



St Bede's Catholic School and Sixth Form College



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

SEND Information Report 2024 -2025

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. This is called the **'Local Offer'**.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at:

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>

General information, school ethos & approach

At St Bede's Catholic School & Sixth Form College, we strive for excellence and aim to help all our students achieve their full potential. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities. We recognise that all students are entitled to a quality of provision that will enable them to achieve their potential and we believe that each student at St Bede's Catholic School and 6th Form College is an individual and, as such, has unique strengths, talents and needs. To achieve their full potential, some students require additional support, and we recognise this and plan accordingly. We acknowledge that some students may require continuous help throughout their time in school, whereas others may need support for only a short period to help overcome more temporary needs. St. Bede's Catholic School & Sixth Form College aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them access to a broad, balanced and relevant education.

We believe in positive, timely intervention, removing barriers to learning and raising expectations to all levels of achievement by working in partnership with parents, staff and other agencies in order to provide a positive educational experience for all our students including those with a special educational need or disability. We

recognise there are particular groups of pupils whose circumstances require additional consideration. Throughout this document the term SEND will be used for a student who has 'a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age'(Code of Practice 2015, p16).

At St Bede's Catholic School and 6th Form College we have appointed Designated Teachers for Looked after Children who work closely with the SENDCo to ensure all teachers in school understand the implications for those children who are looked after and have SEND. Our school community is committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all our students and consider the additional support required by those with SEND. We ensure that all students, regardless of their specific needs make the best possible progress.

Within SEND there are four broad areas of need, these are:

Communication and Interaction

Communication and interaction refers to our understanding of the development, experience and thinking process of our students and takes into account their unique and equally valid perception of the world around them. Difficulties may be in the sense of belonging and feeling included, emotional intensities or social vulnerability that may result from experiencing social situations differently. This area of need includes those who are neurodivergent and those with Speech, Language and Communication Needs.

Cognition and Learning

Cognition refers to the thinking skills and processes that students have acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Support for learning difficulties may be required when students learn at a slower rate than their peers, even with appropriate differentiation. Difficulties may be short term in one or more areas, or severe and long term. This includes students with Specific Learning Difficulties (SpLD), Severe Learning Difficulties and Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health Difficulties

Presenting features of social, emotional and mental health difficulties may vary in severity and intensity, often changing over time. Social skills may be delayed, or show low resilience to reach the positive social and emotional skills needed within a whole school environment. Self-care skills and levels of maturity may not be fully developed. This also includes any pupils who have an emotional need such as Anxiety or those engaging in risk taking activities. The mental health element includes patterns of behaviour such as unpredictability or disruption, sometimes with a preference to follow one's own agenda and reluctance to follow instructions reaching a level that is impacting on a student's ability to learn,

Sensory and/or Physical Difficulties

Although students can have illness and accidents which result in requiring short term medical intervention, some have physical or medical needs that are long term, and which affect their physical development or health. Emphasis should shift from support being directly provided to the acquisition of specialist skills that our students need to promote and gain greater independence, especially as they move towards adulthood. This area also includes children with hearing impairment, visual impairment, multi-sensory impairment and chromosomal difficulties impacting on physical development.

SEND provision sits alongside other policies and information documents see below for further information on:

- Admissions into Main school and Sixth Form
- Our Curriculum
- Finance Handbook
- SEND Provision – SEND policy
- Accessibility plan - PEEPs
- Safeguarding
- Agencies & Partnerships
- Supporting students with medical conditions

School Admissions

We are committed to meeting the needs of all students including those with Special Educational Needs and Disabilities. Through our Transition Programme, we liaise with parents and previous education providers prior to the pupil starting, in order to discuss the identified needs, allowing for the planning and implementation of appropriate intervention. Advice from the LA or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council. Please consult the admission policy for St Bede's Catholic School and Sixth Form College for further details.

[Main School Admissions Policy](#)

[Durham County Council Admissions](#)

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please complete Durham County Council's parental preference form, as part of the admission process to a new school. Parents/carers continue to have a right to request a particular school and this will be considered alongside the information that we have about any special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on the website including:

- SEND Policy
- Equality and Diversity Policy
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs Policy

Staffing and any Specialist Qualifications/Expertise

At St Bede's, we have a talented SEND team.

- Mrs N McCarthy, SENDCO (with accreditation NASENDCo, QTS, PGCSpLD, MA Education specialising in SEND and Inclusion)
- Mr P Osborne, SEND Support Manager (QTS)
- A team of LSAs with experience within all areas of SEND

Contacts

The following are the main contacts for Special Educational Needs and Disability at St Bede's Catholic School and Sixth Form College:

- Mrs C Hammill is the Head Teacher
- Mrs N McCarthy is the SENDCO
- Mrs M Gray is our designated SEND Governor

Mrs N McCarthy is our designated Special Educational Needs Coordinator. It is the SENDCO's job to:

1. Oversee the day-to-day operation of the school's SEND policy
2. Liaise with the relevant Designated Teachers where a looked after pupil has SEND
3. Advise teachers on using a graduated approach to providing SEND support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEND pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements.

Statement of Intent for Promoting Equity and Equality

At St Bede's Catholic School and 6th Form College, we are committed to both equity and equality. We aim for every student to fulfil their potential no matter what their needs or circumstances. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equity, equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all activities in school.

We take great pride in being inclusive and will endeavour to support every child regardless of their level of need.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented in line with the SEND Code of Practice 2015.

To successfully match ability to the curriculum there are some actions we take to achieve this:

- Ensure equal access to the school curriculum and all school activities.
- Promote equity to enable students achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware and sensitive to the needs of all students, teaching pupils in a way that is more appropriate to their needs.
- Offer opportunities to gain in confidence and improve self-esteem.
- To work in partnership with parents/carers, students and relevant external agencies in order to provide for special educational needs and disabilities.
- To identify at the earliest opportunity any special consideration to support needs (whether these are educational, social, physical or emotional)
- To make suitable provision for students with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all students with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every student the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Pastoral, Medical and Wellbeing Support

Students attending St Bede's Catholic School and Sixth Form College follow a broad PHSE curriculum covering topics such as finance, health, safeguarding and wellbeing, careers and independent living in addition to study skills. We will often secure the advice and guidance of outside agencies to support wellbeing for students with a high level of need. Detailed medical support plans are written in conjunction with families and health care professionals where appropriate. Staff who administer medications complete formal accredited training. Administration of medicine procedures follows guidelines from the local authority and Department of Education *Supporting pupils at school with medical conditions* (DFE) 2014 and are implemented by Mrs Stemp, our Health and First Aid Officer. Form tutors, Year Leaders, Assistant Year Leaders and the wider Learning Support Team are available for support, with pupils who have significant social needs being referred for appropriate intervention.

Types of SEND at St Bede's Catholic School and Sixth Form College

We have experience of supporting children and young people with a wide range of need including:

Neurodiversity (Autism and ADHD)

Speech, language and communication needs

Hearing impairment

Physical difficulties

Social Emotional and Mental Health

Specific Learning Difficulties (SpLD)

The table below shows the current areas of need:

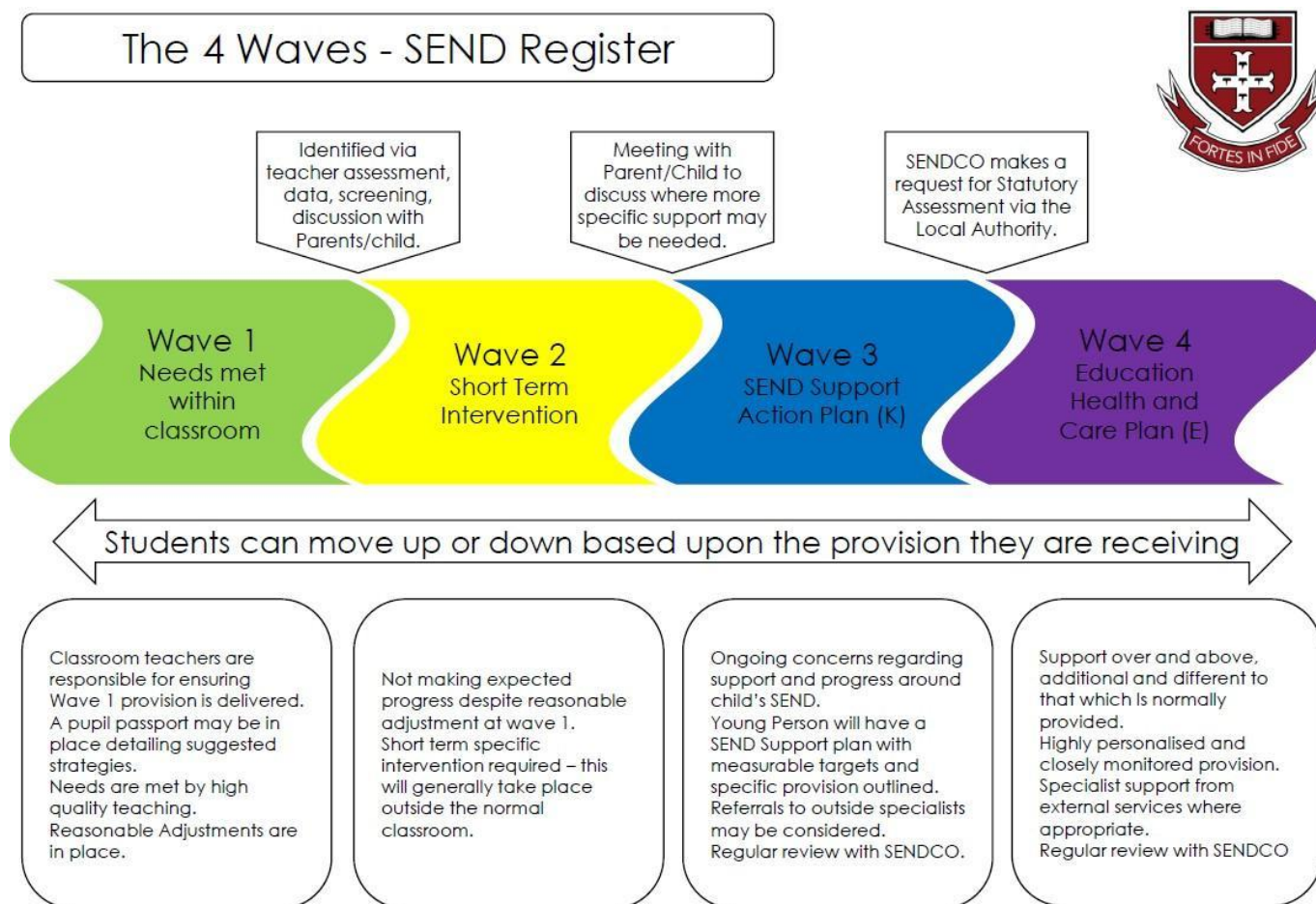
	Primary area of need (Wave 4 and 3 only)					
	Cognition learning	&	Communication & interaction	Social, emotional & mental health	Physical sensory	&
Year 7	11		5	9	4	
Year 8	7		4	4	1	
Year 9	3		2	10	2	
Year 10	2		8	9	2	
Year 11	3		5	3	0	
Year 12	0		0	0	1	
Year 13	0		0	0	0	
Total	26		24	35	10	

The school provides data on the levels and types of need to the Local Authority, this is collected through the school census.

	Primary area of need (All Waves)					
	Cognition learning	&	Communication & interaction	Social, emotional & mental health	Physical sensory	&
Year 7	27		12	21	8	
Year 8	15		12	5	1	
Year 9	22		5	14	6	
Year 10	12		14	15	2	
Year 11	6		12	8	4	
Year 12	2		2	0	2	
Year 13	3		0	4	3	
Total	87		57	67	26	

SEND Register

Where a student has a diagnosed SEND, or where it has been identified that a student may have SEND and adjustments need to be made, the student will be added to the SEND register. At St Bede's, we use a graduated response to our provision, which is reflected by the Wave at which the student is placed. The information below details the Waves of support and provision that may be needed at each level.



Consultation with Children and Young People with SEND

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENDCo and as part of the formal review cycle.

Where needed, SEND pupils have a Learning Passport which is created in conjunction with the young person, parents/carers and teaching staff.

		Things I am good at:

Additional Information:		

Pupil and parent voice are collected as part of review of Learning Passports and Support Plans.

Consultation with parents and carers of children and young people with SEND

At St Bede's Catholic School and Sixth Form College we are committed to working with parents and carers to identify their child's needs and support in order to meet agreed outcomes. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Ongoing informal and formal discussions with a class teacher and/or SENDCo.
- An 'open-door' policy, where parents/carers are welcome to arrange a meeting to discuss any concerns they may have
- Through termly reviews of the SEND Support Plan or the Annual Review of their EHC Plan – these may take place virtually or in person as needed
- Parent voice is collected as part of the review invite where they are requested to complete a questionnaire prior to attending the meeting or share their views within the meeting. Provision is planned and interventions allocated on individual needs with students actively involved in setting their outcomes.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. This is monitored each term by the Local Governing Committee and the Trust Finance Team.

This is used to support young people with SEND by:

- Staffing - We have a team of dedicated Learning Support Assistants who

work in and out of the classroom

- Cognition development and Literacy interventions (Read, Write Inc Fresh Start and Accelerated Reader) and Numeracy interventions (Catch Up Numeracy)
- Interventions to support SEMH needs and Communication and Interaction
- Supported revision and exam technique sessions
- Social skills groups
- SEND specific resources – developed according to need
- Referral and support from external specialists

Complex special educational needs may require additional bespoke support that utilises top up funding from the Local Authority to meet the agreed outcomes.

Teaching, Learning and the Curriculum

At St Bede's Catholic School and Sixth Form College, we believe that inclusive education means providing all students with appropriate education and support alongside their peers. The Curriculum is all planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our students. Our curriculum also includes the social aspects that are essential for life-long learning. Students with additional SEND needs are actively encouraged to attend all extracurricular activities with independence and resilience encouraged at all age and ability levels.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through excellent classroom practice. This is called **High Quality Teaching for all**, (Wave 1).

At St Bede's Catholic School and Sixth Form College we follow a graduated support approach which is called '**Assess, Plan, Do, Review**':

- **Assess** and identify need
- **Plan** the provision to meet agreed outcomes
- **Do** provision set in place to achieve outcomes
- **Review** the support and progress

High Quality Teaching for all:

- Ensures that the teacher has the highest possible expectations for each child in their class.
- Ensures all teaching is based on what your child already knows, can do and understands in order to help them progress.
- Involves various ways of teaching so that your child is fully involved in learning in class.
- Requires constant assessment and planning from the assessment so progress is made, and the needs of each child are met.

Identification of needs may involve classroom observations, teacher, parent/student feedback, in addition to information from assessment tools and/or transition information.

As part of this approach a Learning Passport is produced and where helpful, a short SEND Support Plan created describing the provision required to achieve stated outcomes. Parents/carers will be fully involved in this process and will be invited to discuss the Learning Passport on a regular basis over each academic year (minimal of 3 over the year).

A small percentage of students with significant learning difficulties may meet the criteria for a Needs Assessment as part of the Graduated Response. An Education, Health and Care Plan may be the result of this, full details can be found on the Local Offer website.

You can find details of how we adapt the curriculum and make it more accessible for SEND in line with the Graduated Approach:

- Quality First Teaching – most needs will be met in the classroom with the subject teacher. We expect teachers to plan and use adaptive teaching strategies to ensure all pupils can access a challenging curriculum which is tailored to their needs and progress.
- Staff members are trained and use competently, a range of teaching and learning styles to ensure all pupils can access both home and class work.
- Specific group work is integral to adaptive teaching and targeted intervention groups. Pupils may be grouped on ability or skill strength.
- An innovative and supportive curriculum is often needed at KS4 where specific individual support for children whose learning needs are severe, complex and lifelong is required. For example, a small proportion of students may follow Entry Level Certificates in English and maths.
- Specific targeted emotional support may be referred to the school counselling service.
- Extra support to assist learning outside the classroom is offered in a range of extra-curricular activities.
- Social skills sessions are used to build social confidence and emotional understanding.
- Specialist professionals from outside agencies support pupils such as Team Around the Family support workers, Educational Psychologists, Hearing Impairment and Visual Impairment specialist teachers, and the Emotional wellbeing team.

At St Bede's Catholic School and Sixth Form College there is a robust monitoring system for all students, mapping progression and tailoring support where necessary, specific support will be given as appropriate. The effectiveness of the support is closely monitored and altered accordingly.

Examples of Specific support for pupils with SEND:

Support for literacy: Paired/group reading, Read, Write Inc Fresh Start and Accelerated Reader:

- Read, Write Inc-involves being taught simple phonics. Accompanying reading books contain carefully graded fiction and non-fiction texts, using words which students are able to sound blend, ensuring success in reading. Writing activities build upon the fiction and non-fiction texts from the reading books, so that students are able to make the connection between reading, writing and spelling. A baseline assessment is completed at the start of the twelve week intervention programme after which they are reassessed to determine if further intervention is required.
- Accelerated Reader is an intervention where students read books tailored to their level. Once completed pupils take an online quiz and receive immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills. The progress is monitored, and a display can be found in the library or accelerated reader stars. Accelerated Reader also provides teachers the information they need to monitor students' reading and make informed decisions to guide their future learning. A comprehensive set of reports reveals how much a student has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction.

Support with numeracy:

- Catch up Numeracy intervention is used predominantly for Key Stage 3 students who are identified as finding numeracy difficult. One to One sessions are delivered twice weekly to address 10 key components of numeracy using a range of visual and kinaesthetic activities.
- Maths/Times table intervention supports learning multiplication. This is an important foundation for different aspects of mathematics such as division, algebra and fractions. For students who do not have a solid grasp of times tables they may find some mathematical concepts difficult to understand. Basic numeracy is a valuable skill and times tables are an intrinsic aspect of mathematical operations. Weekly guided intervention with regular homework pieces to practise. Regular reinforcement of times tables help students make valuable and essential progress, developing understanding and improving general mathematical skills.

Support for communication and interaction/significant learning difficulties and/or physical needs:

- The needs of individual students will be assessed with input from specific professionals. If significant learning difficulties or physical needs have historically and/or currently worked with outside agencies ie Speech and Language services/Occupational Therapy/CAMHS, additional support will be determined and agreed in line with current need. Therapeutic equipment and aides will be deployed under the guidance of relevant outside agencies.

<http://www.durham.gov.uk/article/22115/Information-for-professionals-and-providers>

<http://www.durham.gov.uk/article/22418/Teams-that-provide-SEND-support>

Support for Students with English as an Additional Language:

- Students with English as an additional language receive support from teachers and learning support staff. To ensure appropriate and tailored inclusion, the needs are assessed along with proficiency in the English language and comprise of the following values:
 - (A) - New to English
 - (B) - Early acquisition
 - (C) - Developing competence
 - (D) - Competent
 - (E) - Fluent
- Support and guidance will be sourced from the EAL and Equalities team at Durham County Council, which is commissioned to support schools to fulfil their statutory duties under the Equality Act 2010 in order to eliminate discrimination advance equality of opportunity and foster good relations between people. This will be used to inform teaching in the classroom.

Support for Looked after Children with SEND:

- Support is given to all pupils throughout their time at St Bede's Catholic School and Sixth Form College. The views of carers are sourced through regular informal and formal meetings. Vulnerable students may be encouraged to buddy with an older pupil or have an adult point of contact. Progress is reviewed using SEN/EHCP reviews and/or PEP. External support will be sourced, when necessary from the Virtual School.

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a student is demonstrating further cause for concern, or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Provide individual support
- Consult with parents/carers

Partnerships and links with outside agencies include but are not limited to:

Autism & Social Communication Team

Child and Adolescent Mental Health Service (CAMHS)

Cognition and learning SEND inclusion team

County Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

Crisis Support Team

Durham Works (careers support for Year 11 students)

Educational Psychology Service

Education Health Needs Team

Emotional Wellbeing and Effective Learning Team

Hearing Impairment Team

Independent Parental Special Education Advice – IPSEA

Mental Health Support Team

One Point Hub – Stanley and Consett

SEND and Inclusion Service - Education for children out of school or in hospital due to medical or mental health needs

Sensory and Physical Team (SEND Support and Inclusion Teams)

Social, Emotional and Mental Health Services (SEND Support and Inclusion Teams)

Special Educational Needs and Disabilities (SEND) Statutory Casework Team

Visual Impairment Team

Exam access Arrangements

The SENDCO invites teachers of all Year 10 and 12 students to identify any young person who may need some additional access arrangements for their KS4/5 assessments.

Evidence is gathered through conversations with teachers, the young person and parents. The SENDCO will arrange for the young person to be assessed by our centre appointed assessor, according to the regulations set out in the JCQ

document – Adjustments for candidates with disabilities and learning difficulties:

[AA regs Revision One Sep23 FINAL.pdf \(icq.org.uk\)](#)

Any access arrangements which are granted are communicated home with parents and young people by letter. These arrangements will then be provided in all assessments and examinations, as a normal way of working.

How we evaluate the effectiveness of SEN provision

At St Bede's Catholic School and Sixth Form College there is a robust monitoring system to continuously ensure the provision has a positive impact on the outcomes for all students, including but not exclusive to:

- Book/work scrutiny
- SEND Learning walks and check ins
- Evaluation of policy and practice
- Pupil and parent/carer voice
- Regular round robin feedback from all teaching staff
- Quality Assurance of all interventions
- Staff Appraisal process

Transition Arrangements

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible. How we will support SEND students when moving on, either to another class, joining or leaving this school:

- For students in Year 6 moving into Year 7, the Transition Team will visit primary feeder schools. They meet with Year 6 teachers or leaders to gain as much information as possible about these students, including SEND information. For students with SEND, the SENDCo requests all relevant Year 6 information, including SEND files and SEND support plans. Parents/carers of students with SEND are also invited to discuss with the SEND team their child's needs in the summer term prior to starting, in order to build relationships and reduce potential anxiety.
- All Year 6 students who will be attending St Bede's are invited to attend transition days in the summer term. Where needed, some students with SEND needs are invited for extra sessions to introduce them to the school. For students with a significant picture of needs or an EHC plan, the SENDCo will attend Year 6 review meetings to understand and plan for their transition where invited. Visits are held during the Summer Holiday where some students with SEND are invited to get to know the school and staff a little better.
- Pupils moving between key stages within school will be given support and guidance with their subject choices.
- Students moving from Year 11 to other establishments who have an EHC plan will have a planning meeting in order to establish appropriate pathways are discussed with their needs met to support the transition into adulthood and independent living. We also liaise with their next provider to ensure that they understand a student's support needs by providing a transition plan created in

conjunction with students, families, Durham Works and SEND caseworkers if necessary. For other students with SEND, the SENDCo will liaise on an individual basis with Parents, Students and the next provider, alongside Ann Jukes, our Progression Manager.

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENDCo, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Headteacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed. The School Complaints Policy can be accessed here:

[54e2a6_3ab147b104494acd1fc0998a5b53be.pdf \(stbedes.durham.sch.uk\)](https://stbedes.durham.sch.uk/54e2a6_3ab147b104494acd1fc0998a5b53be.pdf)

County Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) are also able to assist parents of children with special educational needs www.durhamsendiass.info

If the concern is directly related to decisions around an EHC Assessment or EHCP this will be managed directly by the Durham Statutory Casework Team. Parents will be contacted directly by the team to receive information about the mediation services and other action parents may consider.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report. If you would like to comment please email stbedes@stbedes.durham.sch.uk

Additional Help

Further information is available using the local offer page where other relevant provision e.g. leisure activities, home to school transport, careers advice can be found.

<http://www.countydurhamfamilies.info/kb5/durham/fsd/localoffer.page>

This report will be reviewed, evaluated and ratified by the Local Governing Committee annually.