READING BLUE COAT

Student Development (SEND) Policy

Introduction

Reading Blue Coat is an academically selective independent school committed to supporting the intellectual growth and personal development of students in Years 7-13 towards fulfilling their potential. The School recognises that some students experience mild specific learning difficulties, disabilities, social, emotional or mental health needs, communication difficulties, sensory differences or other barriers to learning. We are committed to identifying and supporting these needs through proportionate, evidence-informed and student-centred provision.

The School works in accordance with the principles of the SEND Code of Practice (2015) and is committed to:

- Equal access to learning opportunities.
- High expectations for all students.
- A whole-school inclusive ethos.
- Supporting students to develop independence and self-advocacy.
- Working in partnership with students, parents and staff.
- Early identification and effective intervention where barriers to learning arise.

Aims

The aims of this policy are to:

- Facilitate identification of mild additional learning needs through evidence-based practice.
- Ensure students receive appropriate, timely and effective support.
- Promote Quality First Teaching and subject-specific Ordinarily Available Provision (OAP) as the primary means of support for all learners.
- Provide a graduated response where needs exceed Quality First Teaching and OAP.
- Support students in developing effective learning strategies and independence.
- Work collaboratively with students, parents, academic staff and pastoral staff
- Monitor and evaluate the effectiveness of provision

Definition of Additional Needs

Additional needs may arise within the four broad areas of SEND identified in the SEND Code of Practice:

- Cognition and Learning.
- Social, Emotional and Mental Health (SEMH).
- Communication and Interaction.
- Sensory and/or Physical Needs.

Additional factors that may impact learning include:

- Health and welfare concerns.
- Wider pastoral concerns.
- English as an Additional Language (EAL).
- Difficulties with organisation and independent study skills.

Students are recognised as having additional needs where their needs are additional to and different from those of the majority of their peers.

At Reading Blue Coat, the most common additional needs include mild specific learning difficulties such as dyslexia, ADHD, dyspraxia and autism spectrum condition. The suitability of provision for other needs is considered individually.

Principles of Provision

Quality First Teaching and Ordinarily Available Provision

All teachers are responsible for providing high-quality, adaptive and inclusive teaching.

This includes:

- Clear modelling and explicit instruction.
- Chunking and scaffolding of tasks.
- Visual supports and structured resources.
- Checking for understanding.
- Responsive feedback.
- Adaptive approaches informed by student need.

Departments provide subject-specific Ordinarily Available Provision (OAP) through strategies and interventions designed to remove barriers to learning and improve student outcomes.

OAP is available according to need and does not require a student to be identified as having SEND.

Graduated Response

The School adopts the graduated approach:

Assess → Plan → Do → Review

Where students are not making expected progress, interventions may include:

1. Subject-level monitoring and support through the Academic Tracker.
2. Department-led intervention and review.
3. Additional subject-specific support such as clinics, revision sessions or targeted teacher support.
4. Referral by the Head of Department to Student Development.
5. Specialist assessment and/or intervention where appropriate.

Students are added to the Additional Needs Register where evidence demonstrates emergent or established needs that are additional to and different from those of the main cohort.

Identification and Assessment

The School uses a range of methods to identify additional needs, including:

- Baseline screening assessments.
- Ongoing academic monitoring and tracking.
- Teacher observations and referrals.
- Academic Tracker evidence.
- Looking beyond behaviour to identify possible underlying needs.
- Student self-referral.
- Parental concerns.
- Information from previous schools and external professionals.

Screening and Baseline Assessment

Year 7 and Year 12 students complete baseline screening during their first term at Reading Blue Coat.

New students entering other year groups complete baseline screening as soon as possible. Baseline screening includes assessment of reading, free writing and processing speed. Follow-up assessment may take place where evidence indicates ongoing difficulty. It is at this point that dyslexia screening may be completed.

Where specialist assessment is recommended, the School will lead a referral and provide supporting information. Parents are responsible for funding assessments.

Provision and Support

Support may include:

- Differentiated classroom practice.
- Subject-specific intervention.
- Study skills support.
- Revision workshops.
- Specialist teaching delivered by Student Development teachers.
- Recommendations for external assessment and specialist services.

Specialist intervention is usually delivered in targeted cycles of 3-6 lessons and aims to:

- Address barriers arising from specific needs.
- Develop transferable learning strategies.
- Increase learning independence.
- Support successful access to the curriculum.

In exceptional circumstances, curriculum adjustments may be considered where significant learning or SEMH needs substantially impact access to learning.

Information Sharing

Information about students with additional needs is shared through:

- iSAMS.
- Additional Needs Register.
- Examination Access Arrangement Register.
- Pupil Information Passports (PIPs).
- Transdiagnostic strategies to support Language, Attention, Memory & Processing (LAMPs).
- Staff briefings and professional dialogue.

All teaching staff are expected to:

- Regularly access student information on iSAMS.
- Read and implement recommendations in PIPs and LAMPs.
- Access weekly examination access arrangement updates.
- Contribute to review processes and provision planning.
- Routinely implement approved examination access arrangements as part of a student's normal way of working.

Roles and Responsibilities

Teaching Staff

Teaching staff are responsible for:

- Delivering Quality First Teaching.
- Maintaining awareness of the learning needs of all students they teach through engagement with iSAMS, PIPs and LAMPs.
- Implementing agreed strategies and adjustments.
- Monitoring progress.
- Using the Academic Tracker appropriately.
- Providing evidence of normal way of working.
- Communicating with Student Development where concerns arise.

Heads of Department

Heads of Department are responsible for:

- Overseeing departmental OAP.
- Supporting referral processes.
- Ensuring consistency of provision.
- Monitoring effectiveness of departmental interventions.
- Supporting colleagues in meeting additional needs within their curriculum area.

Student Development Department

The Student Development Department:

- Coordinates identification, assessment and provision.
- Works in partnership with Admissions to identify, collect, and share information of pupils' individual needs throughout the admissions process and on transition into the school.
- Maintains records and communicates with stakeholders.
- Works in partnership with parents, meeting in person and online
- Delivers specialist interventions.
- Provides advice to staff and parents.
- Conducts lesson observations to support inclusive practice.
- Oversees examination access arrangement processes.
- Monitors the impact of support programmes.
- Supports whole-school inclusive practice.

Senior Leadership Team

Senior Leadership will:

- Promote an inclusive whole-school culture.

- Ensure appropriate staffing and resources.
- Support examination access arrangement processes.
- Provide staff training and professional development opportunities.
- Monitor the effectiveness of provision through review and reporting.

Parents

Parents are expected to:

- Work in partnership with the School.
- Share relevant information promptly.
- Support agreed interventions and recommendations.
- Engage with assessment and review processes.
- Arrange specialist assessments where advised.
- Support applications for external services where appropriate, including EHCP applications.

Education, Health and Care Plans (EHCPs)

Where the School considers that a student's needs may require support beyond that ordinarily available through school-based provision, parents may be advised to apply for an Education, Health and Care Plan.

The School will support parents throughout this process by providing evidence and professional information but will not lead the application.

Examination Access Arrangements

The School follows JCQ and Cambridge International regulations.

Access arrangements will be granted only where:

- There is clear evidence of need originating in the classroom.
- The arrangement reflects the student's normal way of working.
- Appropriate assessment evidence is available where required.
- Classroom evidence supports the application.

Parents are responsible for funding specialist assessments required for access arrangement applications.

The School retains responsibility for final decisions regarding access arrangement applications and does not charge for implementing approved arrangements.

Training and Resources

The School is committed to ongoing professional development in inclusive teaching and SEND.

Training includes:

- Induction training for new staff.
- Whole-school professional development.
- INSED training.
- Departmental support and coaching.
- Ongoing consultation with Student Development staff.

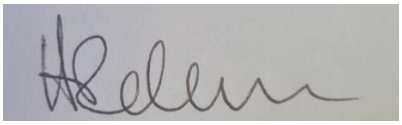
The Student Development Department operates an open-door approach to supporting colleagues and sharing expertise to improve outcomes for students.

Monitoring and Evaluation

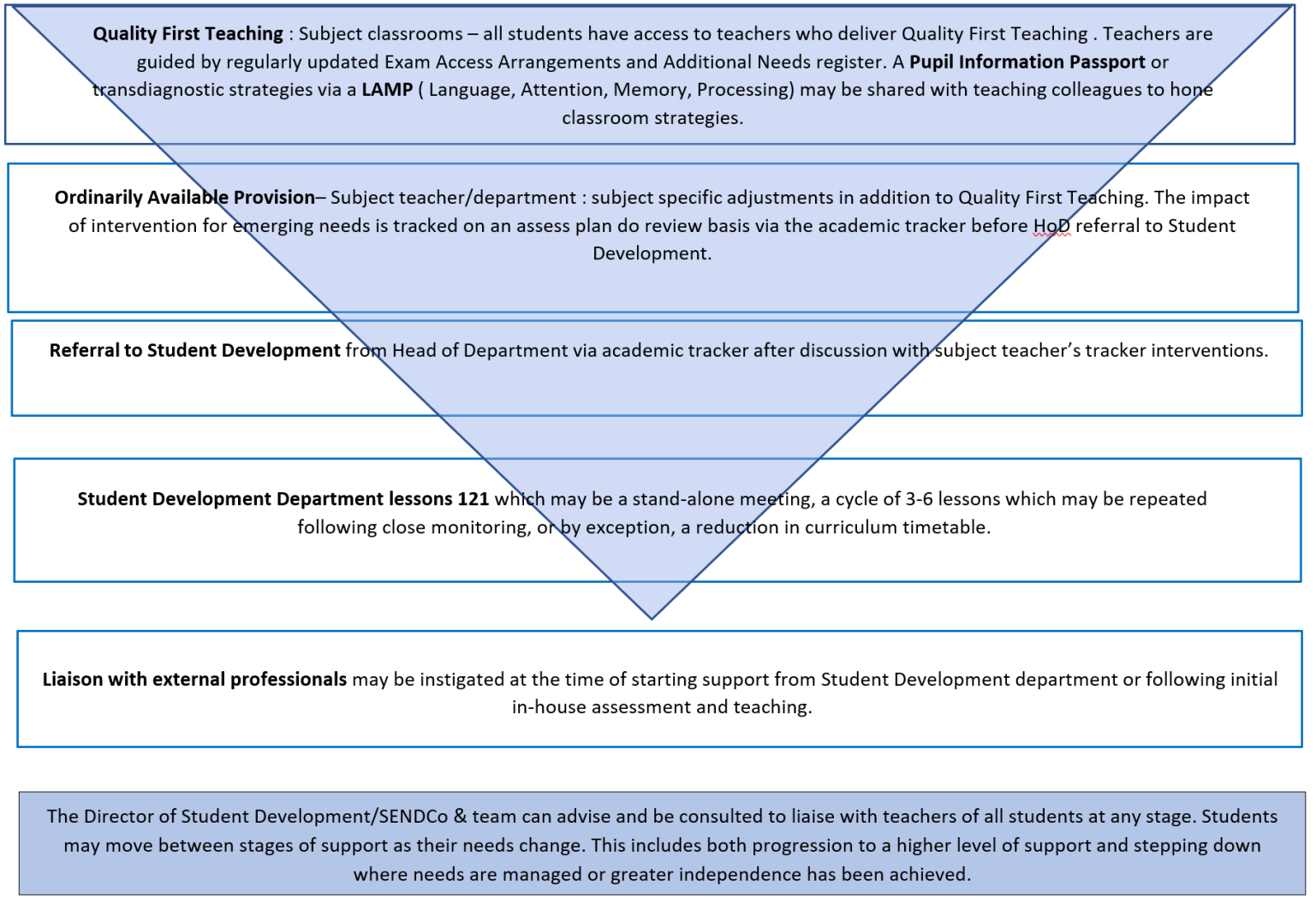
The effectiveness of provision is evaluated through:

- Student achievement and progress data.
- Intervention outcomes.
- Student feedback.
- Parent feedback.
- Staff feedback.
- Lesson observations.
- Examination outcomes and access arrangement reviews.

Findings inform the ongoing development of provision and are reported to Senior Leadership and Governors as appropriate.

Author(s):	Sarah Berry (Director of Learning Support)
Review Frequency:	Annually
Next Review Date:	September 2027
References:	• Accessibility Plan • Admissions Policy • Equal Opportunities Policy • SEND Code of Practice 2015
Governor:	 Helen Roberts (Chair of the Education Committee) *on behalf of the Full Governing Board*
Date of Agreement:	September 2026

Appendix 1: Teaching Provision and Additional Needs at Reading Blue Coat



The Director of Student Development/SENDCo & team can advise and be consulted to liaise with teachers of all students at any stage. Students may move between stages of support as their needs change. This includes both progression to a higher level of support and stepping down where needs are managed or greater independence has been achieved.