

St Bede's Inter-Church School

SEND Inclusion Information Report 2025-26



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Updated October 2025

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.

We are a mainstream secondary school with a deliberate focus on inclusive education. Our Inclusion Department's aim, as far as possible, is to include all pupils in the mainstream classroom.

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

What kinds of learning needs do we support?

Our SEND Department 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 practice, 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.

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

In the Inclusion Department, we identify pupils with SEND in a number of ways:

- The transfer information we 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 can also utilise Speech and Language in-school screening, dyslexia screening and are just setting up the New Group Maths Test for use. We use several other psychometric tests to screen for need and a raft of other pre and post intervention measurements. These tests help to identify outliers who might have 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 Inclusion Department can make develop further adaptations and 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 Inclusion Department, 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.

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

We will have an early discussion with the pupil and their parents/carers 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.

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 access arrangements, we are 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. This would be where the assessor has not contacted the centre, has not liaised with the centre, has not been approved by the head of centre and has not received a completed Part 1 of Form 8 from the SENCo.

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?

We follow 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. This will draw on:

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

The plan resulting from discussions is added to the pupil's Edukey record, which is shared with their teachers and may be sent to their parents and carers, if capacity allows. Otherwise, we suggest parents and carers email us at SEND@stbedes.cambs.sch.uk, should they require an update on interventions. 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. We do not necessarily inform parents and carers of these, and hope you trust our professional judgement. 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 pupils' Edukey plan, all teachers and support staff working with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any specific teaching strategies or adaptive approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, while we recognise that pupils' learning development is not necessarily linear.

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. 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; pupils with Dyslexia; pupils with Dyspraxia; pupils with ADHD, pupils with Attachment Disorder; pupils with Speech, Language and Communication needs; and pupils with vision impairments and/or hearing impairments.
- We use staff Continuing Professional Development (CPD) amongst other opportunities to provide training in any areas of need.
- Each pupil that has a Special Educational Needs and Disabilities 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.

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 parents, carers and relevant professionals.

- Most areas of the site are accessible by lift or ramp. The exception is the upper floor of the St Etheldreda building and, where 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 Passes

Some pupils feel more comfortable in the classroom when they know that there is an option to leave the lesson if they need to. Sometimes this is for medical reasons, for example they may need access to a toilet, and sometimes it is to support their 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. Out-of-Class Passes are issued by the Deputy Head Teacher in consultation with Heads of Year and the Inclusion Department and reviewed regularly. Where Out-of-Class Passes are not effective, they are withdrawn.

Auxiliary Aids

We can often loan school laptops to 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, when appropriate.

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.
- Mrs Emma Turner (Assistant SENDCo) manages St Hilda's, 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. They currently include:

- Numeracy interventions such as Numicon Explorer, Plus 1 and Power of 2
- Reading interventions such as Expanded Rehearsal Technique (ERT), Toe by Toe and Reading Between the Lines
- Spelling interventions such as Cued Spelling and Word Shark
- Microsoft 365 accessibility tools training
- Emotional Literacy Support
- Social Skills Groups
- Speech and Language Interventions, such as Secondary Language Link or the DLD and Me Advocacy Project
- Comic Strip Conversations and Social Stories
- Sensory Circuits
- The Incredible Five Point Scale and Zones of Regulation
- Handwriting interventions
- Pre-learning and over-learning for core subjects where required and possible.

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

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

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.

We believe that all pupils should be 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/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)

We have between a large team of TAs who support pupils to access the mainstream classroom. Generally, they are contracted to work from 9am to 3.30pm with breaks. They have the option to work overtime when this is funded by Cambridgeshire Local Authority.

TAs are allocated firstly according to the Higher Needs Funding we receive for each pupil from the Local Authority and taking account of other provisions that funding covers. Priority is given to core subjects like English, Maths, Science and Theology, followed by – depending on need – subjects like History and Geography; languages; arts, Computing and technologies; and PE.

National education research indicates that 'deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes' and that pupils, 'particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants' (EEF). For this reason, we follow best practice guidance (Education Endowment Foundation (2018), Making Best Use of Teaching Assistants, [available online](#)) so that:

- TAs are fully prepared for their role in the classroom through participation in training, liaising with teachers and access to curriculum materials. As well as safeguarding training and access to all whole-school training sessions, some TAs undertake further qualifications, for example in supporting pupils with specific learning difficulties, vision impairment, autism or mental health needs. Some TAs attend training in delivering speech and language therapy interventions and occupational therapy interventions. TAs have had a weekly professional development meeting with the SENDCo in place of the interventions that run in form time on the other days of the week.
- TAs are not used as an informal teaching resource for low attaining pupils. Our aim is for pupils to not be separated from the classroom, their subject-specialist teachers and their peers. Pupils with SEND are as likely to be supported by their classroom teacher as a TA if one is supporting the lesson.

- TAs are used to add value to what teachers do, not replace them. In general, TAs are not assigned to specific pupils for long periods. If present, TAs may work with a number of pupils in the class, of a range of ability, offering the least amount of help first and allowing sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. As well as supporting pupils academically, this can help pupils develop independence and social skills.

TAs may help pupils to:

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

TAs may work with teachers to:

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

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

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 parents/carers remember that even when they are anxious, they and the school are on the same side in wanting the best that can be provided. We share parents/carers' 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 parents/carers to be courteous in their dealings with us. The school expects parents and carers to work collaboratively with us, particularly in finding solutions where disagreements arise. We will not get it right all of the time and there are limitations to our resources. We ask that parents/carers be aware of other pupils' needs when adjusting their expectations as to what can be provided in a mainstream secondary context.

In applying for St Bede's, we ask that pupils and parents and carers 'buy into' the approach we take to teaching young people with SEND. Sometimes, sadly, this can mean that St Bede's is not the right school for every family, despite the provisions we have that enable us to support a very wide range of needs using reasonable adjustments. 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 parents and carers 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.

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 receiving support from our SEND department 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 SEND team frequently throughout the academic year.

Pupils with EHCPs have an Annual Review which parents/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.

Both SEND Support Plans and EHCPs follow an '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 Inclusion Department.

Parents/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 Inclusion Team liaises with the SEND leads of our feeder primaries and transition paperwork is shared.
- Our SEND team is available to meet individually with new parents/carers with particular concerns in the last half term of the academic year. Please contact us by email (SEND@stbedes.cambs.sch.uk) for an appointment.

Choosing GCSE subjects

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

Year 11 to post-16

- All 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 their parents/carers 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.

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

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. We are launching a SEND Senate for our SEND pupil community, to place their voices centrally in our school processes.
- A number of pupils take part in the Aspire Sports League each year and have a track record of success.
- We are currently developing a strategy to enrich and promote our SEND pupils' loosely titled 'Gifted, Talented and Blessed' 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 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 may join both the St Bede's Senate and the SEND Senate. SEND pupils are encouraged to be part of clubs, such as Chess Club, Debating Club, the Gardening Club and Dungeons and Dragons Club, to promote teamwork/building friendships.

- Our pupils are encouraged to go on school trips, and the 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 SEND 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.
- Part of enabling SEND pupils' independence is by enhancing their capacity to self-advocate. Pupils with SEND support plans and EHCPs are consulted as part of reviewing their provision each year. We try to place their voices centrally when we dynamically review their provision with the SENDCo, their parents/carers and the professionals who support them. We enable SEND pupils to hold assemblies, become leaders and be proud of their unique perspectives on life and to emerge as shameless advocates for equality and diversity. We are, as of 2025, beginning to identify neurodiverse staff who are willing to be adult champions of shameless neurodiversity.
- Pupils are expected to attend parent/carer consultation evenings so that they can contribute to the discussion.
- Our SEND team liaise with numerous in-school professionals when our pupils with SEND fall short of the school expectations. 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

Our SENDCo, Dr Fiona Ross, is a qualified teacher of several decades, working in schools, Further and Higher Education. Fiona has been a SENDCo for many years, is IPSEA SEND Law trained to Level 3, is a qualified Exams Access Arrangements Assessor, has a doctorate in English and has the formal NASENCo qualification plus a postgraduate degree in SEND, with specialisms in ASC and SEMH. Fiona has extensive pastoral experience and has previously been Designated Teacher for care-experienced children. She is also a Community Advisor for Cambridge University's Autism Action and a member of the SEND Policy and Research Forum. The SEND team also collaborate on research projects, most recently with National Foundation for Educational Research (NFER).

Along with the rest of the Pastoral and Heads of Faculty Teams, she works with our Deputy SENDCo, Ms Stewart, who is a qualified Exams Access Arrangements Assessor, a specialist teacher and was, formerly, a primary school SENDCo. She has completed courses on interventions such as Lego Therapy, Expanded Rehearsal Technique and Clicker software.

We have a large team of compassionate, driven and proactive Teaching Assistants, including several who are trained in specific specialisms, neurodiverse themselves and thus can offer expert insight into navigating the world of school and the wider social world, and some are educated to a higher level to match subject specialisms. We also have a process of TA-TA peer observation and support which we are launching in 2025. Several of our TAs have developed expertise in Braille, adaptive technology, Maths, Speech and Language, Dyslexia and soft counselling. Our St Hilda's Manager and Assistant SENDCo, Mrs Emma Turner, has qualified as an Emotional Literacy Support Assistant. Mrs Emma Turner co-produces mental health support strategies and referrals with Mrs Philippa Zebitz, our Mental Health Lead, and practices 'soft' emotional literacy wrap-around support for pupils with SEND.

Teaching staff and/or Teaching Assistants have been trained in a range of themes pertinent to neurodiversity, including:

- Speech and Language adaptation training
- Supporting pupils with hearing impairments
- Supporting pupils with vision impairments
- Maths intervention
- Speech and Language intervention
- Emotional Literacy
- Dyslexia
- Attachment
- Mental health

- The Autism Education Trust's 'Good Autism Practice' training
- Supporting pupils with ADHD in the classroom
- Recovery through Relationships training and FASD training from the Virtual School
- Courses available on demand from the National College.

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
- 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 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 Inclusion Team work very 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.

Designated Teacher Care-Experienced Children, Ms Laura Marriott: lmariot@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>

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 Rev Dr Geoff Cook: govcook@stbedes.cambs.sch.uk