



The Bishop of Hereford's Bluecoat School

Special Educational Needs and Disability Policy

SLT Lead: Nick Vaughan

Governor Committee Approval: Full Governors

Review Date: September 2026

1 Corinthians 12:25-26 (NIV)

"There should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it."

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1. Aims and Objectives

The school shall ensure that: the special educational needs (SEN) of students will be addressed and students will not be labelled or disadvantaged by any policy or procedure operated within the school.

A student has SEND if they have a learning difficulty and/or disability which calls for special educational provision to be made for him/her.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Broad areas of SEND are detailed in paragraphs 6.28-6.35 of the SEND Code of Practice 2015.

The SEND Code of Practice 2015 provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. The purpose of this policy is not to reproduce the SEND Code of Practice 2015 but to provide a contextual summary of the pertinent information.

2. Legislation and guidance

This 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 co-ordinators (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 [maintained schools/academy trusts](#) which sets out governors'/trustees' responsibilities for students with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all students 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

3. The Role of the Special Educational Needs Coordinator

The role of the Special Educational Needs Coordinator is to manage the whole school's response to special educational needs in line with the school's SEND policy and with due regard to the guidance from the Code of Practice (2015) on the identification and assessment of special educational needs.

The post holder will advise, liaise, inform and encourage curricular development within departments and be accountable to the Headteacher for the following:

- Maintaining links with feeder schools regarding students with special educational needs.
- Identifying, diagnosing and assessing students with special educational needs who have not previously been identified.
- Ensure the school keeps the records of all students with SEND up to date.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an EHCP.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority (LA), NHS, and its support services
- Assuring effective deployment and development of the Learning Support Team including Learning Support Assistants (LSAs) and the Hub Team.
- Overseeing the Intervention and Bridge facilities.

- Keeping abreast of curricular developments and their impact on students with special educational needs.
- Assuring the Adjustments for candidates with disabilities and learning difficulties for students with SEND at both KS3 and KS4 end of stage assessments in liaison with the School's Examination Officer are in place and so meet our duty not to discriminate against individuals in relation to conferring qualifications in respect of all protected characteristics set out in the Equality Act 2010 . (Access Arrangements)
- Liaising with the pastoral team over individual students' needs as necessary.
- Meeting regularly with the Inclusion Champions (departmental representatives) to develop whole school strategy relating to SEND & Inclusion.
- Liaising closely with Bridge staff regarding the effective integration of students into mainstream classes and vice versa.
- Liaising with the Business Manager regarding access issues.
- Advising and assisting the Headteacher with recruiting, advertising and appointment of specialist teachers and Learning Support Assistants.

Staff Welfare & Development: -

- To be responsible for the welfare and care of Learning Support Assistants (LSAs).
- To negotiate the role of each Learning Support Assistant (LSA) and assure their performance is appraised in line with the school policy.
- To call and chair Learning Support Assistant team meetings.
- To devise and where appropriate deliver a programme of staff development and support for Learning Support Assistants.
- Reviewing and amending the school's SEND policy in conjunction with the Headteacher and the Governing Body's SEND link governor.

3.2 SEND Governor

Mr Shane Hancock is the nominated Link Governor responsible for SEND.

The implementation of this policy will be monitored by the LGB and the link SEND governor and remain under constant review by Head teacher and Senior Leadership Team.

The school will appoint a governor with responsibility for SEN. The SEN Governor will raise SEN issues at governing board meetings; monitor the quality and

effectiveness of SEN provision within the school and work with designated senior leaders to develop the SEN policy and provision.

3.3 The Headteacher will:

The Headteacher will:

- Work with the SENCO and SEND Link Governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of students with SEND.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

3.4 Teachers

Each teacher is responsible for:

- *The progress and development of every student in their class.*
- *Working closely with any LSAs and/or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.*
- *Working with the SENCO to review each student's progress and development and decide on any changes to provision.*
- *Ensuring they follow the SEND Policy.*

4. Specialist provision

The School is commissioned by the Local Authority to provide a resourced provision for students with Autism known as The Bridge. Students are allocated places via criteria based on their need that is included in their EHCP and the aim of the provision is the effective inclusion of these students into the mainstream of the school wherever possible. The students follow an individualised timetable, when appropriate, supported by a specialist team of LSAs and a specialist teacher who monitors their access to the school curriculum and develops intervention programmes.

5. The graduated approach to SEN support

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

Once a student has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS and Provision Map, and will be made accessible to staff in a student passport.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support considering the student's progress and development, and in consultation with the student and their parents.

In all cases, where internal support is not effective in supporting the student, a referral to the Educational Psychologist or other relevant specialist may be completed with the parents' knowledge and information and strategies for support shared with all staff. If there are no concerns regarding the students' academic progress then the school will ensure appropriate support continues in the classroom and interventions are put in place if appropriate. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

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 students 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.

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

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

7.Exam Access Arrangements

Access Arrangements are determined using JCQ guidelines to entitlement which are revised annually. At present Access Arrangements for examinations are sought from Year 9 for Key Stage 4.

Standardised Testing for Key Stage 4 (GCSE) Access Arrangements is undertaken by members of the ATLSA Team in conjunction with commissioned Exam Access Arrangement Assessors. Testing usually begins in the summer term of year 9 before the exams with parents and carers and students being informed of the outcome before the exams.

Access Arrangements must be verified with a robust portfolio of evidence of need and normal way of working built up over an extended period.

8.Curriculum provision.

In accordance with the 1988 Education Act, all students follow the National Curriculum up to the age of sixteen. All students with special needs have a statutory right to a broad and balanced curriculum. The school works to ensure inclusion wherever possible but there may be occasions where students with SEND will be taught separately

There will, however, continue to be differentiation and adaptations in terms of objectives to allow for students of differing ability.

9.Attendance

Many students with SEND face complex barriers to attendance. Their right to an education is the same as any other students and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

Our approach to supporting students who are absent from school due to their SEND is set out in our attendance policy.

10.Complaints Procedure

In the event of parents and carers wishing to complain about the nature of SEND provision within the School, the procedure should be as follows:

For students at Level 1 or School Individual Plan or below, initial concerns expressed to Head of Department or the Head of House.

At School Action Plus and above, initial concerns expressed to SENCO.

If this does not resolve the complaint then a complaint should be made to the Headteacher in line with the school's complaints procedure.

Complaints regarding Disability Discrimination

Complaints in the first instance should be directed to the SENCo, who will refer parents and carers to the relevant section of the Disability Rights Commission Code of Practice on routes for redress should the SENCo and subsequently the Senior Management be unable to meet satisfactorily the initial complaint. Parents and carers will also be given information on the role of the Parents and carers Partnership group in supporting their issues.

11.Parents and carers

Whilst it is always possible for parents and carers to discuss their student's special educational needs with the SENCO or specific members of staff, there are also other fixed points throughout the year when parents and carers can discuss their child's needs with staff:

- i) Annual year group consultation evenings with subject teachers.
- ii) Year 7 Form Tutor Evening
- iii) Options Evening for Year 9 students

12. Transition Arrangements

- i) Liaise with previous and potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.

b) Transferring from Bishops to Further Education or Adult Life

- i) Students who are the subject of an Education, Health and Care plan will, from Year 9 onwards, have the benefit of a transitional Annual Review. This begins the process of preparing them for the most appropriate post-16 provision. They will be entitled to Specialist Careers Advice and have an individual Transition Plan.
- ii) Students with special educational needs who do not have a statement will be part of the normal Careers Advice procedure, but any necessary information relating to their special needs will be communicated to their Careers Officer and ultimately passed on to the receiving post-16 institution.

13. Evaluation of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

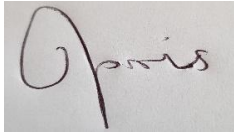
We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- 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

This policy will be reviewed by [name of role/individual/committee] **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board

Approved by the Full Governors on the 25th of September 2025

A square image containing a handwritten signature in dark ink. The signature appears to be 'D Morris' written in a cursive style.

.....
Mr D Morris
Chair of Governors

Appendix 1:

Graduated Approach

The graduated approach ensures that children special educational needs and disabilities (SEND) get the right level of support when needed. The effective inclusion of all students in high-quality learning and teaching. This should be the starting point for any school reviewing their provision.

The model enables systematic planning of provision. The Graduated Approach is a way of categorising provision, not students.

Level 1 For all Students (universal)

Level 1 is described as 'inclusive quality first teaching for all' and considers the learning needs of all students in the classroom. It covers high-quality inclusive teaching supported by effective whole-school policies and frameworks, clearly targeted to all students' needs and prior learning.

Level 2: School Individual Plan (targeted)

Level 2 is Level 1 plus additional and time-limited interventions provided for some students who need help to accelerate their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programme of small-group support, carefully targeted and delivered by teachers or Learning Support Assistants (LSAs) who have the skills to help students achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work. Critically, intervention support needs to help students apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet students' needs.

Level 3: School Plan Plus

Level 3 includes increasingly individualised programmes, based on independent evidence of what works. Wave 3 describes additional targeted provision for a minority of students where it is necessary to provide highly-tailored intervention to accelerate progress or enable students to achieve their potential.

This may include one-to-one or specialist interventions. Sometimes the identified needs of the child or young person (CYP) may require the involvement of a group or team of practitioners/professionals. They may work in different areas such as health, education or social care. These practitioners may contribute further information and assessments and provide useful advice to support the family and school in meeting the child or young person's needs.

Level 4 request for Statutory Assessment

Request for Education and Health Care (EHC) assessment: If the family and school of the CYP believe their needs are particularly complex, and that further and greater specialist support is required to meet the child's SEND, they should consider the need for a statutory assessment. The school or another practitioner will usually make a request for this assessment by completing a 'Family Conversation' and submitting this to the Council's SEN team. Parents also have the right to make this request. The family conversation should contain all of the basic information that the Council needs to decide whether an assessment is necessary. This must include a demonstration that Levels 1 to 3 have been thoroughly completed. The request is then considered by the Council and a multi-agency group of professionals including staff from education, health and social care are asked to provide advice. If the decision is 'no', then alternative sources of help and support will be signposted. If the decision is 'yes', then an assessment takes place and the child, young person and their family are invited to tell their stories. If an EHC plan is needed, this will be co-produced with the family and outline their goals and ambitions and the types of support, resources and funding required to ensure these aspirations are achieved.
