. This makes sure that any special educational needs are identified and that support is put in place to help them. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to outside agencies
- Linking with outside agencies, gathering advice and making sure that it is put in place

- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Making requests for statutory assessment

- **Who is the SENCo?**

The SENCo at The Bluecoat School is Helen Taylor. Mrs Taylor is a qualified teacher and holds the National SENCo award, a qualification now required for all SENCos. The SENCo is also a member of the Senior Leadership Team within The Bluecoat School.

The school can also seek support from the Meridian Trust SEND Primary leads, Amy Wright, Victoria Bowyer, and Kathy Bacon.

- **When is the SENCo available, and how do I contact her?**

Mrs Taylor is based in school daily. Should you wish to meet with Mrs Taylor, please ring the school office or speak with a member of our office staff to arrange an appointment. Alternatively, you may e-mail Mrs Taylor with any queries you may have at [office@bluecoatprimary.org](mailto: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?**

#### **Cognition and Learning (Learning Need)**

- Evidenced-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.

#### **Social, Emotional and Mental Health**

- 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?**

The support that your child receives will be shared with you at parent consultations/meetings each term (3 times a year) so that 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.

- **What enhanced adult support is available?**

If the SENCo and Head Teacher feel that despite the additional support a child is receiving from their class teacher through a graduated support plan, that they are not making desired levels of progress, they may consider making provision for additional levels of group or individual support. The amount of support they receive would differ for every child depending on their specific needs and how much progress they have made. In usual circumstances, a child would need to have significant levels of outside agency involvement before we could consider

providing additional adult support within the school. We would discuss any extra support considered necessary and appropriate to specific circumstances at review meetings.

- **How will my child be included in activities outside the classroom, including school trips?**

As detailed in our Accessibility plan, The Bluecoat School supports all children's full participation in all activities. Individual pupils' needs to access any trips or activities are determined individually according to the specific needs identified.

- **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 provide advice about 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 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. This advice will be identified, shared with you, and discussed 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 he/she has 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.

- **Moving from one class to another**

When your child moves from one year group to another within our school, the two teachers (current and new) meet together to discuss the needs of each pupil. The current teacher will pass on any significant information to the new class teacher to keep them fully informed. All paperwork and any outside agency support reports are passed on to the new teacher so that they fully understand the pupil, their needs and what support needs to be in place to help them. The SENCo will also ensure that new teachers and support staff are informed about pupils with SEN so that there is a smooth transition between classes and support continues as soon as pupils start in their new classes in the new academic year.

### **Moving to another Primary School**

If your child moves to a new school due to relocation, we will send any relevant paperwork, including outside agency reports, once we inform them that they are on a roll at their new school. The new school will then have all the relevant information needed to put support in place as soon as your child joins them. It is always helpful for you to keep the new school staff informed and ensure they have received the paperwork from us.

### **Moving to Secondary School**

The SENCo at our school meets with all the secondary school SENCos during the final term of Year 6 to inform the new SENCo of all pupils with special educational needs and/or disabilities joining their school. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo passes on information about any outside agencies involved, and all SEN paperwork, including outside agency reports, is passed on. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

- **How can I help during a transfer?**

It is always helpful for you to speak personally with new staff to ensure that they are fully aware of your child's special educational needs and/or disability. Always check, after a short time, that appropriate support has been put in place and that you understand what help your child is receiving. If you are moving to a new school, take your child to visit the school so that you can both see the environment and ask any questions you may have.

### **SEND Governance**

#### **To meet the statutory requirements of the Code of Practice (2014)**

We have a member of our Academy council who oversees the school's arrangements for SEN and disability. Chris Barrett is the academy councillor responsible for SEND at The Bluecoat School.

### **COMPLAINTS**

The school works, wherever possible, in full partnership with parents and carers to ensure a collaborative approach to meeting pupils' needs.

However, all complaints are taken seriously and will be heard through the school's complaints procedure.

In most instances, complaints can be resolved at the Class Teacher level. However, if this is not possible, complaints relating to SEND should be addressed to the SENCo and/or the Head Teacher.

### **REVIEW FRAMEWORK**

This policy will be reviewed annually or sooner in the event of any legislative change or personnel change.

**Date:** September 2025

**Review:** September 2026

