SEND Policy

St Bede's Inter-Church School

Reviewed by the Board of Directors: November 2026

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1. Vision, Aims and Objectives

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- We aim to equip our pupils with a clear sense of their own value as beloved children of God. We help them develop into caring, curious, confident, resourceful and reflective people. This mission places us equally at the service of all, not only Christians. As an Inter-Church school, we seek to reflect the body of Christ (1 Corinthians 12:27), recognising that every member is valued and has a part to play.
- At St Bede's Inter-Church School, we believe every child is created in the image of God and possesses inherent dignity, worth and potential. We are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are welcomed, valued and enabled to participate fully in every aspect of school life. We seek not merely to support pupils with SEND, but to ensure they belong, achieve, flourish and are prepared for adulthood.
- Our approach is informed by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (January 2015), the Equality Act 2010 and current evidence-informed inclusive practice.
- We recognise that difficulties often arise through the interaction between a pupil's needs and barriers within the environment. We therefore strive continually to improve teaching, systems,

relationships and accessibility so that every pupil can participate, achieve and experience a genuine sense of belonging. The school recognises that socio-economic disadvantage may compound barriers experienced by some pupils with SEND and seeks to identify and address inequity wherever it occurs.

- We recognise that pupils do not need to be changed in order to belong. Inclusion is achieved through understanding individual differences, removing unnecessary barriers, making reasonable adjustments and creating environments in which all pupils can participate, contribute and thrive.

1.1 Co-Production

The school is committed to working collaboratively with pupils, parents, carers and professionals. We recognise parents and carers as experts in their child's experiences and value their knowledge and insight. We seek to work in partnership through open communication, shared planning and constructive problem-solving.

Parents and carers are encouraged to share relevant information, contribute to reviews, communicate concerns promptly, support agreed strategies where appropriate and participate in planning for future outcomes.

Disagreement will be approached through respectful dialogue and a shared commitment to achieving the best possible outcomes for the pupil.

Pupils will be supported to express their wishes, feelings and aspirations in ways that are appropriate and accessible to them. Decisions regarding provision will seek to reflect the views, strengths and priorities of both pupils and families wherever possible.

1.2 Aims

This policy aims to:

- identify SEND as early as possible;
- ensure high-quality provision matched to individual need;
- promote ambitious outcomes for all pupils with SEND;
- ensure pupils can access an ambitious and appropriately adapted curriculum;
- secure meaningful participation of pupils and families in decision-making;
- fulfil statutory duties and responsibilities;
- promote inclusion, belonging and wellbeing;
- prepare pupils effectively for adulthood.

2. Legislation and Guidance

This policy complies with:

- Children and Families Act 2014

- SEND Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Teachers' Standards (DfE)
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child

The Board of Directors, Headteacher and SENDCo will ensure that this policy is implemented in accordance with all relevant statutory requirements. The school recognises that statutory compliance represents a minimum expectation. Our ambition is to develop provision that not only meets legal requirements but also promotes meaningful inclusion and positive long-term outcomes for pupils with SEND.

This policy also complies with our funding agreement and articles of association.

3. Definitions of Special Educational Needs and Disabilities

A pupil is defined as having Special Educational Needs and Disabilities if they have a learning difficulty or disability, which calls for special educational provision to be made.

3.1 Disability

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities. The presence of a mental health difficulty, however, does not automatically constitute SEND.

3.2 Safeguarding and SEND

St Bede's recognises that children and young people with SEND can face additional barriers to reporting concerns and may be at increased risk of harm, abuse, neglect, bullying, exploitation and social isolation.

All staff have a responsibility to remain vigilant to safeguarding concerns and to consider how a pupil's communication profile, cognition, sensory needs, disability, mental health or neurodivergence may affect the presentation of risk.

The school will ensure that safeguarding information, reporting systems and pupil support are accessible and responsive to individual needs. Close collaboration will take place between SEND, pastoral and safeguarding staff to ensure that pupils receive coordinated and appropriate support.

Where safeguarding concerns arise, the Designated Safeguarding Lead and SENDCo will work together to assess risk, plan support and engage relevant agencies where required.

Further information can be found in the school's Safeguarding and Child Protection Policy.

3.3 The Four Broad Areas of Need

The SEND Code of Practice: 0 to 25 years (January 2015) identifies four broad areas of need and support.

3.3.1 Communication and Interaction

Pupils may experience differences and/or difficulties relating to speech, language, communication, social interaction or information processing.

These differences may affect relationships, social participation, comprehension and learning.

3.3.2 Cognition and Learning

Pupils may experience difficulties with literacy, numeracy, memory, processing speed, organisation, problem-solving or learning more generally. Pupils may require additional support to access and retain learning.

3.3.3 Social, Emotional and Mental Health

Some pupils may experience differences or difficulties relating to emotional wellbeing, self-regulation, relationships, anxiety or mental health. These needs may affect attendance, engagement and participation. The school recognises that behaviour may communicate unmet needs, distress, environmental mismatch or barriers to participation.

3.3.4 Sensory and/or Physical Needs

Pupils may experience hearing impairment, visual impairment, physical disabilities, medical conditions or sensory differences that affect access to learning and participation in school life.

The four broad areas provide a framework for understanding need. Many pupils may experience strengths and needs across more than one area, and support will always be based on individual assessment rather than category alone.

3.4 Medical Conditions and SEND

The school recognises that some pupils with medical conditions may also have SEND.

Appropriate collaboration will take place between school staff, families and healthcare professionals to ensure that pupils receive coordinated support that promotes both educational access and wellbeing.

Further information is available within the **Supporting Pupils with Medical Conditions Policy**.

4. Roles and Responsibilities

4.1 The SENDCo

The SENDCo, Dr Fiona Ross (send@stbedes.cambs.sch.uk) will:

Provide strategic leadership and operational oversight of SEND across the school, ensuring that pupils with special educational needs and disabilities receive high-quality, inclusive provision that enables them to achieve positive educational, social and emotional outcomes.

Strategic Leadership and School Improvement

- Work with the Headteacher, SEND Director and Board of Directors to lead the strategic development of SEND policy, provision and inclusive practice across the school.
- Promote a whole-school culture of inclusion, belonging and high aspiration for pupils with SEND.
- Ensure that SEND remains integral to curriculum development, teaching and learning, pastoral systems, attendance, behaviour, safeguarding and school improvement planning.
- Regularly evaluate the effectiveness, quality and impact of SEND provision, using pupil outcomes, stakeholder feedback and school data to drive continuous improvement.

- Analyse patterns of SEND identification, attainment, attendance, exclusion and participation, both internally and against local and national benchmarks, to inform school improvement priorities.

Identification, Assessment and Provision

- Lead and coordinate the identification, assessment, planning, implementation and review of SEND provision across the school.
- Maintain accurate and up-to-date SEND records and oversee the SEND Register.
- Ensure that the graduated approach of **assess, plan, do, review** is implemented consistently and effectively.
- Advise staff on evidence-informed teaching strategies, reasonable adjustments and adaptive teaching approaches that promote access to learning and participation.
- Coordinate and monitor provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Monitor the quality, effectiveness and impact of interventions and support programmes, ensuring that provision remains outcome-focused and proportionate to need.

Professional Guidance and Staff Development

- Provide expert advice, coaching and professional guidance to staff on SEND, inclusion and effective classroom practice.
- Identify training needs and contribute to the planning and delivery of continuing professional development to strengthen staff confidence and expertise.
- Promote evidence-informed, person-centred practice throughout the school.

Partnership with Parents and Pupils

- Work in close partnership with pupils and their parents/carers, ensuring that their views, wishes and aspirations are central to decision-making.
- Inform and support parents/carers when SEND concerns are identified and maintain effective communication regarding assessment, provision, progress and outcomes.
- Support families in understanding SEND processes, professional reports, statutory procedures and available sources of support.
- Promote meaningful co-production with pupils and families throughout planning, review and decision-making processes.

Education, Health and Care Plans

- Coordinate requests for statutory assessment, Education, Health and Care Needs Assessments and Education, Health and Care Plans.
- Lead and quality assure annual reviews, ensuring statutory compliance and a clear focus on outcomes, preparation for adulthood and next steps.
- Ensure that provision specified within EHCPs is understood, implemented, monitored and reviewed effectively.

Multi-Agency Working

- Act as the school's lead professional for SEND and primary point of contact for the Local Authority and external agencies.

- Build effective partnerships with educational psychologists, specialist teachers, health services, social care professionals and other relevant agencies.
- Coordinate multi-agency support to ensure that provision is well-integrated, timely and responsive to pupil needs.

Transitions and Preparation for Adulthood

- Lead transition planning for pupils with SEND at all key stages of education, in tandem with St Bede's Transitions Manager.
- Ensure that transitions between year groups, classes, educational settings and post-16 destinations are carefully planned and appropriately supported.
- Where appropriate, coordinate enhanced transition arrangements, including additional visits, visual supports, personalised planning, familiarisation activities and multi-agency collaboration.
- Ensure that relevant SEND information is transferred promptly and securely when pupils move schools or educational settings.
- Promote preparation for adulthood outcomes, including independence, community participation, further education, employment and wellbeing.

Statutory Compliance and Resource Management

- Ensure that the school fulfils its responsibilities under the SEND Code of Practice: 0 to 25 years (January 2015), Children and Families Act 2014 and Equality Act 2010.
- Advise senior leaders on the effective deployment of delegated SEND funding, staffing and other resources to secure value for money and positive outcomes.
- Contribute to the school's accessibility planning and the implementation of reasonable adjustments and access arrangements.
- Prepare and review the SEND Information Report, SEND Policy and other statutory SEND documentation.
- Work collaboratively with the Local Authority and other partners to contribute to the development and review of local SEND provision and the Cambridgeshire Local Offer.

4.2 The Board of Directors will:

- Ensure that the school fulfils its statutory duties in relation to SEND and disability;
- Promote an inclusive culture in which all pupils are valued and able to participate fully in school life;
- Monitor the quality and effectiveness of SEND provision across the school;
- Ensure appropriate arrangements are in place for the identification and support of pupils with SEND;
- Receive information regarding the progress, attainment and wellbeing of pupils with SEND;
- Monitor the implementation of this policy;
- Ensure that appropriate resources are available to support pupils with SEND;
- Appoint a designated director with responsibility for overseeing SEND provision.

The Board of Directors recognises that effective SEND provision is a whole-school responsibility and should form part of wider school improvement and strategic planning. The Board will seek assurance that SEND provision contributes to improved outcomes, participation and inclusion for pupils with SEND.

4.3 SEND Director (Designated Director for SEND)

The SEND Director (Designated Director for SEND), Ms Alison Anderson (govanderson@stbedes.cambs.sch.uk), will:

- Help to raise awareness of SEND issues at Board of Directors meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Board of Directors on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.4 The Headteacher

The Headteacher, Mr. Alistair Day (aday@stbedes.cambs.sch.uk), has overall responsibility for ensuring that this policy is implemented effectively and that pupils with SEND receive appropriate support.

The Headteacher will:

- provide strategic leadership for SEND and inclusion;
- ensure compliance with statutory duties;
- oversee the deployment of staffing and resources;
- promote high aspirations for pupils with SEND;
- support effective collaboration between SEND, safeguarding, pastoral and curriculum teams;
- ensure that SEND remains integral to school improvement planning.

4.5 Teachers' Responsibilities

Every teacher is a teacher of pupils with SEND.

Teachers retain responsibility and accountability for the progress and development of all pupils in their classes, including where support is delivered by teaching assistants, intervention staff or external professionals.

Teachers will:

- know the needs of pupils within their classes;
- implement agreed provision consistently;
- adapt teaching to meet individual needs;
- maintain ambitious expectations;
- assess progress regularly;
- contribute to review processes;

- communicate effectively with families and support staff;
- seek advice where additional support is required.

High-quality teaching remains the first response to pupils who may have SEND.

4.6 Teaching Assistants

Teaching Assistants play an important role in supporting access, participation and progress.

Under the direction of teachers and school leaders, Teaching Assistants may:

- support learning within lessons;
- facilitate interventions;
- promote independence;
- contribute observations regarding progress and engagement;
- assist with the implementation of agreed provision.

Teaching Assistants complement but do not replace the responsibilities of teachers.

5. Our Approach to SEND Support

5.1 Identifying Pupils with SEND and Assessing Their Needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information, if given, from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make. The school recognises that some pupils may be both highly able and have special educational needs or disabilities. These pupils may require support and challenge simultaneously. The school recognises that some pupils may be twice exceptional (2e), meaning they are both highly able and have special educational needs and/or disabilities. Contemporary research suggests that high ability and SEND can interact in complex ways, with strengths sometimes masking needs and needs sometimes obscuring strengths. As a result, some twice-exceptional pupils may be under-identified, misidentified or experience uneven patterns of attainment, participation and wellbeing. Assessment and planning therefore seek to identify the whole learner rather than focusing solely on either strengths or difficulties in isolation.
St Bede's promotion of a strengths-based, neurodiversity-affirming and evidence-informed approach recognises that pupils with SEND may demonstrate exceptional abilities, creativity, problem-solving, leadership, subject-specific aptitude, intellectual curiosity, innovation, artistic talent or other areas of significant strength. Support is not intended solely to address barriers but also to nurture interests, develop talents and create opportunities for pupils to experience challenge, success and accomplishment.
The school seeks to maintain ambitious expectations for all pupils, including those with SEND. Identification, provision and curriculum planning will therefore consider both support needs and areas of potential, recognising that flourishing is most likely when pupils are enabled to develop their strengths alongside receiving appropriate support for areas of difficulty.

Assessment activity is intended not simply to identify areas of difficulty but to develop a fuller understanding of each pupil's strengths, aspirations, learning profile and any factors that may affect engagement with learning.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider developmental or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary the SENDCo will, in consultation with the pupil's parents/carers, consider consulting external specialists.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including Age-Related Expectations (ARE) of progress and attainment, and take account of the views and the wishes of the pupil and their parents and 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 from' or 'additional to' is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an Education, Health and Care Plan (EHCP)

The school will work in a multi-agency way to ensure we have the relevant information before the pupil starts at school, so support can be in place as early as possible.

5.1.1 Curriculum Access and Inclusive Practice

St Bede's recognises that equality does not always mean treating every pupil in exactly the same way. Reasonable adjustments may be required to ensure equitable access, participation and opportunity. The school seeks to design learning environments that maximise access and reduce unnecessary obstacles.

The school increasingly applies principles consistent with Universal Design for Learning (UDL) when designing curriculum, assessment and learning environments. Wherever possible, barriers to learning are anticipated and reduced through proactive planning rather than through individual adaptation alone. Staff consider multiple means of engagement, representation and expression to ensure that all pupils can access learning, demonstrate understanding and participate fully alongside their peers.

The school is committed to ensuring that all pupils can access an ambitious curriculum. Teachers use adaptive teaching approaches to remove barriers to learning whilst maintaining high expectations for all pupils.

Inclusive classroom practice may include:

- Explicit instruction and modelling
- Scaffolded learning opportunities
- Flexible presentation of information
- Alternative methods of recording work
- Visual supports
- Assistive technology
- Opportunities for overlearning and retrieval practice
- Structured routines and predictable classroom environments
- Appropriate sensory and environmental adjustments

The school recognises that some pupils may experience executive functioning differences, including challenges with attention regulation, working memory, planning, organisation, task initiation, cognitive flexibility, self-monitoring and time management. These difficulties can significantly affect learning, independence and participation, even where attainment appears broadly in line with peers. Staff seek to minimise executive functioning demands through clear routines, explicit instruction, chunking of information, visual supports, scaffolding, assisted organisation, effective use of technology and the gradual development of independent learning skills. Support will focus not only on completing tasks successfully but also on helping pupils develop the skills and strategies needed for increasing autonomy and self-regulation.

The school actively considers the use of assistive technology to promote independence, participation and curriculum access. Technology may be used as a reasonable adjustment where it removes barriers to learning, communication, recording, organisation or independence. The school recognises its anticipatory duty under the Equality Act 2010 to consider and remove barriers to participation for disabled pupils wherever it is reasonable to do so.

5.2 Consulting and Involving Pupils, Parents and Carers

The school will put the pupil and their family at the heart of all decisions made about special educational provision.

When we aim to identify whether a pupil needs special education provision, we will plan for an early discussion with the pupil and their parents and carers. These conversations will ensure:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns that parents and carers have and their own capacity to access support
- Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are. The school is committed to co-production and recognises families and pupils as key partners in the identification, planning, implementation and review of support. We will make reasonable efforts to secure comprehensive engagement and will provide information in accessible formats where required.

Pupils will be supported to express their views, wishes and feelings in ways that are helpful and accessible to them. Their views will be given due weight according to their age, understanding and communication preferences.

It would be helpful if parents and carers informed us of relevant factors such as external professional involvement, Early Help support, significant changes in family circumstances, or any support they may require to engage fully with school processes.

Notes of these discussions are added to the pupil's record.

We will notify parents and carers if it is determined that a pupil will receive special educational provision, though we may need time to build an entire picture of needs.

5.2.1 Attendance and Participation

The school recognises that attendance difficulties may arise from unmet needs, anxiety, sensory differences, health conditions or other SEND-related factors. The school also recognises that Emotional and Environmentally-Based School Avoidance (EBSA) and complex attendance difficulties often arise from underlying barriers to successful school participation and should not be viewed solely through a behavioural lens.

Where attendance concerns arise, the school will seek to understand and address underlying barriers through a graduated, person-centred and evidence-informed approach. Support may involve collaborative work with families, health professionals, local authority services and other agencies as appropriate.

We understand that attendance difficulties are often an indicator that a pupil's needs require further understanding or support. Our response therefore focuses on identifying and addressing barriers to education through partnership working and reasonable adjustments where appropriate.

The school believes that successful attendance is ultimately measured not simply by presence on site, but by genuine participation, engagement, inclusion and access to learning.

5.2.2 Dignity, Respect and Identity

St Bede's is committed to promoting the dignity, autonomy and identity of every pupil. Pupils with SEND will not be defined by their diagnosis, disability or difficulty. The school recognises neurodiversity as a natural and valuable aspect of human diversity. We acknowledge that people think, learn, communicate, process information and experience the world in different ways. Our approach seeks to understand and value these differences while working collaboratively to remove barriers that may affect participation, wellbeing, achievement or independence. Where support is required, this will build upon strengths, interests and aspirations as well as addressing areas of need.

Staff seek to use respectful, strengths-based language and to recognise the whole child, including their aspirations, interests, talents, relationships and contributions to the school community.

Any restrictive practice will be lawful, proportionate, necessary and used only where alternative approaches have been considered. The school seeks wherever possible to use proactive, preventative and relational approaches that reduce the likelihood of crisis situations arising.

The school recognises that disadvantage and SEND can interact in ways that compound barriers to learning, participation and wellbeing. We therefore seek to identify and address inequity wherever it occurs, considering other factors affecting a pupil's experience and outcomes, including socio-economic disadvantage, care experience, attendance difficulties, English as an additional language, health needs, mental health needs, protected characteristics and experiences of discrimination or marginalisation. Planning and decision-making therefore take account of the whole child and seek to understand how multiple factors may combine to create barriers to participation, belonging, achievement and wellbeing.

5.2.3 Inclusion, Participation and Belonging

St Bede's is committed to fostering an inclusive culture in which diversity is respected and celebrated. We believe that all pupils should experience a genuine sense of belonging and be enabled to participate fully in the academic, social, spiritual and wider life of the school.

Inclusion is promoted through high expectations, positive relationships, accessible learning environments, responsive teaching, effective pastoral support and partnership with families.

We recognise that participation may sometimes require reasonable adjustments, targeted support or environmental adaptations. We are committed to identifying and removing barriers wherever possible.

We reject assumptions that SEND should automatically limit opportunity, aspiration or achievement. Wherever reasonably possible, pupils with SEND will be supported to access the same opportunities, experiences, enrichment activities and ambitions as their peers.

The success of inclusion is measured not simply by physical presence, but by meaningful participation, engagement, achievement, wellbeing and a sense of belonging within the school community.

5.2.4 Supporting Families to Navigate Education, Health and Care Systems

The SENDCo seeks not only to coordinate educational provision but also, where reasonably practicable, to support families to better understand and navigate SEND-related systems and processes. Recognising that appointments, referrals, assessments, reports and statutory procedures can be complex and demanding, the school endeavours to provide practical guidance and support where appropriate.

This may include helping families understand professional reports, prepare for meetings, contribute to multi-agency planning and engage confidently with statutory SEND processes. By supporting families to navigate the interfaces between education, health and care services, the school seeks to promote equity of access and ensure a more coordinated approach to support.

We recognise that system navigation, health literacy, confidence and paperwork burden can themselves become barriers to participation. Supporting families in these areas is therefore an important aspect of inclusive practice.

5.3 The Graduated Approach to SEND Support

Once a pupil has been identified as having Special Educational Needs, we will take action to remove such potential barriers to learning as appropriate to a mainstream setting and reasonable adjustments, and put effective and adaptive special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the Graduated Approach, although we reserve the right to adapt this model in dynamic response to need.

5.3.1 Assess

The pupil's subject teacher and the SEND team will carry out a clear analysis of the pupil's needs. The SENDCo may devolve this responsibility to the core SEND team, depending on their professional expertise. The views of the pupil and their parents and carers will be taken into account. Where parental views are unavailable despite reasonable attempts to engage, the school will make decisions based on available evidence, professional advice, statutory responsibilities and the expressed views of the pupil wherever possible.

The assessment stage will be reviewed regularly to check that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify and explore needs is to observe the way they respond to an intervention and adjustments.

5.3.2 Plan

In consultation with teachers, the parents and carers and the pupil, the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear internal date for review. Outcomes may include academic attainment, attendance, participation, independence, communication, emotional wellbeing, friendships, self-advocacy and Preparation for Adulthood outcomes.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any adaptive teaching strategies or approaches that are needed. This information will be recorded on Edukey and will be made accessible to staff via an EduKey generated pupil support plan.

Parents and carers will be made aware of the planned support and interventions. The school will seek to communicate planned support and interventions in a timely and proportionate manner.
The school will make reasonable and proportionate efforts to engage parents and carers in planning and reviewing support. Where engagement is limited despite these efforts, the school will continue to make decisions using available evidence, professional judgement, statutory responsibilities, advice from relevant professionals and, wherever possible, the views of the pupil.
We encourage parents and carers to share relevant information and work collaboratively with the school to support successful outcomes.

Parents and carers may be asked to reinforce or contribute to progress at home, using intervention softwares that also track pupil engagement at home. Where parental engagement is limited, the school will continue to fulfil its statutory duties and make provision based on available evidence, professional judgement and the best interests of the pupil.

5.3.3 Do

The pupil's subject teachers retain overall responsibility for their progress.

Where the plan involves small group or 1-to-1 teaching away from the main class or subject teacher, they retain responsibility for the pupil. They will work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in advising on how to implement adaptation and support effectively.

5.3.4 Review

The effectiveness of the support, adaptations and interventions and their impact on the pupil's progress will be reviewed in line with the intervention length.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the pupil
- The views of parents and carers where available and following reasonable efforts to secure engagement.
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff working with the pupil

The school evaluates SEND provision not only by whether support is delivered, but by whether it improves outcomes, increases participation, removes barriers and enhances pupils' experience of belonging within the school community.

The SENDCo and/or the SEND team will revise the outcomes and support in light of the pupil's progress and development, and in consultation with teachers, the pupil and their parents or carers.

St Bede's is committed not only to selecting evidence-informed approaches but also to implementing them effectively. Leaders monitor the quality, consistency and sustainability of provision, recognising that positive outcomes depend on how strategies are delivered in practice. Evaluation therefore considers implementation fidelity, staff understanding, pupil engagement and impact over time, alongside measurable outcomes for pupils.

5.4 Levels of Support

5.4.1 School-based SEND provision

Ordinarily Available Provision refers to the inclusive teaching approaches, adaptations, reasonable adjustments and support that should routinely be available within a mainstream educational setting. All pupils are entitled to high-quality teaching and inclusive provision as a universal entitlement. St Bede's believes that high-quality inclusive teaching and ordinarily available provision are the responsibility of the whole school and form the foundation of support for all pupils.

Pupils receiving SEND provision on a longer-term basis will be placed on the school's SEND register: these will be coded 'K' and on the census. These pupils often have needs that can be met by the school through the Graduated Approach and Cambridgeshire Local Authority's Ordinarily Available Provision. Where a

pupil's needs cannot adequately be met through in-house expertise, SEND will consider involving external specialists as soon as possible. The success or otherwise of these referrals may be dependent on the speed of Local Authority's response. We will also support parents and carers through the process of requesting an Education, Health and Care Needs Assessment, should that be required.

Provision for pupils coded as SEND K is funded through the school's Notional SEND Budget, which is not legally ring-fenced, and can fluctuate depending on several factors.

5.4.2 Education, Health and Care Plan (EHCP)

Pupils who require provision beyond that ordinarily available through the school's graduated approach may be entitled to an Education, Health and Care Plan (EHCP). An EHCP is a legal document identifying a child's special educational needs, the outcomes sought and the educational provision required to meet those needs.

St Bede's recognises that provision specified within Section F of an EHCP is legally enforceable educational provision. In accordance with Section 66 of the Children and Families Act 2014, the school will use its best endeavours to secure the special educational provision called for by the pupil's special educational needs. The school works collaboratively with pupils, families, professionals and the Local Authority to implement agreed provision effectively and consistently.

The school maintains systems for planning, monitoring and reviewing provision specified within Education, Health and Care Plans. EHCP provision forms part of the school's wider Implementation, Evaluation and Continuous Improvement framework outlined in Section 5.5.

Provision specified within Section F will be monitored and reviewed through ongoing assessment, annual review processes and collaboration with pupils, families, professionals and the Local Authority to ensure that support remains effective and outcome-focused. On the Census, pupils with EHCPs will be marked with the code E.

5.5 Implementation, Evaluation and Continuous Improvement

St Bede's is committed to ensuring that SEND provision is implemented consistently, evaluated rigorously and refined in response to evidence. The impact of support is reviewed through pupil outcomes, attendance, participation, engagement, family feedback and staff evaluation. Findings inform professional development, provision planning and school improvement priorities. Our approach is informed by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (January 2015), the Equality Act 2010, Education Endowment Foundation guidance, Whole School SEND principles, NASEN guidance and wider evidence-informed inclusive practice. Indicators of participation may include attendance, engagement, enrichment involvement, pupil voice, relationships, independence and access to learning.

5.6 Preparation for Adulthood

From Year 7 onwards, the school adopts a Preparation for Adulthood approach. Support and provision are designed not only to improve academic outcomes but also to develop the knowledge, skills and confidence required for adulthood. Preparation for Adulthood planning is informed by the four nationally recognised PfA pathways:

- Employment, higher education and training

- Independent living
- Community inclusion and participation
- Good health and wellbeing

Preparation for Adulthood outcomes are considered when planning support for all pupils with SEND from Year 7 onwards and become increasingly prominent as pupils move through Key Stage 4 and beyond. Opportunities to develop independence, self-advocacy, decision-making, resilience, employability skills, community engagement and health literacy are embedded across school life wherever appropriate.

Throughout a pupil's journey at St Bede's they will be supported to develop increasing independence, self-advocacy and decision-making skills so that they can contribute as fully as possible to decisions affecting their education, support and future aspirations. At every opportunity, pupils will be supported to develop the confidence and skills to understand, explain and advocate for their own needs.

5.7 Criteria for Exiting the SEND Register

Some pupils may be temporarily recorded on the school's SEND Monitoring List (M) where concerns have been identified and further assessment, intervention or observation is required to establish whether their difficulties are indicative of a special educational need. Placement on the Monitoring List does not constitute inclusion on the school's formal SEND Register and is used as a short-term mechanism to inform decision-making.

Through early identification, adaptive teaching, targeted support and evidence-informed intervention, some pupils may make sufficient and sustained progress such that they no longer require special educational provision that is additional to or different from that ordinarily available within the school's mainstream offer.

A pupil may be considered for removal from the SEND Register where evidence demonstrates that:

- They no longer require special educational provision that is ‘additional to’ or ‘different from’ that available to their peers.
- Progress has been sustained over time and is not solely attributable to intensive intervention or support.
- They can access the curriculum successfully through high-quality teaching, adaptive classroom practice and ordinarily available provision.
- Their outcomes, participation and wellbeing indicate that SEND support is no longer required.

The decision to remove a pupil from the SEND Register will be made following a review of available evidence and, wherever possible, in consultation with the pupil, their parents or carers, relevant staff and any involved professionals.

Removal from the SEND Register does not mean support suddenly ceases. Pupils will continue to benefit from high-quality inclusive teaching, reasonable adjustments where appropriate and the school's Ordinarily Available Provision. A period of monitoring will normally follow to ensure that progress, participation, wellbeing and access to learning remain secure.

The school recognises that needs can change over time. Where new concerns emerge or previous difficulties reoccur, pupils may be reassessed and further support considered through the graduated approach.

5.8 EEF Five-a-Day Principles

High-quality teaching is the foundation of provision for all pupils, including those with Special Educational Needs and Disabilities. In line with the Education Endowment Foundation (EEF) *Special Educational Needs in Mainstream Schools* guidance, St Bede's promotes the use of the **Five-a-Day Principles** across all classrooms to improve access, participation and progress for pupils with SEND.

6. Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The Headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff Capacity, Wellbeing and Sustainable Practice

St Bede's recognises that high-quality inclusive practice depends not only upon staff knowledge and skill, but also upon sustainable systems that enable staff to implement support effectively. The school seeks to balance ambition with practicality by promoting manageable processes, clear communication, collaborative problem-solving and access to appropriate guidance and resources.

Sustainable improvement depends upon the successful implementation of inclusive practice within the realities of day-to-day school life. Leaders therefore seek to ensure that training, systems, expectations and provision are coherent, manageable and supported through ongoing professional dialogue. The school recognises that staff capacity, workload, wellbeing and professional confidence influence implementation quality and, ultimately, pupil outcomes. Professional development is therefore viewed as an ongoing process involving training, coaching, collaboration, feedback and reflective practice, rather than a series of isolated events.

7. Links with External Professional Agencies

The school accepts that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- SEND Specialist Services
- Autism Advisory Services
- Early Help
- Targeted Support
- Inclusion Services
- Speech and Language Therapists
- Specialist teachers or support services
- Educational Psychologists
- Occupational Therapists or Physiotherapists
- General Practitioners or Paediatricians
- School nurses
- Child and Adolescent Mental Health Services (CAMHS)

- Education Welfare Officers
- Social Services
- Community organisations, parent/carer-led charities and local churches

8. Monitoring and Evaluation of Arrangements

The effectiveness of our SEND provision is judged not only by attainment, but by the extent to which pupils are supported to grow in confidence, independence and readiness for the future.

8.1 Evaluating the Effectiveness of the Policy

Through continual reflection, partnership and evidence-informed practice, St Bede's seeks to create a community in which all pupils are able to participate, contribute, develop and thrive, a community that reflects God's love through welcome, compassion and inclusion, enabling all pupils to participate, contribute, develop and prosper.

The effectiveness of this policy is evaluated through ongoing review of pupil outcomes, attendance, engagement, participation, stakeholder feedback and the quality of SEND provision. Leaders use this information to identify strengths, address areas for development and ensure that provision remains responsive to pupils' needs.

8.2 Monitoring the Policy

The SENDCo and senior leaders monitor implementation of this policy throughout the academic year. Monitoring activities may include provision reviews, pupil voice, family feedback, analysis of outcomes, staff consultation and scrutiny of SEND documentation. Findings are reported to governors and inform future policy review.

This policy will be reviewed by the SENDCo annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full board of St Bede’s Board of Directors.

The success of our inclusive practice is measured not only by academic outcomes but by the extent to which pupils experience dignity, belonging, hope and opportunity. In keeping with our Christian foundation, we seek to create a community where every child is enabled to thrive and to develop their unique God-given gifts.

9. Links with Other Policies and Documents

This policy links to the following documents:

- SEND Information Report
- The Local Offer
- The Accessibility Plan
- The Behaviour Policy
- Equality Information and Objectives
- The Supporting Pupils with Medical Conditions Policy

10. SEND Information Report

Most of the detailed information about how St Bede's supports our pupils with SEND is contained in the school's SEND Information Report. The SEND Information Report is available on our school website.