

St Bede's Inter-Church School

SEND Inclusion Information Report 2024-25



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Updated October 2024

Together with our SEND policy, this SEND information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

What is our approach to teaching young people with learning difficulties and SEND?

At St Bede's Inter-Church School, it is our vocation to lead our students towards being caring, curious, confident, resourceful and reflective people. As a Church school, we are an image of the body of Christ (1 Cor 12:27), and our students with Special Educational Needs and Disabilities are an essential and valued part of that body and enrich our school culture as much as we strive to enrich their knowledge and understanding.

We are a mainstream school with a deliberate focus on inclusive education. Our supported learning department's aim, as far as possible, is to include all students in the mainstream classroom.

From when a student is offered a place at St Bede's we take a long-term view of how they will develop. This includes not only their academic qualifications, but a view of their social and personal development that honours the unique and complex nature of every individual.

What kinds of learning needs do we support?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, e.g., autistic spectrum condition (ASC) and speech, language and communication needs (SLCN)
- Cognition and learning, e.g., dyslexia, dyspraxia
- Social, emotional and mental health, e.g., attention deficit hyperactivity disorder (ADHD) and attachment
- Sensory and/or physical needs, e.g., vision impairments and hearing impairments.

In practice, students with SEND often have needs that cut across more than one of these areas and their needs may change over time.

How do we identify young people with SEND and assess their needs?

In the Inclusion department, we identify students with SEND in a number of ways:

- The transfer information we receive from previous schools

- The baseline testing we conduct at the start of Year 7 and Year 10, including cognitive ability tests (CATs) and, in Year 7, a reading assessment. We also use several other psychometric tests to screen for need and a raft of other pre and post intervention measurements. These tests help to identify outliers who might have a learning difficulty or–require catch-up due to lost learning through absence in primary school or currently find aspects of learning difficult due to English not being their first language. It is after these tests that the Inclusion department can make recommendations as to further adaptations and support.
- Ongoing monitoring of academic progress, including where students are making less than expected progress given their age and individual circumstances
- Ongoing monitoring of social development
- Consultation between the Inclusion department, teachers and parents/carers
- The advice of external professionals
- St Bede’s also considers evidence that a student may have a disability under the Equality Act (2010) and, if so, what reasonable adjustments may need to be made for them.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN (Special Educational Needs).

Due to our whole-school focus on high-quality adaptive teaching, a diagnosis of a learning difficulty also will not necessarily call for special educational provision, namely provision different from or additional to that normally available to students of the same age.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parent/carers. 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.

We will have an early discussion with the student and their parents/carers when identifying whether a pupil needs special educational provision. These conversations ensure that:

- Everyone develops a good understanding of the student’s areas of strength and difficulty
- We take into account the parents’/carers’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We maintain a SEND register which includes students with EHCPs (registered as E) and on SEND support (registered as K). We also have a list of students who have diagnosed or suspected learning difficulties

without requiring support in addition to high-quality adaptive teaching, and teachers monitor the progress of these students closely.

Some students with learning difficulties require access arrangements for assessments without requiring special educational provision in addition to high-quality adaptive teaching day-to-day. Our Deputy SENDCo, Ms Steward, is a qualified access arrangement assessor and identifies students who are entitled to support in exams, ensuring students have equal access to their examinations. We cannot legally accept privately commissioned reports as evidence to support our application for access arrangements and we do not consult assessors other than our own when preparing reports (see Joint Council for Qualifications, Access Arrangements and Reasonable Adjustments 7.3.6). The responsibility to determine and request appropriate and practicable access arrangements and reasonable adjustments lies with the SENDCo, Dr Ross.

For specific information about examination access arrangements, please email our Deputy SENDCo jsteward@stbedes.cambs.sch.uk or for more general exam queries, our Exams Officer: exams@Stbedes.cambs.sch.uk

If you think that your child has special educational needs that have not yet been assessed or fully understood, please email our SENDCo, Dr Ross: SEND@stbedes.cambs.sch.uk

How do we assess and review students' progress towards outcomes?

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

Subject teachers and tutors work with the SENDCo, parents/carers and student to assess and review progress towards outcomes on their plan. This will draw on:

- The teacher's assessment and experience of the student
- The individual's development in comparison to their peers and national data
- The views and experience of the parents/carers
- The student's own views
- Advice from external support services, if relevant.

The plan resulting from discussions with the student and their parents/carers is added to the student's record, shared with their teachers and sent to their parents/carers. Through their plan, all teachers and support staff working with the student will be made aware of their needs, the outcomes sought, the support provided, and any specific teaching strategies or adaptive approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the student's progress.

What is our approach to teaching students with learning difficulties and SEND?

- High-quality teaching, adapted for individual students, is our first step in response to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality

teaching. As a school we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement and those with SEND.

- As standard, teachers and teaching assistants follow checklists for adapting teaching to support autistic students; students with dyslexia; students with dyspraxia; students with ADHD, students with attachment disorder; students with speech, language and communication needs; and students with vision impairments and/or hearing impairments. We have an Inclusion Handbook to support them in this.
- We use Continuing Professional Development (CPD) opportunities for staff to provide training in any areas identified as needing improvement / updating.
- Each student that has a SEND support plan or EHCP is supported to develop their own regularly updated one-page profile to help all staff who work with them adapt to the ways the student finds most helpful, and to ensure that the students' voice and perspectives are heard and listened to throughout.

How does our learning environment support students with SEND?

- Guidance is given to teachers on how to make their classroom environment accessible for students with needs including sensory sensitivities.
- Specific, individual equipment and adaptations necessary for learning are highlighted on student's plans and/or one-page profiles and steps are taken to incorporate these into school practice, in consultation with parents/carers and relevant professionals.
- Most areas of the site are accessible by lift or ramp. The exception is the upper floor of the St Etheldreda building and, where students are unable to access this floor, arrangements are made for their class to be moved to an accessible room.
- St Bede's has PE changing and toilet facilities adapted for those with some physical disabilities. Arrangements to adapt to students' needs when changing for PE can be made.

Further details can be found in our accessibility policy: <https://www.st-bedes.org.uk/Policies/>

What additional support for learning is available?

Homework club

Students with SEND are automatically eligible to attend homework club after school where they can receive adult support while continuing to build independence.

Out of class passes

Some students feel more comfortable in the classroom when they know that there is an option to leave the lesson if they need to. Sometimes this is for medical reasons, for example they may need access to a toilet, and sometimes it is to support their mental health or emotional wellbeing. The purposes of these passes are to support students to stay in the room because they are less worried. Out-of-class passes are issued by

the Deputy Headteacher in consultation with the Inclusion department and reviewed regularly. Where out-of-class passes are not effective, they are withdrawn.

Auxiliary aids

We can often loan school laptops to students who need them.

Where necessary, we apply for assessments to be made by the local authority to fund auxiliary aids (e.g., microphones linked to hearing aids, speech dictation or computer reader software).

St Hilda's

Our school has a classroom, St Hilda's, where many of the additional interventions for students with SEND take place. This is not a 'unit' or enhanced resource base.

- Though the lessons that are taught there sometimes look different to conventional lessons, the role of St Hilda's is to support students to access their mainstream lessons.
- Ms Turner (Assistant SENDCo, ELSA) manages St Hilda's, supported by experienced teaching assistants with additional qualifications.
- St Hilda's is also a place where students with additional needs know they can come during break times or before school when they need someone to give them reassurance.
- In the first few weeks, students with SEND might also come to St Hilda's if they get lost.

The precise interventions we offer may change, depending on student need, new research and monitored in-school impact. They currently include:

- Numeracy interventions such as Numicon Explorer, Plus 1 and Power of 2
- Reading interventions such as Expanded Rehearsal Technique (ERT), Toe by Toe and Reading Between the Lines
- Spelling interventions such as Cued Spelling and Word Shark
- Microsoft 365 accessibility tools training
- Lego Therapy
- Social skills group
- Speech and language activities
- DLD and Me Advocacy Project
- Comic strip conversations
- Zones of Regulation
- Handwriting interventions
- Pre-learning and over-learning for some subjects where required and possible.

We review interventions on a cycle of up to 10 weeks, so that when outcomes are met the intervention is stopped or when they are not, the provision is changed or adapted as necessary.

Our St Hilda's lead is the Assistant SENDCo, MsTurner: SEND@stbedes.cambs.sch.uk

Curriculum adaptations

Conversations with parents/carers about whether there are appropriate adaptations to a student's curriculum often start after the baseline assessments at the start of Year 7.

We believe that all students should be offered a broad and balanced curriculum, including arts subjects, technologies, humanities and languages. Every student at St Bede's has the opportunity to study two languages in addition to English: in Year 7 students begin studying French, in Year 8 they begin German, and in Year 9 they can choose to begin Latin. Language teachers are experienced and trained in adapting teaching and learning to meet the needs of students with a range of needs.

On occasion it is better on balance for some students with SEND to opt to use some of their curriculum time to follow an intervention specific to their current needs, e.g., reading comprehension, and to therefore study fewer subjects than their peers. In line with our commitment to inclusive education this is kept to a minimum and is usually time limited. For example, students who do not study French in Year 7 often go on to successfully study and enjoy French and/or German in Year 8, or students may have their intervention during Drama, for example, but this intervention is time-bound to a period of 6-10 weeks before returning to the full curriculum. Any such decision is made by the SENDCo in consultation with parents/carers and the student. In consultation with the SENDCo and Head of Languages, students who are withdrawn from French in Year 7 but are still significantly behind their chronological reading age at the end of the year may choose to be withdrawn from German in Year 8 to continue to accelerate their progress in literacy. It may also be appropriate for these students to not take a language for GCSE and instead have additional English and/or Maths lessons timetabled.

PE lessons may be adapted according to students' needs. It is not possible to withdraw a student from PE entirely.

Teaching Assistants (TAs)

We have between a large team of TAs who support students to access the mainstream classroom. They are contracted to work from 9am to 3.30pm with breaks. They have the option to work overtime when this is funded by the local authority.

TAs are allocated according to the higher needs funding we receive for each student from the local authority and taking account of other provisions that funding covers. Priority is given as follows: English, Maths and Science; Theology, History and Geography; languages; arts, Computing and technologies; and PE.

National education research indicates that 'deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes' and that students, 'particularly those who are low attaining or identified as having special educational needs, can perform

worse in classes with teaching assistants' (EEF). For this reason, we follow best practice guidance (Education Endowment Foundation (2018), Making Best Use of Teaching Assistants, [available online](#)) so that:

- TAs are fully prepared for their role in the classroom through participation in training, liaising with teachers and access to curriculum materials. As well as safeguarding training and access to all whole-school training sessions, some TAs undertake further qualifications, for example in supporting students with specific learning difficulties, vision impairment, autism or mental health needs. Some TAs attend training in delivering speech and language therapy interventions and occupational therapy interventions. TAs have had a weekly professional development meeting on Wednesday mornings in place of the interventions that run in form time on the other days of the week.
- TAs are not used as an informal teaching resource for low attaining students. Our aim is for students to not be separated from the classroom, their subject-specialist teachers and their peers. Students with SEND are as likely to be supported by their classroom teacher even in lessons where a TA is supporting the lesson.
- TAs are used to add value to what teachers do, not replace them. In general, TAs are not assigned to specific students for long periods. If present, TAs may work with a number of students in the class, offering the least amount of help first and allowing sufficient wait time, so students can respond to a question or attempt the stage of a task independently. As well as supporting students academically, this can help students develop independence and social skills.

TAs may help students to:

- organise themselves
- feel more confident in the classroom
- focus on tasks
- prioritise important information
- practice vocabulary
- recall prior learning

TAs may work with teachers to:

- break down or adapt instructions
- provide additional scaffolding, such as sentence starters
- prompt for the use of key words to embed in writing
- provide a model
- verbally extend and clarify students' understanding.

How do we work with parents and carers of young people with SEND?

We understand that parents/carers can be particularly anxious when their child has special educational needs. We ask that parents/carers remember that even when they are anxious, they and the school are on the same side in wanting the best that can be provided. We share parents/carers' concern that their children, our students, should do as well as they can. Like the parents and carers in our community, we want our students to be happy at school and believe they have as much right to enjoy their education as anyone else.

Likewise, teachers should enjoy their vocation and we ask parents/carers to be courteous in their dealings with us. The school expects parents and carers to work collaboratively with us, particularly in finding solutions where disagreements arise. We will not get it right 100% of the time and there are limitations to our resources. We ask that parents/carers be aware of other students' needs when adjusting their expectations as to what can be provided in a mainstream secondary context.

In applying for St Bede's, we ask that students and parents/carers 'buy into' the approach we take to teaching young people with SEND. Sometimes, this can mean that St Bede's is not the right school for every family, even though the provisions we have available enable us to support a very wide range of needs. While the underlying principles are non-negotiable, how those principles are put into practice should be a topic of ongoing discussion. Sometimes students are more comfortable talking to parents/carers about how they feel and what they need, and so feedback from those conversations can help us understand a student's needs better and adapt our provision to suit them.

Parents/carers are expected to attend an annual parent consultation evening to meet with as many of their child's subject teachers as possible. Students receiving support led by our SEND department will be offered an appointment to talk about this along with meetings with subject teachers. Further consultations with parents/carers of students with SEND support plans and EHCPs take place with the SENDCo in each of the other two terms.

Students with EHCPs have an Annual Review which parents/carers are expected to attend. This is when a student's outcomes and provisions in Section F of the EHCP are formally reviewed. Additionally, parents/carers are consulted at points throughout the year on how the provision agreed at the Annual Review is being realised in practice.

Both SEND Support Plans and EHCPs follow an 'assess, plan, do, review' model. As students with SEND progress towards their outcomes, provisions must be fluid and responsive to their developing needs and this can be discussed during meetings.

Parents/carers of young people with SEN are welcome to email teachers and Heads of Faculty directly and it is helpful if they copy in SEND@stbedes.cambs.sch.uk into all their correspondence so that we can have a joined-up approach to supporting your children.

An appointment with the SENDCo, Dr Ross, or the Deputy SENDCo, Ms Steward can be arranged by email: SEND@stbedes.cambs.sch.uk. These are usually online via TEAMS, but we are also happy to arrange meetings in person in school if possible.

How do we support students moving between phases and preparing for adulthood?

Year 6 to Year 7

- Year 6 students with EHCPs are invited to spend an additional day/s at St Bede's in the summer term which can help them familiarise themselves with their new environment, meet some of the adults at St Bede's and get to know some of the other students.
- Additional transition visits can be arranged for students with EHCPs and SEND Support plans during which they meet the key staff in their pastoral and academic support.
- Our SENDCo liaises with the SEND leads of our feeder schools and transition paperwork is shared.
- Our SEND team is available to meet individually with new parents/carers with particular concerns in the last half term of the academic year. Please contact them by email (SEND@stbedes.cambs.sch.uk) for an appointment.

Choosing GCSE subjects

- Students with SEND are supported in choosing their GCSE options by the SEND team and, where appropriate, the Pupil Premium Coordinator.

Year 11 to post-16

- All students with SEND are included in the school's careers education and guidance programme.
- Young people with SEND often benefit from additional support and guidance in choosing the right post-16 provision for them. People who help with this include the SENDCo, the Deputy SENDCo, our Careers Advisor and our Key Stage Transitions Manager, Ms Patten (LPatten@stbedes.cambs.sch.uk). We also have links with Cambridgeshire County Council who are able to provide enhanced transition support in some cases.

- When students move on to post-16 education, we follow procedure in sharing relevant information with the new provider, including access arrangements, to help make the transition as smooth as possible.
- Additional support is available to Year 11 students with SEND in preparing their applications for post-16 provision.

Preparing for Adulthood

- While at St Bede's, we work with students and their parents/carers to try to ensure the outcomes in students' plans reflect the need to ensure young people are preparing for adulthood. We adapt their outcomes to reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- From Year 7 onwards, we are preparing for the moment where we have to say goodbye to our students at the end of their Year 11. This is a moment of joy for all of us as the opportunities afforded by their hard work open up in further and higher education, training and employment and their personal development allows them to go on to fulfilling independent lives. This long-term vision can be challenging for parents, carers, students and teachers at the early stages of secondary school life, as expectations are raised and it can seem daunting to think about something that appears to be a long way in the future.

Key Stage Transitions Manager: Ms Louise Patten (LPatten@stbedes.cambs.sch.uk)

How do we enable neurodiverse students to engage in activities available to neurotypical students?

We aim to ensure there are no barriers to students with SEND enjoying the same activities as other students in our school. No student is excluded from taking part in these activities because of their SEND.

- Our extra-curricular activities and school visits are available to all our students, including our after-school clubs.
- All students are encouraged to go on our residential trips at Key Stage 3, for example the St. Bede's Trail
- All students are encouraged to take part in Sports' Day, school plays and any special workshops relevant to the courses they study.
- Neurodiverse students are encouraged to take on leadership roles within our school, for example as chaplaincy reps, senate reps and senior students.
- A number of students of take part in the Aspire Sports League each year and have a track record of success.

How do we support the development of students' emotional and social development?

- Neurodiverse students are encouraged to be part of the school senate.
- Neurodiverse students are encouraged to be part of clubs, such as chess club, debating club and Dungeons and Dragons club, to promote teamwork/building friendships.
- Neurodiverse students are encouraged to go on school trips, and the Inclusion team and trip leaders liaise with students and parents/carers ahead of trips to support this.
- St Bede's has a strong pastoral system. Each student has a Head of Year and Form Tutor. The school chaplain is experienced in supporting neurodiverse young people. Our SENDCo, Dr Ross, works very closely with the Pupil Premium Coordinator, Designated Teacher for Looked after and Post Looked After Children and Heads of Year. Often students' needs come under more than one category, for example as well as having SEND they may be a young carer, so we believe that it is in the best interest of each student to work in a joined-up way. Neurodiverse students are also encouraged to approach the team in St Hilda's or the Deputy SENDCo and SENDCo for further advice and support.
- Our school uses student premium funding to allow for additional in-school counselling sessions, such as those from Centre 33's Talk Support programme. We also work with the Acorn Project, Blue Smile and other mental health practitioners. Our in-school Mental Health Lead is Ms Zebitz, pzebitz@stbedes.cambs.sch.uk
- Students have an annual Academic Review – for neurodiverse students this is usually with the SENDCo or the Pupil Premium Coordinator.
- Part of enabling neurodiverse students' independence is by enhancing their capacity to self-advocate. Students with SEND support plans and EHCPs are consulted as part of reviewing their provision each year. We try to place their voices centrally when we dynamically review their provision with the SENDCo, their parents/carers and the professionals who support them.
- Students are expected to attend parent/carer consultation evenings so that they can contribute to the discussion.
- Our SENDCo is available to liaise with the relevant Head of Year when our students with SEND fall short of the school's expectations. Occasionally, it is appropriate to adjust those expectations so that a particular student can approach the shared standards at a pace they can manage. Normal school sanctions might be overwhelming for some neurodiverse students, so the SENDCo may arrange for detentions to be served with the SEND department instead.
- We have a zero-tolerance approach to bullying, as outlined in our bullying policy.

Further details can be found in our anti-bullying policy: <https://www.st-bedes.org.uk/Policies/>

Our Staff and Training

Our SENDCo, Dr Ross, is a qualified teacher of thirty years, working in schools, Further and Higher Education. Fiona has been a SENDCo for many years, is IPSEA SEND Law trained to Level 3, is a qualified Exams Access Arrangements Assessor, has a doctorate in English and has the formal NASENCo qualification plus a postgraduate degree in SEND, with specialisms in ASC and SEMH. Fiona has extensive pastoral experience, having been a tutor in many different educational provisions and has previously been Designated Teacher for Looked After and Previously Looked After pupils.

Along with the rest of the Pastoral and Heads of Faculty Teams, she is supported by our Deputy SENDCo, Ms Stewart, who is a qualified Exams Access Arrangements Assessor, a specialist teacher and was, formerly, a primary school SENDCo. She has completed courses on interventions such as Lego Therapy, Expanded Rehearsal Technique and Clicker software. We have a large team of teaching assistants, including several who are trained to a higher level. Several of our TAs are becoming experts in braille and our St Hilda's Manager and Assistant SENDCo, Ms Turner, has further qualified as an Emotional Literacy Support Assistant.

Recently, teaching staff have been trained in a range of themes pertinent to neurodiversity, including:

- Speech Language training in September 2021 with Cambridgeshire County Council
- Supporting students with hearing impairments
- Supporting students with vision impairments
- Attachment disorder (with an extended training in spring 2022)
- Mental health
- The Autism Education Trust's 'Good Autism Practice' training
- Supporting students with ADHD in the classroom
- Courses available on demand from the National College.

How do we evaluate the effectiveness of the provision made for students with SEND?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their outcomes each term at each data collection point
- Qualitative and quantitative pre- and post-baseline testing enables us to review the impact of interventions after 6-10 weeks, for example by re-assessing reading age
- Using student voice

- Feedback from the teacher where interventions are linked to specific subject areas
- Through regular reviews for students on SEND support or EHCPs, which include feedback from parents/carers.

How are we supporting care-experienced children and young people with SEND?

Our community includes students who are or have been in local authority care (Looked After Children and Post-Looked After Children). Some of these students are also neurodiverse.

The SENDCo and all the Inclusion Team work very closely with the Designated Teacher for Looked After and Post-Looked After Children, Mr Allen, and the Pupil Premium Coordinator, Ms Hudson, to ensure that outcomes and provisions co-produces to meet the needs of the individual student.

Inclusion Manager and Designated Teacher for Looked After and Post-Looked After Children, Mr Stephen Allen: sallen@stbedes.cambs.sch.uk

Pupil Premium Coordinator, Ms Courtney Hudson: chudson@stbedes.cambs.sch.uk

How do we work with other agencies?

We value our links with the local authority, and work closely with specialists who are assigned to our students and available for general advice, including Teachers of the Vision Impaired, Teachers of the Hearing Impaired and Speech and Language Therapists. We have an allocation of time from our link Local Authority Educational Psychologist and, when appropriate, liaise with the Education Inclusion Officer. We work with the Virtual School in supporting Looked After Children.

We also work with Centre 33 and other specialist providers for occupational health and music/art therapists where these have been commissioned by the local authority.

We work with the Early Help Hub when applying for a Young Person's Worker, a Family Worker or working through a Team Around the Family (TAF) process.

- Please see this web page for details of Cambridgeshire's Local Offer: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
- Pinpoint can provide information for parents/carers of young people with SEND in Cambridgeshire. Follow this link for their website: <https://www.pinpoint-cambs.org.uk/>
- The SEND Information, Advice and Support Service (SENDIASS) is available from the local authority: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

How can a complaint about SEND provision be made?

- Concerns about SEND provision in our school should be made to the SENDCo in the first instance: send@stbedes.cambs.sch.uk
- If you would like to raise a complaint, please contact the Head Teacher, Mr Alistair Day: aday@stbedes.cambs.sch.uk
- Only after this should complaints be referred to the directors via the SEND link director, Mr Jonathan Glazier: govglazier@stbedes.cambs.sch.uk
- Complaints will be referred to the school's complaints policy.
- The Chair of Directors is Rev Dr Geoff Cook: govcook@stbedes.cambs.sch.uk