

Vision Statement for SEN



Bluecoat Primary is proud of its diversity. It places great emphasis on its unique and varied community of learners. Everyone, regardless of faith, ability, gender, ethnicity, background or circumstance is valued and nurtured and is expected to become an independent learner and fulfil their potential through high attainment and achievement. Our belief is that an exceptional education for all is rich and empowering beyond the narrow confines of statutory assessments and national benchmarks. At Bluecoat Primary Academy we share a life-long love of learning and celebrate success in all its forms. We recognise that a proportion of our students have Special Educational Needs and/or Disabilities (SEND). We are committed to making appropriate provision for them to ensure that they have full and equal access to the curriculum and are enabled to reach their full educational potential, leaving us well prepared for their next stage in education and beyond. Ultimately, one of our school aims is to prepare all children to make exceptional contributions to the global society.

We focus on outcomes for students with SEND through a plan, do, review cycle and not just hours of provision or support. The Trust will maintain its local and national reputation for work with young people with SEND. Inclusion for all is central to what we are about.

Curriculum

Our curriculum is inclusive of all learning needs and accessible for all. We strive for everyone to have full and equal access to the curriculum and aim high for all pupils to achieve the best possible outcomes. We make appropriate provision to overcome specific barriers to learning and ensure students with SEND access the full breadth and depth of an age related curriculum and broadly at the same pace as their peers.

Students may be identified as having special educational needs if they have a difficulty accessing the curriculum, temporarily or more long-term, which calls for special educational provision to be made for them. When a student has been identified as having SEN, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily. Our approach is to primarily use a 'keep up', not 'catch up' approach that utilises immediate intervention (pre and post lesson intervention) so that whole class teaching remains accessible for all learners. Where a specific or longer term barrier is identified, some students may require targeted intervention such as literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff, for a specified period of time and measured for impact.