



South Farnham Educational Trust



The Continual Pursuit of Excellence

SEND Policy



The
Blue Coat School
Basingstoke

Member of the South Farnham Educational Trust

Author: Mrs Jakes

Last reviewed on: October 2025

Next review due by: October 2026 **Approved by:** SFET

Special Educational Needs and Disability (SEND) Policy

- **Aims and objectives**
- **Legislation and guidance**

Contents:

- 1.1 Definition of Special Educational Needs and Disability (SEND)
- 2.1 Roles and responsibilities
- 2.2 Admission and access arrangements
- 2.3 Inclusion
- 2.4 Complaints procedures
- 2.5 Monitoring and evaluation of this policy
- 3.1 Identification
- 3.2 Provision
- 3.3 Provision of appropriate curriculum
- 3.4 Provision of curriculum support
- 3.5 Allocation of resources
- 3.6 Levels of support
- 4.0 Continuous monitoring of individual progress
- 4.1 In school
- 4.2 Parents
- 4.3 Students
- 4.4 External support
- 4.5 Transfer arrangements

Aim:

At The Blue Coat School, our aim is to ensure we support all children with special educational needs and disabilities. Our intention is to provide SEND students with access to all aspects of school life, so they can engage in the activities of the school alongside students who do not have SEND, to fulfil their aspirations enabling these young people to become confident individuals living fulfilling lives. Our ultimate goal is to help students with SEND to make a successful transition into adulthood. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs. The school also recognises that good attendance in school is essential in order for children with specific needs to progress. We are committed to making sure all our pupils have the chance to thrive and aim to support them in achieving their full potential.

Objective:

To support vulnerable pupils in the school, in partnership with their parents/carers, and working alongside the whole school staff to enable these young people to achieve their best and to become more confident and independent learners. We are committed to creating an inclusive environment, where provision is tailored to the needs of students, no matter how varied.

Legislation and guidance

At the Blue Coat School the SEND policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [academy trusts](#) which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

1.1 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have challenges accessing the curriculum, which calls for special educational provision to be made for them that is additional to and different from, that made generally for other children or young people of the same age in mainstream schools.

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers. Many students find aspects of learning difficult, but it is our belief and supported by educational research that all special educational provision is underpinned by high quality inclusive teaching.

Students have challenge accessing the curriculum if they:

- Have significant challenges learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Four areas of need

The needs of students with SEND are categorised into four broad areas. Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time, and where appropriate staggered to support effective evaluation.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall into this category and have difficulty acquiring new knowledge and skills.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia etc • moderate learning difficulties • severe learning difficulties • profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders, which mean they struggle with managing behaviour choices, emotions and relationships etc. Students may have:</p> <ul style="list-style-type: none"> • mental health difficulties such as anxiety, depression or an eating disorder • attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Special educational provision may be triggered when students fail to achieve expected progress, despite having had access to a differentiated scheme of learning. Parents/carers and staff will be informed that their child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of expected progress may be indicated by:

- little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- working at levels significantly below age expectations, particularly in literacy or numeracy.
- presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- sensory or physical impairments, with little progress made despite the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions and adaptations to access learning.

2.1 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Special Educational Needs Co-ordinator (SENCO):

- **SENCO – Ruth Alm - ralm@tbcs.sfet.org.uk**

SEN Coordinators (SENCOs):

- screening and identifying students.
- co-ordinating provision for students with SEND.
- keeping accurate records of all students with SEND.
- creating, reviewing and monitoring support plans for those with SEND and others, as required.
- liaising with parents and carers of students with SEND.
- responsible to the Headteacher for the management of SEND provision and the day today operation of the policy.
- supporting and developing the teaching and learning of students with SEND.
- monitoring year group and departmental delivery of the SEND Policy.
- liaising with and advising teachers and support staff.
- liaising with pre-schools & schools including feeder primaries and specialist settings.
- liaising with other SENCOs, both locally and nationally.
- liaising with outside agencies.
- delivering in-service training and external training (as appropriate).
- disseminating information and raising awareness of SEND issues throughout the school.
- assisting in recruiting and deploying the school's learning support team, including teaching assistants.
- managing and developing the roles of support staff, through training and performance management.
- monitoring an overview of the whole school SEND resources and liaising closely with the headteacher and business manager
- being involved in preparing the SEND report to present to governors.
- Deploying the school's learning support team.

Governing Body:

In partnership with the headteacher, the governors have responsibility for:

- deciding the school's general policy and approach to meet the needs of students with SEND.
- ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- monitoring the policy through the school's self-review procedures.
- keeping abreast of the school's provision, including funding, equipment and staffing.
- assigning a named SEND Governor.
- ensuring that the school's policy and SEND information is up to date on the website

SEND link governor:

The SEND link governor are: Mr. Steve Milligan Smilligan@sfet.org.uk

Ms. Zoe Southcott Zsouthcott@sfet.org.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Headteacher:

- setting objectives and priorities in the school development plan, which includes SEND.
- line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- informing the governing body of provision and outcomes.

Curriculum Leaders:

- departmental practice to include the provision of subject specific information/evidence for Education Health and Care Plans (EHCPs) according to the school's SEND Policy.
- ensuring appropriate curriculum provision and delivery are clearly stated in the schemes of work.
- Supporting strategies and methods to develop outcomes for students with SEND
- Monitoring the provision and progress of students with SEND and making adjustments where needed in their areas.
- ensuring appropriate teaching resources for students with SEND are purchased from school capitation.
- raising awareness of the school's responsibilities towards SEND within their teaching teams.

Classroom teachers:

- devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the learning support team.
- recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- ensuring support plans are implemented and monitored in lessons.
- monitoring progress of students with SEND against agreed targets and objectives.
- being fully aware of the school's procedures for SEND.
- raising individual concerns to the SENCO where progress may be lower than expected
- understanding the needs of all students they teach.

Support Staff:

- support students with SEND and the wider school population.
- plan and deliver individualised programmes where appropriate under guidance of teaching staff.
- monitor progress against targets using support plans.
- assist with drawing up individual plans for students and supporting information sheet development, as required.
- contribute to the review progress, either in person or with a written report.
- work with small groups in or out of the classroom, under the direction of the class teacher.
- support students on educational visits, as required.
- jointly plan with teachers, where appropriate.

Parents or Carers:

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
-
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The pupil:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

2.2 Admission and access arrangements

Admission arrangements are outlined in the school admissions policy. The school is adapted to meet the needs of students whose physical condition requires additional facilities for access.

2.3 Inclusion

At The Blue Coat School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education and transition to further education colleges. Students with SEND are integrated and included fully into the life of the school, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- staff are entitled to an effective and supportive environment, consistent quality training and good quality advice.
- the family and community should work together, to create a fair, inclusive and collaborative environment.

2.4 Complaints Procedures

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the [class teacher/SENCO/headteacher]. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher. in the first instance. They will be handled in line with the school's complaints policy which is available to view on the schools website or by contacting the school office.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

2.5 Monitoring and Evaluation of this Policy

Evaluating the success of the policy and its implementation will be reflected in the objectives previously stated using the following indicators:

- students' progress and attainment once they have been identified as having SEND
- whether students with SEND feel safe, valued and included in the school community
- comments and feedback from students and their parents/carers

- how early students are identified as having SEND
- observations of classroom support and interventions.
- evidence of planning and targeted expenditure for SEND.
- feedback from departments and outside agencies.
- in association with the headteacher, the department produces an annual report which is shared with governors

3.1 Identification

The school uses the graduated response as outlined in “The Code of Practice (2015). To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND team.

Initial Screening – KS3

- KS2 tests
- Reading, spelling, writing tests
- CATS testing
- Tests undertaken by the SENCO as identified

Yr 7 transition:

Feeder primary schools are visited / contacted prior to transfer. Any student identified as having a “learning difficulty” and who is on SEND support or has an EHCP is referred to the SENCO. Contact is then made with the primary school. The LA usually notifies the school about students who are transferring with a confirmed EHCPs in the spring term of their year 6. Where practicable, the SENCO attends their annual review to ensure a smooth transition is made. At this meeting, the SENCO becomes the lead professional for the child with an EHC plan. The transition coordinator visits year 6, where appropriate. Relevant information is disseminated to teaching staff before transfer.

Screening in other Year Groups

Year 7	On entry and throughout the year.	Reading test and CATS completed when students join the school and students have regular in-class assessments. Students complete end of year assessments.
Year 8	Throughout the year.	Reading test carried out annually. Students have regular in-class assessments. Students complete end of year assessments.
Year 9	Throughout the year.	Reading test carried out annually. Students have regular in-class assessments for monitoring purposes and to inform option choices. Students complete end of year assessments.
Years 10 & 11	Reading test carried out annually. Statutory assessments take place annually for all students. Students can be assessed for additional support in their GCSE examinations from the end of Year 9 onwards.	

Staff Observation

- members of staff refer to the Head of Department/Curriculum Leader who may then consult with the SENCO if they notice students who may need adjustments during the school year. Evidence for that concern must be produced and discussed, prior to any testing and / or additional intervention being undertaken.
- the SENCO may then ask for additional diagnostic assessment to be undertaken from other professionals.

Referrals by Parents or Carers

- a student's parent/carer may express concerns. Once information is gathered the process is the same as for staff referrals.
- all parental referrals are acted upon, in a timely manner with consideration for the priority of need.

3.2 Provision

Teaching students with SEND is a whole school priority. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students.

A graduated response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve expected progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Curriculum Support is achieved by:

- consistent high quality, inclusive teaching for all students.
- identifying and assessing individual students' needs.
- reporting of students' needs to all members of school staff.
- providing an appropriate curriculum, considering;
 - National Curriculum and examination syllabi
 - continuity and progression
 - departmental development plans
 - an individual student's strengths and difficulties.
- delivering an appropriate curriculum, considering;
 - suitable teaching materials
 - effective, differentiated teaching strategies
 - a supportive learning environment
 - encouraging a positive self-image.
- providing learning support through;
 - curriculum development
 - supporting teaching
 - bespoke training
 - a constant approach to inclusivity for all
- using outside agencies where necessary and appropriate.
- monitoring individual progress and making revisions where necessary.
- ensuring that parents / carers understand the process and involving them in the support of their child's learning.
- encouraging students with SEND to actively participate in all decision-making processes, contributing to the assessment of their needs, meetings, and transition process.
- making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.
- support staff and teachers collaborating effectively.

Graduated Response:

Universal Provision – high quality inclusive teaching by all teaching staff.

Additional/Enhanced support - is initiated where students have not made adequate progress over a sustained assessment period as identified by the class teacher or SENCO through the assessment arrangements.

Once provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- additional learning programmes such as literacy and numeracy
- smaller group sessions (provided by the SEN team/support staff).
- recognised targeted interventions such as precision teaching.
- use of recommended assistive technology
- appropriate/adjusted teaching groups / sets.
- group support.
- numeracy, literacy and booster classes, where appropriate.
- additional staff training.

Personalised Support:

Where students do not make expected progress, despite additional provision, the school may seek advice and involvement from external support services and/or provide a more personalised intervention.

External Support Services are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Relevant support strategies are revised, and new strategies are put in place following the involvement of student and parents/carers. Should the assessments identify that the student requires additional provision on a regular basis for an extended period, then the school will apply for additional resources.

3.3 Provision of an appropriate curriculum

Through departmental development plans, and in conjunction with EHCP targets, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual departments and class teachers at the school to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the learning support department.

3.4 Provision of Curriculum Support

The Learning Support Team can help class teachers and subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by helping:

- plan appropriate programmes of work.
- preparation of relevant and differentiated materials.
- team and individual teaching.
- to facilitate a wide range of teaching and learning styles.
- evaluating and reviewing what has been achieved.
- Providing scaffolding and adjustments in class (via SEN team)

Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with The Blue Coat School inclusive ethos.

3.5 Allocation of Resources

The school is allocated funding for SEND students with an EHCP from Basingstoke. The Headteacher and SENDCo are responsible for allocating the resources appropriately.

3.6 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students have needs that can be met by the school through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these students will be marked with the code K.

Education, health and care (EHC) plan

Students who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and /or a parent /carer may decide to request that the local authority undertakes a statutory assessment. This may lead to the student being provided with an EHCP.

The school will always endeavour to meet the provision and need for students in receipt of an EHCP. In cases where school provision does not permit this, we will be open and transparent in communicating this with parents/carers and the LA.

The SENCO and class teacher are responsible for ensuring the outcomes outlined on the EHCP are addressed. The process of specific target setting, monitoring, and reviewing remains the same. The local authority also requires an annual review of progress and attainment to be carried out. A child centred approach is used with views taken from the young person, as well as staff and parents/carers. EHCP reviews will be undertaken regularly in line with guidance.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the local authority (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

4.0 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by the school through individual reviews, screening tests and SEND procedures.

4.1 In school

- The SENCO liaises closely with individual year leaders and class teachers. Information and concerns are discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.
- The school expects full support and collaboration from the LA to develop provision and monitor progress.

4.2 Parents

- The Blue Coat School actively seeks to work with parents /carers and values the contributions they make.
- Parental views are recorded as part of the annual review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings.
- Parents are expected to attend parents' evenings where their child's progress is discussed with class/subject teachers.
- Parents are able to contact the SENCO through the school office or the year group teams.
- Effective communication is achieved through regular contact with home.

4.3 Students

The Blue Coat School acknowledges the student's role as a partner in his /her own education.

- Students are actively encouraged to be involved in decision making by attending all reviews and being involved in negotiating and evaluating their targets.
- Student views are recorded as part of the review process and their views are valued and listened to.
- Contribute to setting targets and outcomes.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by The Blue Coat School include (this is not an exhaustive list):

- Educational Psychologist
- Child and Mental Health Service (CAMHS)
- Mental Health Support Teams (MHST)
- Behaviour support services
- Specialist Teacher Advisory Service.
- Careers Advisor
- School Nurse
- Early Help Hub (EHH)
- Ethnic Minority & Traveller Achievement Service (EMTAS)
- Speech and Language Service
- Social services

4.5 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. Documentation relevant to the last review is forwarded to Post 16 placements.

Disability and Discrimination Act (SENDA) (Accessibility Plan)

The Blue Coat School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one and other with respect. Students should be provided with the opportunities to experience, understand and value diversity.