St Bede's Inter-Church School

SEND Inclusion Information Report 2026-27

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Updated November 2026

Together with our SEND policy, this SEND Information Report aims to:

- Set out how St Bede's 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

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 pupils towards being caring, curious, confident, resourceful and reflective people. As an Inter-Church school, we are an image of the body of Christ (1 Corinthians 12:27), and our pupils 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. Every young person is created in the image of God and possesses inherent dignity, worth and potential. Our commitment to inclusion is therefore not driven solely by legislation or policy, but by our belief that every child is known, valued and has gifts to contribute. St Bede's hopes to build a community in which difference is welcomed, diversity enriches collective understanding and every pupil is supported to flourish.

Inclusion is not achieved by expecting all young people to be the same. Rather, inclusion involves creating a community in which difference is understood and valued. Diversity of thought, communication, experience, culture, learning and identity strengthens our school community - us grow in wisdom and empathy. St Bede's believes pupils with SEND must have equitable access to learning, relationships, leadership opportunities, enrichment activities, educational visits, worship, extracurricular provision and wider school life.

At St Bede's, inclusion is more than ensuring pupils are physically present in mainstream classrooms. Inclusion means belonging, connection, achievement, investment in wellbeing and preparation for adulthood outcomes are considered across four recognised areas: employment, independent living, community participation and health and wellbeing. Inclusion is not measured solely by access to support, but also by access to opportunity. Pupils with SEND have equitable access to learning, leadership opportunities, enrichment activities, educational visits, worship, extracurricular provision and the whole swathe of life at school.

Representation within the curriculum is important too. Pupils should encounter diverse experiences, perspectives and contributions, including those of disabled and neurodivergent people, within their learning. Seeing oneself reflected positively within the curriculum ties into belonging, aspiration and identity development.

Neurodiversity as a natural variation within our human population. Our aim is not to make pupils appear less autistic or less neurodivergent, but to remove barriers which prevent them from accessing education, developing independence and participating fully at St Bede's. Many of our pupils and their families find neurodiversity-affirming approaches helpful in understanding differences in learning, communication, sensory processing and participation.

Barriers to learning, attendance and engagement may arise from special educational needs, disability, disadvantage, health factors, teacher approaches, adverse childhood experiences, care experience, language needs and a wide context of influences. We want to address the factors that may constrict access, engagement or achievement through research-informed practice, reasonable adjustments and collaborative problem-solving.

Our pupils must be seen holistically and with professional curiosity. We aim not simply to identify needs, but to comprehend barriers and promote participation, belonging, wellbeing and long-term success. We recognise that the question is often not simply, "What support does this young person need?" but also, "What conditions enable this young person to thrive?"

We draw upon a range of research traditions and professional frameworks when developing inclusive practice. These include educational and cognitive science, implementation research, attachment-informed and trauma-informed approaches, sensory processing research, communication research and contemporary neurodiversity literature. Diagnostic frameworks such as DSM-5 may contribute to understanding, while theories such as the Double Empathy Theory clarify the importance of viewing relational communication s as reciprocal rather than one-sided processes. We seek to integrate research evidence, professional expertise, pupil voice, family partnership and lived experience to develop a rich understanding of each young person. Our ambition is that pupils with SEND are not viewed simply as recipients of help, but as valued members of the school community.

We recognise that the most effective support for pupils with SEND is grounded in high-quality inclusive teaching, high expectations, careful adaptation, collaborative problem-solving and ongoing review. Effective implementation of SEND interventions, staff confidence and consistency are often as important as the intervention itself and affect the evaluation of outcome for our pupils.

Research consistently demonstrates that the greatest improvements in outcomes for most pupils with SEND are achieved through high-quality teaching delivered by well-trained teachers. Additional interventions and specialist support are therefore used to complement, rather than replace, effective classroom practice.

When considering support, we ask not only what intervention a pupil may need, but also what changes might increase access, participation and belonging within ordinary school life. Some of the most powerful support comes through relationships, inclusive teaching, environmental adaptation, opportunity and engagement alongside peers.

Our practice is informed by:

- The SEND Code of Practice;
- Education Endowment Foundation (EEF) guidance;
- educational and implementation research;
- specialist professional advice;
- local authority guidance;
- ongoing evaluation of outcomes;
- pupil and family voice.

Educational success involves much more than academic attainment alone. Connectedness, communication, independence, wellbeing, confidence, positive relationships and preparation for adulthood sit alongside academic progress.

Inclusion is everyone’s responsibility at St Bede’s, but particularly that of the adults. While the SENDCo and the Inclusion Team provide strategic leadership, advice and coordinate various aspects of school life, all teachers are teachers of SEND and all staff enrich inclusivity at St Bede’s. Inclusive practice is delivered

through subject teachers, pastoral and subject leaders, attendance and support staff, the safeguarding steam, senior leaders, families and external professionals, all working together. Responsibility for the progress and inclusion of pupils with SEND rests with all teachers.We seek to practise 'educational hospitality'. In practice, this means we consider not only how pupils access school, but also how they experience school.

From when a pupil is offered a place at St Bede's we take a long-term view of how they will develop. Not only their academic qualifications and access to our ambitious curriculum, but their social and personal development. We believe inclusive practice should be visible in:

- classrooms
- attendance
- achievement
- behaviour
- pupil voice
- enrichment
- leadership opportunities
- destinations

We therefore monitor these indicators for pupils with SEND to ensure that they experience genuine belonging and achieve positive outcomes. Feeling known and connected to St Bede's is an important protective factor that supports engagement, attendance, emotional wellbeing and positive educational outcomes. Success is individual and that progress may be demonstrated in a variety of ways depending on the strengths, starting points and aspirations of the young person.

Representation and Positive Role Models

Young people benefit from encountering adults and peers who understand themselves, recognise their strengths and navigate challenges confidently. Research increasingly suggests that positive role models can support belonging, aspiration and self-understanding. Where appropriate, pupils may encounter examples of self-advocacy, resilience, leadership and service in the adults around them that help pupils to develop confidence in their own identity, future aspirations and capacity to contribute to our society.

Safeguarding and SEND

Children with SEND may face additional vulnerability to bullying, exploitation, mental health difficulties, online harms and abuse. Staff receive safeguarding training which includes consideration of the additional vulnerabilities that may affect pupils with SEND. The SENDCo and Inclusion Team work closely with safeguarding staff to ensure concerns are identified and responded to promptly. Pupils may experience multiple overlapping factors including SEND, disability, disadvantage, care experience, mental health needs, attendance difficulties, health conditions or English as an Additional Language. We therefore seek to understand pupils holistically rather than through a single category or label.

What kinds of learning needs do we support?

Our SENDCo and Inclusion Team at St Bede's 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, Global Developmental Delay

- Social, Emotional and Mental Health, e.g., Attention Deficit Hyperactivity Disorder (ADHD), Attachment and Trauma
- Sensory and/or Physical Needs, e.g., Vision Impairments and Hearing Impairments, Cerebral Palsy.

In reality, pupils with SEND usually have needs and talents that cut across several of these areas and their needs also change over their years at St Bede's. Some pupils may be both highly able and have Special Educational Needs or Disabilities, sometimes referred to as twice exceptionality (2e). Exceptional talents, creativity, insight, leadership, academic ability or artistic gifts may coexist with significant barriers. We believe that talents and gifts carry opportunities as well as responsibilities. We hope not only to identify strengths, but to help pupils develop, use and share those strengths in ways that benefit both themselves and the wider community. Our aim is to see the whole individual child, so that strengths can be enriched, barriers mitigated and potential realised.

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

St Bede's identifies pupils with SEND through whole-school monitoring, assessment, partnership with families and multi-disciplinary working. For instance:

- The transfer information we seek and receive from previous educational settings
- The baseline testing we conduct at the start of Year 7 and Year 10, including Cognitive Ability Tests (CATs) and, in Year 7, we also use the New Group Reading Test and spelling assessments.
- We utilise Speech and Language in-school screening, dyslexia, working memory, dyscalculia screening. Several 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 undiagnosed needs, spiky profiles, unmet difficulties accessing the curriculum or require catch-up due to lost learning, for instance, due to absence in primary school or English as an Additional Language needs. It is after these tests that the school can make further adaptations and provide additional support. Please note that such screeners are not diagnoses, which require external professional input.
- Ongoing monitoring of academic progress, including where pupils are making less than expected progress given their Age-Related Expectations (ARE) and other individual circumstances
- Ongoing monitoring of social development
- Consultation between the SENDCo and Inclusion Team, teachers and parents/carers
- Co-production and advice from external professionals
- St Bede's also considers evidence that a pupil may have a disability under the Equality Act (2010) and, if so, what reasonable adjustments may made for them. We seek to be anticipatory of need.

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

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 pupils 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 pupil and their parents and carers. We will use this to determine the support needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We recognise that language acquisition needs and SEND may interact in complex ways. Care is taken to distinguish between difficulties arising primarily from learning English as an Additional Language and those arising from SEND, whilst recognising that some pupils may experience both. Assessment therefore considers language development, educational history, classroom performance and wider contextual information

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

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

Working in Partnership with Parents and Carers

Parents and carers know their child best and are key partners in understanding their strengths, aspirations, interests and needs. We work collaboratively with families through open communication, mutual respect and a shared focus on achieving the best possible outcomes for each pupil.

The expertise that families bring is invaluable. St Bede's seek to involve parents and carers in decisions regarding identification, assessment, planning, provision and review. We will listen carefully to parental views and will ensure they are considered as part of the graduated approach of Assess, Plan, Do, Review.

We understand that parents and carers may sometimes have different perspectives or priorities. Where this occurs, St Bede's will work constructively together to understand concerns, consider available evidence and seek solutions in the best interests of the young person.

Our pupils, families, school staff and, where appropriate, external professionals work together to identify needs, remove barriers and develop support that promotes inclusion, independence, wellbeing and achievement. Co-production extends beyond consultation. Wherever possible, pupils and families are active participants in decisions that affect them. We seek to ensure that support is developed *with* young people and their families rather than *for* them.

Every young person has a voice, even when that voice is not expressed through speech. Some pupils communicate their views through words, while others may communicate through visual supports, drawings, photographs, behaviour, alternative and augmentative communication (AAC), Talking Mats, digital media, written reflections, trusted relationships or other forms of expression. We want to understand not only what pupils say, but also how they communicate their experiences, preferences,

priorities and dreams. Where appropriate, observational approaches, visual recording methods and Total Communication approaches may be used to ensure that all pupils are able to participate in decisions that affect them. We believe that genuine co-production depends upon recognising and valuing diverse forms of communication and ensuring that every young person has meaningful opportunities to contribute their voice.

We aim to ensure that communication is timely, respectful and accessible. St Bede's makes reasonable adjustments to communication arrangements where required, including consideration of disability, language, literacy needs or family circumstances. We hope to develop trusting relationships with parents and carers based on transparency, honesty and a shared commitment to supporting children and young people to flourish academically, socially and emotionally.

We maintain a SEND register which includes pupils with EHCPs (registered as E), on SEND support (registered as K), with Additional Needs (AN) for pupils who have diagnosed or suspected SEND difficulties without requiring support in addition to high-quality adaptive teaching or beyond Ordinarily Available Provision as set out by Cambridgeshire Local Authority and Monitoring (M) for those pupils we suspect may face temporary difficulties.

Students often attend assessments outside of school which have been privately commissioned by their own families. These reports often include standardised scores. When it comes to exam access arrangements (EAA), St Bede's is only allowed to use the scores if the assessor has been in contact with school in advance of the assessment and gathered information from school. The JCQ guidance explains:

A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

However:

SENCos and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated.

For specific information about Examination Access Arrangements, please email our Deputy SENDCo jsteward@stbedes.cambs.sch.uk or for more general exam queries, our Examinations Officer, Mrs Sophie Smart 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 Fiona Ross: SEND@stbedes.cambs.sch.uk

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

SEND Support Plans and EHCP provision are subject to the Graduated Approach and the four-part cycle of Assess, Plan, Do, Review, using a software called Edukey. Subject teachers and tutors work with the SENDCo, parents and carers and pupil to assess and review progress towards outcomes on their plan. Parents and carers are invited to contribute to reviews and may request copies of plans and updates regarding provision at any time. This will draw on:

- The teacher's assessment and experience of the pupil

- The pupil's development in comparison to their peers and national data
- The views and experiences of families
- The pupil's own views
- Advice from external support services, if relevant.

Some short-term classroom interventions form part of our Ordinarily Available Provision and may not require separate consultation; where interventions are more structured or sustained, families will normally be informed.

Sometimes, we will put in place short interventions to measure and address needs in pupils on and off the SEND Register, as do various St Bede's subject departments. Where practicable, with some interventions, we will equip parents and carers to continue interventions at home, to ensure a 'little and often' approach is used. Through a pupil's Edukey plan, all St Bede's teachers and support staff interacting the pupil are aware of their needs, the outcomes sought, the support provided, and any specific teaching strategies or adaptive approaches required. We review the effectiveness of the support and interventions and their impact on the pupil's progress, while we recognise that pupils' learning development is not necessarily linear.

Evidence-Informed Practice

We seek to make decisions using the best available evidence, professional expertise, pupil and family voice and ongoing evaluation of impact. We recognise that no single model fully explains the experiences of children and young people with SEND. St Bede's sees pupils through multiple lenses, including educational, developmental, social, relational, environmental, neurodiversity-affirming and medical perspectives where appropriate. This helps us avoid simplistic assumptions and develop a richer understanding of individual strengths, needs and experiences.

Evidence-informed practice at St Bede's draws upon educational research, implementation science, local evaluation and the lived experiences of pupils and families. We recognise that effective implementation, staff confidence and consistency are often as important as the intervention itself. Our interventions are drawn from:

- Education Endowment Foundation (EEF)
- Department for Education guidance
- SEND Code of Practice
- National Association for Special Educational Needs (NASEN)
- Autism Education Trust
- Communication Trust
- National Foundation for Educational Research (NFER)
- Local Authority guidance

When we review the impact of interventions, St Bede's may discontinue or adapt approaches where evidence suggests they are not improving outcomes for pupils. Evaluation considers not only academic progress, but also participation, attendance, independence, wellbeing, communication, confidence, relationships, self-advocacy, preparation for adulthood and the extent to which pupils feel they belong within the school community. Meaningful outcomes look different for different young people and therefore we try to evaluate progress in a way that reflects individual strengths, aspirations and starting points.

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

High-quality teaching, adapted for individual pupils, is our first step in response to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of high-quality teaching. Research consistently demonstrates that the greatest gains for most pupils with SEND come through high-quality inclusive teaching. We therefore prioritise adaptive teaching, curriculum access, explicit instruction, appropriate scaffolding, strong classroom relationships and high expectations before considering additional interventions.

Our team of Teaching Assistants (TAs) adopt a 'helicopter approach' as is recommended by research, moving between pupils and SEND pupils to scaffold and so on, in keeping with the Educational Endowment Fund (EEF) approach and Maximising the Use of Teaching Assistants (MITA) recommendations. Our St Bede's Teaching Assistants are not used to supplant or interrupt teaching and learning between subject specialist teachers and pupils. As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement and those with SEND.

Teachers and Teaching Assistants follow our St Bede's Inclusion Handbook for adapting teaching to support pupils with Autism, Dyslexia, Dyspraxia, ADHD, Attachment Disorder, Speech, Language and Communication needs, and pupils with vision impairments and/or deafness.

We use staff Continuing Professional Development (CPD) amongst other opportunities to provide training in any areas of need.

Each pupil that has a SEND support plan or Education, Health and Care Plan (EHCP) is supported to develop their own regularly updated one-page profile to help all staff who work with them make adaptations in ways that the pupil finds most helpful, and to ensure that pupils' voices and perspectives are heard and listened to throughout.

We evaluate the effectiveness of inclusion through:

- academic progress
- attendance
- persistent absence data
- behaviour and suspension data
- participation in school life
- educational visit participation
- enrichment participation
- pupil voice
- parent and carer feedback
- preparation for adulthood outcomes
- wellbeing and belonging measures

How does our learning environment support pupils with SEND?

Guidance is given to teachers on how to make their classrooms, corridors, pastoral care and environment accessible for pupils with needs - including sensory sensitivities.

Specific, individual equipment and adaptations necessary for learning are highlighted on pupil's plans and/or one-page profiles and steps are taken to incorporate these into St Bede's practice, in consultation with families 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 pupils 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 pupils' 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

Pupils 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, Movement and Medical Passes

Some pupils need the 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 sensory needs, mental health or emotional wellbeing. The purposes of these passes are to support pupils to ***stay*** in the classroom because they have had the opportunity to take, for instance, a movement break or time to regulate themselves. Passes are issued by the Deputy Head Teacher in consultation with Heads of Year and the SENDCo and Inclusion Team and reviewed regularly. Where passes are not effective, they are withdrawn.

Auxiliary Aids

We loan school laptops to pupils who need them.

Where necessary, we apply for assessments to be made by the Cambridgeshire Local Authority to fund IT equipment and auxiliary aids (e.g., microphones linked to hearing aids, speech dictation or computer reader software). We also train pupils in using accessibility tools on laptops, if needed.

St Hilda's

Our school has a classroom, St Hilda's, where many of the additional interventions for pupils 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 pupils to access their mainstream lessons.
- Our St Hilda's lead is the Assistant SENDCo, Mrs Emma Turner: SEND@stbedes.cambs.sch.uk and is supported by a core of experienced Teaching Assistants.

- St Hilda's is also a place where pupils with additional needs know they can come during break and lunch times or before school when they need someone to give them reassurance; a place they can remove themselves to from busy sensory spaces, practice interactions through games and conversation, and enjoy their lunch in the company of others.
- In the first few weeks, pupils with SEND might regularly pop into St Hilda's for help in navigating the school.

The precise interventions we offer may change, depending on pupil need, new research and monitored in-school impact. Current interventions may include literacy, numeracy, speech and language, emotional literacy, social communication, sensory and therapeutic approaches.

St Bede's reviews 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 continued if appropriate and changed or adapted as necessary.

Attendance and Inclusion

St Bede's believes that attendance matters because pupils learn best when they are present, engaged and connected to school. Good attendance supports academic achievement, emotional wellbeing, friendships and preparation for adulthood. Cognitive truancy is also considered.

Attendance is influenced by a complex interaction of factors, including health, anxiety, relationships, learning experiences, accessibility and wider family circumstances. We work collaboratively with families and external agencies to understand barriers and improve attendance whilst fulfilling our statutory responsibilities. Attendance concerns invite professional curiosity, collaborative problem-solving and supportive intervention rather than simplistic assumptions.

We recognise that some pupils with SEND may experience barriers to attendance, including:

- anxiety
- emotionally and environmentally-based school avoidance
- autism-related stress and burnout
- sensory needs
- physical or medical conditions
- mental health difficulties
- communication difficulties
- unmet needs or transitions

In line with the Department for Education's 'Working Together to Improve School Attendance' guidance, we seek to understand barriers and work with pupils, families and external agencies to improve attendance through support rather than assumption.

Attendance support is coordinated through collaboration between pastoral leaders, the Attendance Team, safeguarding staff, the SENDCo, educational psychologists, health professionals and families to identify concerns at an early stage and provide timely intervention.

Attendance information forms part of our regular monitoring of SEND provision and pupil outcomes.

Curriculum adaptations

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

All pupils are offered a broad and balanced curriculum, including arts subjects, technologies, humanities and languages. Every pupil at St Bede's has the opportunity to study two languages in addition to English: in Year 7 pupils study French, in Year 8 German, and in Year 9 they can choose Latin. Language teachers are experienced and trained in adaptive teaching and learning to meet the needs of pupils with a range of needs.

On occasion it is better on balance for some pupils 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. It is restricted to non-core subjects. For example, pupils who do not study French in Year 7 often go on to successfully study and enjoy French and/or German in Year 8, or pupils may have an intervention during Drama, but this intervention is time-bound to a fixed number of weeks before returning to the full curriculum. Any such decision is made by the SENDCo in consultation with Heads of Department, the Deputy Head, parents and carers and the pupil. Post-consultation, pupils may be withdrawn from French in Year 7, but if they remain significantly behind their age-related 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 pupils to not take a language for GCSE and instead have additional English and/or Maths lessons timetabled.

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

Teaching Assistants (TAs)

At St Bede's, Teaching Assistants are an important part of our inclusive provision and contribute to the participation, progress, wellbeing and independence of many pupils. Their role is not simply to provide help, but to work alongside teachers to remove barriers to learning, promote access to the curriculum and support pupils to become increasingly confident and independent learners.

Teaching Assistants work under the direction of teachers and may support pupils in a variety of ways, including through classroom adaptation, facilitating participation, providing structured practice, supporting communication, promoting social interaction, delivering carefully planned interventions and helping pupils develop strategies for independence. Support is tailored to individual need and reviewed regularly to ensure that it remains effective and proportionate.

Our approach is informed by research, including the Education Endowment Foundation (EEF) and the Maximising the Impact of Teaching Assistants (MITA) programme. We recognise that the greatest gains for pupils are achieved when Teaching Assistants complement high-quality teaching rather than replace it. We therefore seek to ensure that support promotes engagement, participation and independence, whilst maintaining high expectations and preserving positive relationships with teachers and peers.

Teaching Assistants contribute valuable professional knowledge through observation, reflection and collaborative problem-solving. They work closely with teachers, families, the SEND Team and external professionals to help ensure that support is responsive, consistent and aligned with agreed outcomes.

We recognise that some pupils may require significant levels of support at certain points in their education. Wherever possible, however, support is planned in ways that avoid unnecessary dependence and

encourage the gradual development of confidence, self-advocacy, resilience and independent participation in school life.

Communication with Parents and Carers

We understand that parents and carers can be particularly anxious when their child has Special Educational Needs and Disabilities. We run a St Bede's Parent/Carer Forum half-termly, to signpost and explore services and processes that help them both champion their SEND child and support the more complex aspects of neurodiversity. This is not, however a forum to discuss individual children's needs but rather to coproduce our understanding of SEND, drawing on parental networks, professional bodies and St Bede's information resources.

We ask that families 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 concerns that their children - our pupils - should do as well as they can. Like the parents and carers in our community, we want our pupils to be happy at St Bede's and believe they have as much right to enjoy their education as anyone else.

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

We recognise that families may sometimes have differing views regarding provision. We aim to resolve concerns through constructive dialogue and a shared commitment to achieving positive outcomes for the child.

While the underlying principles are non-negotiable, how those principles are put into practice should be a topic of ongoing discussion. Sometimes pupils are more comfortable talking to their families about how they feel and what they need, and so feedback from those conversations can help us understand a pupil's needs better and adapt our provision to suit them using reasonable adjustments. The school recognises disability as a protected characteristic under the Equality Act 2010 and fulfils its anticipatory duty. We will make reasonable adjustments to policies, practices, procedures and the physical environment where appropriate to avoid substantial disadvantage.

Parents/carers are expected to attend an annual parent/carer consultation evening to meet with as many of their child's subject teachers as possible. Pupils identified as requiring SEND support can always make an appointment or phone call to talk after such meetings with subject teachers. Further such consultations with parents/carers of pupils with SEND support plans and EHCPs take place with the SENDCo and the Inclusion Team frequently throughout the academic year.

Pupils with EHCPs have an Annual Review which parents and carers are expected to attend. This is when a pupil's outcomes and provisions in Section F of the EHCP are formally reviewed. Additionally, parents and carers are consulted at points throughout the year on how the provision agreed at the Annual Review is being realised in practice. The school seeks to ensure provision specified in EHCPs is delivered effectively through planning, communication, monitoring and review.

Both SEND Support Plans and EHCPs follow the Assess, Plan, Do, Review' model. As pupils with SEND progress towards their outcomes, provisions must be fluid and responsive to their developing needs and this can be discussed with the SENDCo and relevant school staff.

Parents and carers of young people with SEND are welcome to email teachers and Heads of Faculty directly - it is very 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.

A meeting or call with the SENDCo, Dr Fiona Ross, the Deputy SENDCo, Mrs Jenny Steward, or the Assistant SENDCo, Mrs Emma Turner, can be arranged by email: SEND@stbedes.cambs.sch.uk. These are usually online via TEAMS, or via follow-up calls and emails but we are also happy to arrange meetings in person in St Bede's if possible.

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

Year 6 to Year 7

- Year 6 pupils 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 pupils.
- Additional transition visits can be arranged for pupils with EHCPs and SEND Support plans.
- The St Bede's liaises with the SEND leads of our feeder primaries and transition paperwork is shared.
- Our SENDCo and Inclusion Team is available to meet individually with new families with particular concerns in the last half term of the academic year. Please contact us by email (SEND@stbedes.cambs.sch.uk) for an appointment.

We recognise that transitions can present both opportunities and challenges. Change and transition can present barriers to our autistic pupils. These can be crossing a threshold from one environment to another, the presence of a supply teacher, moving from one subject to another. We try our utmost to anticipate these and support access. We want to provide appropriate planning and support at key points of change throughout a pupil's educational journey.

Choosing GCSE subjects

- Pupils with SEND are supported in choosing their GCSE options by the SENDCo and Inclusion Team and, where appropriate, the Pupil Premium Coordinator.

Year 11 to post-16

- All pupils with SEND are included in the St Bede'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 Louise Patten (LPatten@stbedes.cambs.sch.uk). We also have links with Cambridgeshire County Council who may provide enhanced transition support in some cases.

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

Preparing for Adulthood

- We work with pupils and families to try to ensure the outcomes in pupils' 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 pupils at the end of their Year 11. This is a moment of joy, with no small amount of regret, for all of us as the opportunities afforded by pupils' 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, pupils 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.
- We are careful not to place ceilings on aspiration. While pupils may experience significant barriers, we recognise that children and young people often continue to develop in ways that cannot always be predicted. We therefore seek to communicate hope, maintain ambitious expectations and remain open to future possibilities.
- Preparation for adulthood includes employment, further education, independent living, community participation, healthy relationships, wellbeing, self-determination and the ability to advocate effectively for oneself.
- We believe every young person should be supported to develop hope for the future and confidence in their ability to contribute positively to society. Hope is not passive optimism. It is developed through meaningful relationships, participation, achievement, belonging and opportunities to experience success over time.

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

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

- Our extra-curricular activities and St Bede's visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our residential trips at Key Stage 3 and 4, from the St. Bede's Trail to Paris and Berlin.

- All pupils are encouraged to take part in Sports' Day, school plays and any special workshops relevant to the courses they study.
- Neurodiverse pupils are encouraged to take on leadership roles within St Bede's, for example as chaplaincy reps, senate reps and senior pupils.
- A number of pupils of take part in the Aspire Sports League each year and have a track record of success.
- We are further developing our strategy to enrich and promote our SEND pupils' twice-exceptionality, enhancing abilities on a pupil-by-pupil basis based on their neurodiverse profiles, to create advocates and experts among our neurodiverse pupils in areas of clear excellence, be that from kindness/counselling of their peers, through to gifts in the Built Environment, Music, Oracy and various academic subjects.

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

We do this in a multitude of ways, for instance, SEND pupils are part of the St Bede's Senate. SEND pupils are encouraged to be part of clubs, such as Chess Club, Debating Club, Coding Club and Dungeons and Dragons Club, to promote teamwork and friendship-building. Positive outcomes extend beyond examination results and include wellbeing, relationships, personal development and engagement in school life. Inclusion is not simply about receiving support. It is also about having opportunities to contribute. We therefore seek to ensure that pupils with SEND are able to lead, serve, create, influence, encourage others and participate actively in shaping the life of the school community.

We recognise that attendance difficulties are often a symptom rather than a cause. Where difficulties arise, we seek to understand and address underlying needs whilst maintaining high expectations for attendance and participation.

Support may include:

- phased returns
- transition support
- safe spaces
- emotional wellbeing support
- reasonable adjustments
- timetable reviews where appropriate
- multi-agency planning

- Our pupils are encouraged to go on school trips, and the SENDCo and Inclusion Team and trip leaders liaise with pupils and parents/carers ahead of trips to support this.
- St Bede's has a strong pastoral system. Each pupil has a Head of Year and Form Tutor. The St Bede's Chaplain, Rev/Dr Alexandra Clarke, is experienced in supporting neurodiverse young people. Our SENDCo and Inclusion Team work closely with the Rev/Dr Clarke, our Pupil Premium Coordinator, our Mental Health lead, our Inclusion Manager of Alternative Provision, the Designated Teacher for Looked

after and Post Looked After Children and Heads of Year. Often pupils' 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 pupil to ensure co-production to meet needs most effectively. Neurodiverse pupils 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 Pupil Premium funding, EHCP funding, Send K funding and so on to buy-in additional in-school counselling sessions, such as those from the NHS Mental Health Support Team, Centre 33's Talk Support programme, Music Therapy, Art Therapy and the services of the Acorn Project. Our in-school Mental Health Lead is Mrs Philippa Zebitz, pzebitz@stbedes.cambs.sch.uk
- Pupils have an annual Academic Review – for SEND pupils this is usually with the SENDCo or Deputy SENDCo or the Pupil Premium Coordinator.
- We seek not merely to prepare pupils for examinations, but to prepare them for life beyond school. Preparation for adulthood includes employment, further education, independent living, community participation, healthy relationships, wellbeing, self-determination and the ability to advocate effectively for oneself. Our aim is to support pupils to develop confidence in their identity, understand how they learn, recognise their gifts and, as much as possible, to become increasingly able to advocate for themselves. Hope is developed through belonging.
- We recognise that some young people with SEND may have experienced misunderstanding, repeated barriers or negative comparisons with others. We therefore seek to support the development of a positive sense of identity, helping pupils to understand themselves with honesty, compassion and confidence and to recognise both their challenges and their strengths.
- Pupils are expected to attend parent/carer consultation evenings so that they can contribute to the discussion.
- School staff work collaboratively to support pupils whose needs intersect across SEND, pastoral, attendance, safeguarding, mental health or disadvantage. The SENDCo contributes specialist advice and coordination where appropriate. Occasionally, it is appropriate to adjust those expectations so that a particular pupil can approach the shared standards at a pace they can manage. Mainstream school sanctions might be overwhelming for some neurodiverse pupils, so the SENDCo may arrange for detentions to be reasonably adjusted.
- 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

Dr Fiona Ross holds the National Award for SEN Coordination and additional specialist qualifications in SEND, assessment and SEND law. She is supported by Deputy SENDCo Mrs Jenny Steward and Assistant SENDCo Mrs Emma Turner. The SEND Team includes staff with specialist expertise in SEND, inclusion,

assessment, safeguarding and preparation for adulthood. Ongoing professional development is a key feature of our approach and staff regularly engage with current research, specialist training and collaborative learning.

Learning from Diverse Experience

St Bede's benefits from a diverse staff community that includes colleagues with a wide range of professional, personal and lived experiences.

This includes staff who identify as neurodivergent, have family experience of SEND or disability, or have developed specialist expertise through professional practice. We recognise that lived experience can offer valuable perspectives alongside research evidence, professional expertise and pupil and family voice. Disclosure is always voluntary and no individual is expected to share personal information or act as a representative of any group. However, this diversity of experience enriches reflective practice, professional curiosity and our understanding of participation, accessibility, belonging and inclusion.

We recognise that schools learn most effectively when knowledge from research, professional expertise, pupil voice, family partnership and lived experience are brought together. No single perspective provides all the answers and we seek to learn continuously from one another as a community. We recognise that expertise is distributed throughout a school community. Pupils, families, teachers, support staff, external professionals and those with lived experience all hold valuable knowledge. Inclusive practice is strengthened when these perspectives are listened to with humility and brought together respectfully.

Many members of staff have developed additional expertise in areas such as autism, ADHD, dyslexia, speech, language and communication needs, sensory impairment, emotional literacy, assistive technology and mental health. Staff are encouraged to engage in ongoing professional learning, reflective practice and collaboration to ensure that provision remains responsive to evolving evidence and the needs of pupils.

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

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

- Reviewing pupils' 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, for example by re-assessing reading age, depending on the test-retest standards of various psychometric tests
- Seeking and enabling pupil voice
- Feedback from teachers where interventions are linked to specific subject areas
- Co-production with external professionals
- Through reviews for pupils on SEND support or EHCPs, which includes feedback from parents and carers.
- Through the happiness, sense of belonging and expressed joy of our SEND pupils. while recognising that wellbeing and belonging are best understood through a combination of pupil voice, engagement, participation and professional judgement.

- Through enabling parents and carers to access services by considering the cultural capital, literacy and home languages of families and their context.
- Dynamic assessment through observation

How do we know inclusion is effective?

- We recognise that inclusive practice cannot be measured solely through attainment data. Evaluation may also consider engagement, attendance, emotional wellbeing, relationships, communication, independence, preparation for adulthood, pupil perspectives and how effectively young people are connected to and involved in school life.

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

Our community includes pupils who are or have been in Local Authority Care (Looked After Children and Post-Looked After Children). Some of these pupils are also neurodiverse.

The SENDCo and all the SENDCo and Inclusion Team work closely with the Designated Teacher for Care-Experienced Children, Ms Laura Marriott, and the Pupil Premium Coordinator, Mrs Courtney Hudson, to ensure that outcomes and provisions are co-produced to meet the needs of the individual pupil.

SEND and Pupil Premium

The school recognises that many pupils with SEND are also disadvantaged and may face additional barriers to learning and participation.

The SENDCo works closely with the Pupil Premium Coordinator, pastoral leaders and senior leaders to ensure that support is joined up and responsive to the individual needs of pupils. The SENDCo, Pupil Premium Coordinator and Attendance Team jointly review pupils who are both SEND and disadvantaged to identify barriers to attendance, participation and achievement.

This may include:

- academic intervention
- literacy and numeracy support
- access to educational visits
- enrichment opportunities
- technology and equipment
- mentoring
- attendance support
- social and emotional support
- careers advice and guidance

The impact of SEND and Pupil Premium provision is reviewed regularly through progress, attendance, participation and wellbeing measures.

Designated Teacher Care-Experienced Children, Ms Laura Marriott: lmarriott@stbedes.cambs.sch.uk

Pupil Premium Coordinator, Mrs 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 pupils 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. Time allowing, the SENDCo attends medical and surgical appointments with families to ensure wrap-around care and support across settings, supports in Tribunal and Mediation, and advises on diagnostic pathways. We direct parents, carers and pupils to support services and advocate with them to access the right help, whatever the need, as much as we can.

We also work with The Acorn Project, Centre 33, local churches, local and national charities and other specialist providers such as Occupational Therapists, Speech and Language Therapists, approved Alternative Provision providers and music/art therapists where these have been registered as Approved Providers by the Cambridgeshire 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

Resolving Concerns, Differences of View and Disagreements

We are committed to maintaining positive and constructive relationships with pupils, parents, carers and professionals. We recognise that, despite a shared commitment to supporting children and young people, there may occasionally be differences of opinion regarding identification of need, provision, outcomes or the most appropriate way forward.

Where concerns arise, we encourage parents and carers to raise these at the earliest opportunity so that they can be discussed openly and resolved informally wherever possible. In most cases, concerns can be addressed through discussion with the relevant member of staff, Form Tutor, Head of Year, SEND Key Worker or SENDCo.

We hope we are good listeners. We hope that everyone at St Bede's feels heard. We recognise that disagreement is not a sign of poor partnership. We believe that respectful discussion of different views can contribute to stronger decision-making and better outcomes for children and young people. Where professional views differ, the school remains committed to respectful dialogue and collaborative problem-solving in the best interests of the young person.

Where concerns cannot be resolved immediately, further meetings may be arranged involving school leaders, external professionals and, where appropriate, Local Authority representatives. We recognise that effective co-production involves respectful challenge, honest discussion and consideration of differing perspectives. Views may not always align fully.

Should parents or carers remain dissatisfied, they may access the school's formal complaints procedure. Information regarding complaints can be found on the school website. Parents and carers may also seek information, advice and support from the local SEND Information, Advice and Support Service (SENDIASS), which offers independent and impartial guidance.

How can a complaint about SEND provision be made?

- Concerns about SEND provision in our school should be made to the SENDCo, Dr Fiona Ross, in the first instance: send@stbedes.cambs.sch.uk
- If you would like to take a complaint further, please contact the Head Teacher, Mr Alistair Day: aday@stbedes.cambs.sch.uk

Only after this should complaints be referred to the Board of Directors via the SEND link Director, Ms Alison Anderson: govanderson@stbedes.cambs.sch.uk

- Complaints will be referred to the St Bede's complaints policy.
- The Chair of Directors is Ms K Das: govdas@stbedes.cambs.sch.uk