The Bishop of Hereford's Bluecoat School

SEND Information Report

SLT Lead and Reviewed by: Acting SENDCo

Governor Committee Approval: Full Governors

Approved on: 1st October 2026

Next Review Date : September 2027

The school's vision

Jesus said: "I have come that they may have life, life in all its fullness." This serves as the cornerstone of our school community. By fostering a culture of positive learning experiences rooted in core Christian values, we aim to equip our students for a life of resilience, fulfilment, and meaningful contribution to society.

This policy supports our school vision and ethos.

Contents **Page**

1. Aims 2

2. Legislation and guidance 2

3. Roles and responsibilities 2

4. The Types of SEND that are Provided for at: 3

The Bishop of Hereford's Bluecoat School High School

5. The School SEND Offer 3

6. Who are the Best People to Talk to in this School About My Child's Difficulties with Learning/Special Educational Needs or Disability (SEND)? 3

7. What are the Different Types of Support Available for Students with SEND in Our School? 3

8. How students with SEND are supported during Transition 4

9. What to do if you have concerns 4

10. Training and Development for Staff 4

11. How is SEND Funding Managed 5

12. How SEND Needs are supported in the curriculum

13. The Inclusion Base (Reset and Refocus room) 5 -6

14. Monitoring Arrangements 6
15. Links with other policies 7

1. Aims

At The Bishop of Hereford's Bluecoat School High School we endeavour to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in our setting where possible. The following document outlines our practice for supporting students with SEND. This document must also be read alongside The Bishop of Hereford's Bluecoat School's (the School) SEND Policy, Equality Policy including the Accessibility Plan, our school SEND offer, and the Local Authority's (LA's) Local Offer and Graduated Response.

2. Legislation and Guidance

The School's SEND Policy is underpinned by the following legislation and regulations:

- **The Children and Families Act 2014** and associated regulations including:
    - The Special Educational Needs and Disability Regulations 2014
    - The Special Educational Needs (Personal Budgets) Regulations 2014
    - The Order setting out transitional arrangements for those with disabilities.
- **The Equality Act of 2010:** we adhere to the Equality Act (2010) which states (Part 6, Chapter 1) that schools have a "duty to make reasonable adjustments" for children with SEND, and that schools "must not victimise a person" on the basis of disability or Special Educational Need. We work hard to create a fully inclusive environment and abide by all guidelines laid out in the Equality Act (2010).
- **The Special Educational Needs and Disability Code of Practice: 0 – 25 Years July 2014**
- **The intention of the Local Offer and School SEND Offer** is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
- **The LA Local Offer for SEND and Graduated Response**
    - The Children and Families Bill came into force in 2014. Following this Bill, the LA and schools are required to publish and keep under review information about services they expect to be available for students with special educational needs (SEN) aged 0-25 in their settings.
    - The intention of the Local Offer and School SEND Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area.
- **Herefordshire's Local Offer and Graduated Approach** can be found at:
    - https://www.herefordshire.gov.uk/local-offer-parents-carers/school-age-children-special-educational-needs-disabilities
    - https://www.herefordshire.gov.uk/local-offer/about-send/2
- **Our School SEND Offer** can be found at Special Educational Needs and Disabilities - The Bishop of Hereford's Bluecoat School

3. Roles and Responsibilities
The following members of staff would be happy to discuss any concerns you may have: form tutors, class teachers, head of house, pastoral mentors, or the SENCo. Collectively, we are responsible for:

- Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need and letting the Special Education Needs/Disabilities Coordinator (SENCo) know, as necessary.
- Communicating with families at least once per term. Additional communication is welcome and will often form the creation of a short-term learning plan to be reviewed during the subsequent half-term.
- Ensuring that the School's SEND Policy is followed.
- Ensuring that students are included wherever possible in the decision-making process about their education.

4. The Types of SEND that are Provided for at The Bishop of Hereford's Bluecoat School High School and Sixth Form
The Code of Practice (DfE, 2014) categorises SEND into four areas. Each of these encompasses a range of learning difficulties or specific forms of SEND. We support students with the following Special Educational Needs and Disabilities:

- **Cognition and Learning Needs:** Dyslexia, dyscalculia, dyspraxia
- **Communication and Interaction Needs:** Autistic spectrum conditions, speech, language, or communication needs, ADHD.
- **Social, Emotional, or Mental Health Needs:** Difficulties managing emotions, friendships, or maintaining mental well-being, emotionally based school non-attendance
- **Sensory Needs or Physical Disabilities:** Visual or hearing impairment, physical disability

5. The School SEND Offer
This utilises Herefordshire LA's Local SEND Offer and Graduated Response and is determined by our school policies and the provision we are able to provide. Please refer to the school's SEND Offer and The School's SEND Policy available on the School's website. The School's SEND Policy ensures that students with SEND are treated the same as other students within our school community.

6. Who are the Best People to Talk to in this School About My Child's Difficulties with Learning/Special Educational Needs or Disability (SEND)?
The following members of staff would be happy to discuss any concerns you may have:

- Form tutors
- Class teachers
- Head of house
- Pastoral mentors
- Acting SENCo: Nicola Collingbourne (ncollingbourne@bhbs.hereford.sch.uk)

7. What are the Different Types of Support Available for Students with SEND in Our School?
We have high expectations of all our students and so we expect the following from high-quality teaching, that:

- The teacher has the highest possible expectations for your child and all students in their class.
- All teaching is built on what your child already knows, can do, and can understand.
- Responsive teaching is in place so that your child is fully involved in learning in class.

- We have high expectations of all our students, and we support them in the following ways:
- **Universal Support**
- This refers to high-quality, inclusive teaching that is available to all students in the school, including those with SEND. It includes:
- Differentiated lessons and resources to ensure that every student can access the curriculum.
- Whole-class strategies such as visual aids, clear instructions, and varied teaching methods to support diverse learners.
- Regular formative assessment to track progress and adapt teaching.
- **Targeted Support**
- This is support aimed at students who require additional help but do not have significant or complex needs. It includes:
- **Student Passports** to provide specific strategies and accommodations for individual students.
- Small group interventions or additional support within the classroom.
- Extra help from Teaching Assistants (TAs) or pastoral mentors for students requiring some assistance with their learning or emotional regulation.
- Short-term interventions designed to address specific gaps in learning, such as literacy or numeracy interventions.
- **Specialist Support**
- This is for students with more complex or specific needs that require external expertise. It includes:
- Referrals to external professionals such as Educational Psychologists, Speech and Language Therapists, or CAMHS.
- Individualised plans to provide tailored strategies and support.
- Specialist interventions that are provided outside the classroom, either individually or in small groups, to target specific areas of need.

8. How Students with SEND are Supported during Transition

- **Transition from Primary to Secondary**: Enhanced transition support, including additional visits, bespoke transition plans, and a student passport.
- **Transition between Year Groups**: Individual plans made for students requiring additional support.
- **Transition to Post-16**: Transition planning for college, apprenticeships, or sixth form starting from Year 9, including work experience and discussions on aspirations.

9. What to Do if You Have Concerns

- If you have concerns about your child's SEND provision, initially contact the **SENCo** via email (nvaughan@bhbs.hereford.sch.uk).
- If concerns are not resolved, the issue can be escalated to the **Headteacher** or **SEND Governor**.
- The school's **Complaints Procedure** is available for formal concerns.

10. Training and Development for Staff

- **All staff are trained** to meet the needs of students with SEND, including:
    - Whole-school training on SEND issues such as learning difficulties, emotional and attachment difficulties, speech, and language concerns.

- Individual training relevant to specific students' needs.

11. How is SEND Funding Managed?

- **SEND Budget**: The school budget, received from Herefordshire LA, includes money for supporting students identified with SEND.
- **EHCP Funding**: Students with **Education, Health, and Care Plans (EHCPs)** receive additional funding to support their specific needs as outlined in their plans.
- **Resource Allocation**: The Headteacher decides on the deployment of resources to support students identified with SEND in consultation with the school governing body, on the basis of needs in the school.
- **Provision Map**: Resources and support are tracked on a **Provision Map**, which outlines the support, training, and resources allocated to students. This is reviewed regularly and updated as needed

12. How SEND Needs Are Supported in the Curriculum

- **Curriculum adaptations** are made, including:
  - Adaption and Differentiation in lessons.
  - Additional support for students who need it.
  - Use of assistive technologies and tailored resources.
  - Tailored curriculum if appropriate.

13. Inclusion Base (Reset and Refocus Room)

Purpose

The Inclusion Base provides a supportive, structured environment for students with SEND who may need additional support to access learning and participate successfully in school life.

The aim is to:

- Promote inclusion within mainstream education.
- Reduce barriers to learning and attendance.
- Support emotional regulation, wellbeing and readiness to learn.
- Provide targeted SEND interventions.
- Develop independence and resilience.
- Support successful participation in mainstream lessons wherever possible.

Access to the Inclusion Base

Access is based on identified need and is coordinated by the SEND team. Students may access the provision:

- As part of their SEN Support Plan or EHCP provision.
- For identified and planned interventions.
- For short-term targeted support following SEND assessment.
- As part of a planned reintegration or attendance programme.
- Where a temporary adapted timetable or reduced mainstream access is required.

Staff should refer students through the school's agreed Inclusion Base referral process. The Inclusion Base is not intended to be used as an alternative behaviour or removal room.

Provision

Support may include:

- Small-group or individual SEND interventions.
- Literacy, numeracy and study support.
- Social communication and emotional literacy work.
- SEMH and regulation support.
- Sensory or movement breaks where identified as a SEND provision.
- Check-ins and support from a key adult.
- Supported or adapted learning.
- Preparation for, and reintegration into, mainstream lessons.
- Support with transitions, including at the start and end of the school day.

Expectations

Students accessing the Inclusion Base remain part of the mainstream school community and are expected to follow the school's behaviour and safeguarding expectations.

Support will:

- Be personalised according to individual need.
- Have clear outcomes and intended timescales.
- Promote independence rather than dependence on adult support.
- Maintain access to a broad and balanced curriculum wherever possible.
- Focus on supporting students to successfully access mainstream provision.

Assess, Plan, Do, Review

Provision will follow the graduated approach:

- Assess: Identify the student's needs and barriers to learning.
- Plan: Agree appropriate support, interventions and intended outcomes.
- Do: Deliver the agreed provision.
- Review: Monitor impact and determine whether support should continue, change or reduce.

Student and parent/carer views will be included where appropriate.

Monitoring

The SEND team will monitor:

- Attendance and engagement.
- Academic progress.
- Progress towards SEN Support Plan/EHCP outcomes.
- Intervention outcomes.
- Successful access to mainstream lessons.
- Student and parent/carer feedback.

The Inclusion Base is a planned SEND provision designed to remove barriers and increase successful inclusion within the wider school, rather than create a separate provision from mainstream education.

14. Monitoring Arrangements

Your child's progress is continually monitored by their teachers.

- Progress is reviewed formally every term in all of the subjects they are taking.

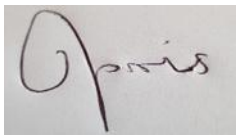
- At the end of each key stage all students are formally assessed using in-class assessments.
- The progress of students with an EHCP will be formally reviewed at an Annual Review.
- Behaviour

15. Links with Other Policies

The Bishop of Hereford's Bluecoat School's SEND policy is linked with the following school policies:

- SEND Policy
- Equality Policy
- Accessibility Plan
- Safeguarding Policy
- Compliments and Complaints Procedure

Approved by Full Governors at their meeting on the 1st of October 2026



……

Chairman

1st October 2026

……

Date