



How does our school know/identify that children have special educational needs (SEN)?

At Blue Coat we understand that it is imperative to identify any additional needs your child may have as early as possible, so that we can work together to address these and tailor our provision accordingly, in order that your child meets their learning potential and makes good progress. We use a wide range of information and measures to closely monitor all children's progress and identify our pupils with SEN:

- Close liaison with pre-school
- Child performing below where they should be **for their age**
- Child performing below where they should be **for their potential**
- Concerns raised by parent / carer
- Concern raised by teacher
- Liaison with external agencies
- Use of specific diagnostic / screening tests

What are the first steps our school will take if special educational needs are identified?

First and foremost we will contact you, and discuss our concerns and, in partnership with yourself, decide how best we can support your child. We will endeavour to identify their specific barriers to learning and come up with strategies to overcome these. If appropriate, we will engage the services of outside specialists.

What should parents/carers do if they think their child has SEN?

COME AND SPEAK TO US. We pride ourselves on building positive and productive partnerships with parents. Contact your child's class teacher, who can involve the SENCO / Headteacher, as necessary.

How will our school include parents and students in planning support?

We strongly believe that when your child enters Blue Coat, they enter a partnership with all adults with whom they work - therefore, they are actively involved in all stages of their learning journey. All learning, including any support strategies or interventions are fully contextualised and discussed with your child. Personal targets are agreed, and success is celebrated when these are achieved.

We also encourage productive partnerships with parents in the following ways:

- We will contact you if we have any concerns, but also to notify you of any successes
- At any point parents are encouraged to come in and speak to us, to discuss how your child is getting on
- We can offer advice and practical strategies for you to help your child at home
- Your child will have a 'My Plan' which is developed with your input, and will be reviewed regularly
- Two in-depth parents' consultations are held annually to discuss and review progress
- We have access to Parent Support Advisors

How will our school teach and support children with SEN?

We teach an exciting and innovative curriculum; personalising learning to match the needs of ALL our pupils; not just those with additional needs. We pride ourselves on recognising each child's potential, having high expectations of ALL our pupils, and developing the skills of each learner so that they achieve to their very best.

a For children without an Education, Health and Social Care plan (EHC)

This will depend upon your child's needs. We use a variety of strategies, to tailor our teaching and support as necessary. These will be carried out by teachers and teaching assistants. Possible approaches include:

- Curriculum adaptations

- Small group work
- Targeted individual support
- Support for behaviour
- Support for health needs

Each child will have their own 'My Plan'. The plan focuses on how to achieve specific desired outcomes that reflect your child's **needs**, with clear **actions** and **resources** identified, for both school and home. It is developed together with you and your child, as well as school staff and any relevant non-school professionals.

b For children with an EHC plan

Clear objectives and a plan to achieve these will be included within the EHC plan, and will vary from child to child, depending on their needs. Often these will include:

- Qualified teaching assistant support
- Targeted support from teachers.
- Support may take place within the classroom, or your child may be removed at times for intensive 1:1 sessions.
- Providing assistive technology, where appropriate e.g. laptops.
- For children with emotional, social or behavioural issues, time set aside with an adult to discuss responses and develop key skills.

c How does our school plan the support? How are our resources allocated and matched to needs?

- We carefully look at the needs of ALL our children.
- We prioritise individuals and groups, matching the skills and expertise of members of our team to target those needs.
- The children with the most complex needs are given the most support.

d How is the decision made about the support your child will receive?

- A range of professionals will be involved in deciding how support is received, depending on your child's level of need.
- For those with less severe needs, decisions will be made by the class teacher and SENCO.
- If your child has more complex difficulties, then a larger team, usually including other agencies who work with your child, are likely to be involved in deciding the nature and level of support.
- As a parent, you are kept informed and encouraged to participate in this process.

e How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?

The aim of our school is that all children achieve to their potential. We know our provision has been effective, when children catch up with their peers and make good progress that is in-line with their innate ability.

- At Blue Coat, we regularly monitor and evaluate the effectiveness of what we are doing for our children. We use a range of approaches for this:
 - Observing your child at school
 - Discussions with the teacher, child and yourself
 - Formalised 'pupil progress meetings' between the class teacher and the school leadership team
 - Looking at the outcomes of children's work
 - Assessment / progress tests
- We build on successful approaches, and adapt or modify, anything that is not working well.
- As part of the learning partnership, we have regular, ongoing dialogue with your child about their progress.

- Outcomes will also be reviewed with yourselves at formalised meetings (the frequency of which will depend on the level of plan your child has).



Who will be working with your child?

Our skilled and professional team will be working to facilitate and maximise your child's learning and social and emotional development whilst your child is with us, including:

- Teachers
- Teaching assistants
- Support staff

Depending on the complexity or severity of your child's needs, professionals from specialist agencies may also work with your child, e.g.:

- Educational Psychologists
- School nurse
- Occupational therapists
- Advisory teachers specialising in your child's condition, such as: autism, speech and language, physical disability, behavioural issues
- Family support workers

How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Our SENCo ensures the relevant staff are fully informed about our pupils with additional needs. Class teachers also have detailed conversations with each other, about each pupil, as classes move up to new teachers.

The SENCo meets with staff from our pre-school to ensure we have comprehensive details about new pupils. Similarly, we meet with Katherine Lady Berkeley School to inform them of our SEN pupils, and their needs.

What role will the child's teacher play?

Your child's class teacher is responsible for the progress of your child, ensuring that work is appropriately matched to ability, and putting in place support strategies, as necessary. They will work with guidance and advice from the SENCo and other professionals, inside and outside of school.

What expertise does our school and our staff have in relation to SEN?

a Staff expertise

All staff receive ongoing training in SEN and continuing professional development to ensure we continually strive to improve the outcomes for all pupils in our care.

We have a strong team of teachers and teaching assistants (TAs) and a wealth of expertise on which to draw in order to best support our SEN pupils, for example:

- TAs who specialise in working with pupils with behavioural difficulties
- TAs who support pupils with complex medical needs
- TAs with experience working with dyslexic and dyspraxic children
- TAs trained in working with Autistic pupils
- All staff are highly experienced in delivering reading, spelling / phonics, numeracy intervention

b. What intervention programmes does our school run for children with SEND and how are they delivered?

- First and foremost, we ensure that our SEN pupils benefit from high quality teaching.
- If your child requires extra intervention, this can be provided on a one-to-one, or small group basis, and may occur within or outside of the classroom.

- Intervention work is delivered by teachers and teaching assistants.
- We tailor our intervention work to the specific needs of our pupils, but may include targeted programmes of work:
 - Daily phonics (e.g. Dancing Bears)
 - Intensive one-to-one reading programme (e.g. Catch-Up Reading)
 - Reading with an older ‘buddy’
 - Groups developing social and emotional skills
 - Small group numeracy intervention (e.g. Rapid Maths)



c What teaching strategies does our school use for children with learning difficulties including (please note that this is not an exhaustive list):

We use a range of strategies to make teaching and learning as inclusive as possible -therefore, this is not an exhaustive list:

- **Autistic spectrum disorder:** we use visual timetables and prompts; provided clear routines and structure; prepare your child carefully for any changes; use positive language; and constantly reinforce and revisit new skills.
- **Speech and language difficulties:** model correct use of language; build opportunities across the curriculum to practise and develop language skills; expand vocabulary through direct teaching; develop strategies and play games to develop memory and sequencing; develop self-esteem.
- **Dyslexia:** use a multi-sensory approach to learning; constantly revisit and revise concepts; encourage pupils to make notes and provide handouts to avoid copying from the board; use buff or coloured paper and coloured overlays for reading.

Whatever your child’s difficulty, we will always work closely with other agencies and advisory teachers possessing specialised knowledge and expertise in some learning difficulties

d What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?

- At our last Ofsted, our behaviour was judged to be ‘outstanding’.
- We ensure that we set clear and firm boundaries for behaviour, whilst treating all pupils and colleagues with the utmost respect and courtesy. Please see our [behaviour policy](#).
- For pupils who find it difficult to conform and require additional support in managing their own behaviour, this could include:
 - Personalised reward systems designed to promote good behaviour
 - Close liaison with parents
 - Targeted on-to-one work with a TA; focusing on reflecting on undesirable behaviour and the triggers and developing alternative responses
 - Devising individual behaviour plans, with specific targeted outcomes that are regularly reviewed
 - Involving specialist behavioural teams, as necessary

Which other services do we use to provide for and support our pupils/students?

We work closely with many other services, for example:

- Educational psychologists
- Advisory teachers for pupils with ASD, behaviour , physical or learning difficulties
- Health - e.g. occupational therapy, school nurse, emotional and mental health specialists
- Social Services
- Pupil referral units for behavioural issues
- Family support workers / parent support advisors



a How do we meet the needs of SEN pupils/students

- We identify key outcomes for your child through discussion with you, your child, our staff and sometimes professionals from other services.
- We establish a plan of HOW we will meet these outcomes; deciding on, and implementing, strategies and resources - this forms the basis of the 'My Plan' /EHCP.
- Progress towards these outcomes is regularly monitored, reviewed, and revised as necessary, in conjunction with all those involved in your child's care.

b How do we support families of these pupils/students?

- We keep lines of communication open, so that you are kept informed about how your child is doing, but also so you can approach us with any concerns.
- We work WITH you, a can offer advice and support, if needs be.
- We can signpost and help you to access other agencies that will support your child, but your needs too, e.g. parent support advisers
- We can arrange a CAF (Common Assessment Framework) to take place, which engages and coordinates different agencies in order to meet your child's needs.

How does our school provide support to improve the emotional and social developments of our SEN pupils/students?

It is our aim that ALL our pupils leave us at age 11, ready for the next stage in their education. Therefore our whole school ethos, which is built on our Christian values of **Creativity, Responsibility, Respect and Happiness**, underpin all that we do, in all aspect of our daily school life. For those pupils requiring additional support in this area, we offer medical, social and pastoral support from our highly skilled staff:

a How does our school manage the administration of medications

- If you have a child with medical needs, we will work with you to meet his/her needs. You will be required to complete and sign a consent form so that we can administer medicine, and you will keep school informed about any changes in your child's condition or medicine.
- We already have some staff trained to administer medication to pupils with complex medical needs, and ALL staff are trained in the use of an EpiPen and have received basic First Aid training.
- Designated First Aiders are always on-site.
- We contact you immediately, if there are any concerns and significant changes regarding your child's condition.
- Medicine is stored in a locked cabinet away from pupils.
- If necessary, we produce an individual healthcare plan, in conjunction with the school nurse, to ensure your child's needs are met.
- We have experience of supporting children with diabetes and cystic fibrosis.
- Further details can be found in our [Medicine Policy](#).

b How does our school help with personal care where this is needed

- We have staff trained in assisting pupils who require more personal care e.g. with toileting, or eating.
- We produce a personal care plan which details the provision of care necessary.
- An 'Easilift' changing bench is fitted in the Access toilet.
- We always follow our [Intimate Care Policy](#).



c What is our policy on day trips, school outings, health and safety arrangements

To ensure the safety of all our pupils:

- We undertake a risk assessment before every outing or trip
- We always ensure we have a sufficient adult to child ratio
- All pupils are included in our outings; if necessary we put in extra provision to support pupils e.g. provide a wheelchair, or an adult is assigned to one child

d What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEN?

- We have excellent staff that are able to provide pastoral support; this can range from just offering a friendly ear occasionally, to more structured 1:1 time set aside for solution focused approaches to counsel our vulnerable pupils.

What measures are in place in our school to prevent bullying?

- We have a zero-tolerance approach to bullying.
- As part of our 'Personal, Social and Health Education' curriculum, we include a programme of work focused on preventing and dealing with bullying.
- Please refer to our '[Anti-Bullying' policy](#) for full details.

What access do our SEN pupils/students have to facilities and extra-curricular activities available to all children?

Our school is proud of its inclusive culture. ALL pupils have access to our facilities and extra-curricular activities, and we modify activities, as necessary, including:

- Forest School - all classes participate weekly
- Football, tag rugby, rounders, netball, hockey, cross country, athletics, gymnastics
- Country dancing
- Outdoor club
- Orchestra
- Performance arts, singing, dancing & drama
- Chess club
- Knitting club
- School newspaper



Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children)

- The **first point of contact** will **always** be your child's **class teacher**, who is responsible for your child's progress.
- If a TA works closely with your child, you are likely to have regular informal discussions with them.
- You may also have some contact with the SENCo and headteacher, who oversee arrangements and monitor progress.
- If your child's needs are more complex, you may also be in touch with some external agencies.

a Who will explain and discuss this with parents/carers?

- Usually the class teacher, but the SENCo or Headteacher may also do so

b How will parents/carers know how well their child is doing?

- You will have regular meetings with your child's class teacher and the SENCo
- An annual written report is sent out to parents
- You are free to call or come and chat to us about your child at any time

c How does our school measure outcomes and impact of the support provided to the pupil/student?

- The impact of our teaching and learning strategies is regularly measured and monitored -

to make sure it is working. Assessments are made of all pupils' strengths and developmental areas. Progress is then measured *during* and at the *end* of any intervention, and amendments to support made, as necessary.

d When and at what interval will this happen?

- If your child is part of a targeted short-term intervention to 'boost' skills, then the difference the support has made to your child's learning (academic or otherwise) is measured at the end of the programme.
- Outcomes are formally measured at the end of each term.

e Who will explain and discuss this with young people?

- The class teacher will normally discuss progress with pupils.

How will our school involve young people with SEN in their education?

We enter a learning partnership with each and every pupil in our care. This means that children are *expected* to be actively involved in their education. We ensure they understand what and why we do the things we do; our pupils have a voice in evaluating their achievements and identifying the next steps in their learning. We strongly believe in empowering our pupils: teaching them skills so that they take ownership and responsibility of their learning progress. We encourage our pupils to be actively involved in the school's strategic decision making process - our 'Future Leaders', who are elected by their peers, represent the views of the pupil body.

How do we assess and evaluate the provision we have arranged for your child?

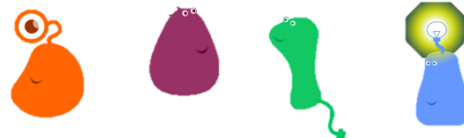
We have robust, established systems in place to evaluate the effectiveness of our provision for all children. In essence, we closely monitor what we do and ensure that it is working! And if it is not? We endeavour to work out why and adapt what we do accordingly. This is a continuous process; ensuring the best possible outcomes for your child.

How do we prepare our school to welcome and support SEN pupils/students?

- We encourage all new pupils to visit our school prior to starting.
- Together with our 'feeder' pre-school, we have devised a comprehensive programme to ensure a smooth transition from pre-school to EYFS. This involves:
 - Opportunities for parents and pupils to visit the school, meet teachers, take part in lessons and playtimes.
- Any external agencies involved with your child, will visit the school, meet with our staff, and ensure that all access arrangements are in place, and adaptations made, if necessary.
- We will undertake a risk assessment, if applicable.
- Extra visits can be arranged for our SEN pupils, if necessary.

a How do we prepare our pupils/ students for adult life?

- We strive to develop 'the whole child' and pride ourselves on preparing our pupils for the next stage in their education, by developing those key attributes that are essential for adult life. Our Vision, which underpins all that we do, is represented by our Blue Coat L.O.T.S (BLOTS)
 - Learning about Learning
 - Learning about Ourselves
 - Learning with Technology
 - Learning with Spirituality



b What special arrangements are made national tests?

A small number of children may need additional arrangements so they can take part in the key stage 2 tests. For example, if your child:

- Has a visual or hearing impairment
- A motor-control disability
- Has limited fluency in English

In special circumstances, arrangements may include:

- Extra time to complete exams
- Readers and/or scribes
- Word processors or other technical aids
- Use of coloured overlays

c What resources and equipment do we provide for children with SEN?

If your child requires any specific aids, equipment or resources to assist them whilst they are with us, we will endeavour to accommodate them. For example, in order to meet the needs of some of our SEN pupils, we have:

- Made alterations and adaptations to furniture
- Allowed access to ICT technology to assist writing, e.g. Dragon Speak Dictaphone
- Modified the curriculum and sourced PE resources for pupils with complex medical / physical issues
- Provided sloping boards, pencil grips etc. for pupils with poor fine motor skills
- Provided access to a medical room
- Made toilet adaptations and installed an 'Easilift' changing bench

d What arrangements are in place with other schools/educational providers when our SEN pupils/students transfer to Year 7?

- When children are preparing to leave us for a new school, typically our local secondary school, Katherine Lady Berkeley (KLB), we arrange additional visits, as necessary. The school also runs a programme specifically tailored to aid transition for more vulnerable pupils.
- For children with more complex needs, we liaise closely with the new school to develop a personalised programme of transition.
- We meet with staff from the transferring schools, ensuring all relevant paperwork is passed on, and all needs are discussed and understood.

e How accessible is our school to pupils/students with SEN?

- The school site is wheelchair accessible; with slopes not steps installed.
- The disabled toilet is large enough to accommodate changing, plus has an 'Easilift' bench.

Where can you find our SEN policy?

Our policy can be found on [our website](#), or can be obtained directly from school.

What role do the governors have? What does our SEN governor do?

The governing body have a responsibility to develop a strategic vision of provision for pupils with special educational needs, to ensure that the all the needs of our pupils are met. The SEN governor should lead this vision and raise awareness of SEN within the governing body. She ensures policy is put into practice, by meeting with the SENCO and monitoring standards achieved by our SEN pupils.

What can you do if you are not happy?

- If you have any concerns about any aspect of provision, you should initially approach the class teacher and then the Headteacher.
- If the difficulties cannot be resolved, and if parents wish to take matters further, concerns can be referred to the chair of Governors and put in writing.
- Please see our complaints policy for further details

How can parents/carers arrange a visit to our school?

Contact us to arrange a visit:

Blue Coat CEVA Primary School
Symn Lane
Wotton-Under-Edge
Gloucestershire
GL12 7BD

Tel:01453 525020
Email: admin@bluecoat.gloucs.sch.uk



Who can you contact for more information?

- **First point of contact** is your **child's class teacher** to share your concerns.
- You could also arrange to meet the SENCo, Mrs O'Shaughnessy, or the Headteacher, Mr Ryan.
- Contact Parent Partnership Service - www.glospps.org.uk
- Contact IPSEA (Independent Special Education Advice - www.ipsea.org.uk)