

SEND Policy



St Bede's Inter-Church School

Reviewed by the Board of Directors: October 2025

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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 sons and daughters of God. We help them develop into caring, curious, confident, resourceful and reflective people. This mission puts us equally at the service of all, not just Christians. As a 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 part of that body, not an add-on or an inconvenience: they form our school culture as much as we form them.

We are a mainstream school with a focus on inclusivity. Our SEND department's role is to include all our pupils in the mainstream classroom.

From when a student is offered a place at St Bede's we take a long-term view of how they will develop. This includes not only their academic qualifications, but their social and personal development in a way that honours the complexity of every person. We have a culture of high expectations, and one of the most challenging expectations for our pupils with SEND can be that they work towards the greatest possible independence over their time with us.

2. Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with Special Educational Needs and Disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Co-ordinators (SENDCos) and the SEND Information Report
- The Equality Act 2010 (Section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (Section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it
- The Governance Handbook, which sets out Directors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose Education, Health and Care Plan (EHCP) names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

3. Definitions: 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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is 'additional to', or 'different from' (SEND Code of Practice, 2015), that made generally for other children or young people of the same age in mainstream schools

Definitions of Acronyms

SEND – Special Educational Needs and/or Disability

EHCP – Education Health & Care Plan

LA – Local Authority

SENDCo – Special Educational Needs and Disabilities Coordinator

3.1 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.2 The Four Areas of Need

The needs of pupils with SEND are grouped into four broad areas (SEND Code of Practice, 2015). In reality, pupils can have needs that cut across more than one area, and their needs may change over time.

Reasonable adjustments and interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and Interaction	<p>Pupils with needs in this area have difficulties with social communication and interaction.</p> <p>Pupils who are on the Autistic Spectrum often have needs that fall in this category. St Bede's uses Double Empathy Theory (Milton, D. E. M. (2012). On the ontological status of autism: The 'double empathy problem'. <i>Disability & Society</i>, 27(6), 883-887)) and Autism advocacy across charities and professionals to guide our understanding and practice.</p>
Cognition and Learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact on one or more specific aspects of learning, such as: Dyslexia, Dyscalculia and Dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	<p>These needs may reflect a wide range of underlying difficulties. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention Deficit/Hyperactivity Disorder or Attachment Disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment • Sensory processing disorder <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and Responsibilities

4.1 The SENDCo

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

- Inform parents/carers that a pupil may have Special Educational Needs when it is appropriate to do so and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEND Director to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and teaching adaptations appropriate for the inclusion of individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with feeder primaries and other settings, plus potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: the SENDCo will ensure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and School Directors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuing professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing Cambridgeshire's Local Offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

4.2 The SEND Director

The SEND Director, Mr Jonathan Glazier (govglazier@stbedes.cambs.sch.uk) will:

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

4.3 The Headteacher

The Headteacher, Mr Alistair Day (aday@stbedes.cambs.sch.uk) will:

- Work with the SENDCo and SEND Director to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Teaching Assistants or specialist staff to plan and assess the impact of support, adaptations and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision

The St Bede's SEND Inclusion Booklet for staff outlines and offers ideas and suggestions for inclusive teaching.

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.

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
- Fails to close the attainment gap between them and their peers
- 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 SEN

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 SEN 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/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.

5.2 Consulting and involving pupils and parents

The school will put the pupil and their parents/carers 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/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 the parents 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 – but we do expect parents to proactively inform us, for instance, of the external involvement of Early Help, the familial context of a pupil, and their own parental/carer needs with understanding adaptations.

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.

5.3 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.

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/carers will be taken into account; should the parent/carer not respond to requests for their views, or the pupil struggles to express their views, we will use our professional judgement to act in locus parentis to meet the pupil's needs. The school may also seek advice from external support services.

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.

2. Plan

In consultation with teachers, the parents/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.

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 – though this will clearly be influenced by our staff capacity to communicate at busy times – we believe meeting need surpasses parental/carer engagement and will take action based on our Christian moral responsibilities. We assume it is also a parental responsibility to follow through on cross-contextual intervention and parents/carers may be asked to reinforce or contribute to progress at home, using softwares that track pupil engagement at home. We reserve the right to put in place support and intervention using our own professional judgement, should parents not proactively seek our input.

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.

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 pupils
- The views, if offered, of the parent or carer (with the above reservations applying)
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff working with the pupil

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.

5.4 Levels of Support

School-based SEND provision

Pupils receiving SEND provision on a longer-term basis will be placed on the school's SEND register: these will be coded 'K'. 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 Educational, Care and Health Plan request to assess, 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.

On the Census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

Pupils who need more support than is available through St Bede's SEND provision may be entitled to an EHCP. An EHCP is a legal document that describes the needs of the pupil, the provision in Section F that will be put in place to support them, and the outcomes sought. Please note that legal responsibility for meeting this plan lies with the Local Authority, not St Bede's.

During the process of an EHCP being finalised for such pupils, support is funded primarily via the school's notional SEND budget, which is not ring-fenced legally and so may not be available consistently, and, then from the Local Authority's High Needs Funding Block. Until a pupil has a finalised and appropriately funded EHCP, then St Bede's is limited in the financial resources we can draw upon to meet need.

On the Census, pupils with EHCPs will be marked with the code E.

Criteria for exiting the SEN register/record

For pupils who display gaps in their learning and are temporarily on an area of SEND register under our Monitoring code (M) this may only be for a short time. With early identification and timely, appropriate, research-led intervention, the pupil may overcome their difficulties. When specific, planned intervention has been successful and accelerated progress made so that the pupil is working within Age Related Expectations (ARE) academically and within the expected range of social and emotional development, they may be removed from the Monitoring section of the SEND register completely. Their placement under M on the SEND register is an informal measure and, as such, does not constitute inclusion on the main SEND register.

Soft support will remain for pupils when exiting the SEND register, based on Cambridgeshire's Ordinarily Available Provision and high-quality specialist teaching.

This acts as a safety net and ensures pupils continue to make good progress while monitored by teachers and the SEND team to ensure this progress continues.

5.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, by the mapping of provision
- Carrying out the review stage of the Graduated Approach in every cycle of SEN support
- Using pupil voice
- Monitoring by the SENDCo and the wider SEND team
- Holding Annual Reviews for pupils with EHCPs
- Getting feedback from the pupil and teachers, and their parents/carers. SEND tries to take an adaptive approach to support parental/carer access to information about their children.

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.

7. Links with External Professional Agencies

The school recognises 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:

- 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

8. Monitoring and Evaluation of Arrangements

8.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regard to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

8.2 Monitoring the policy

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 Directors.

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.