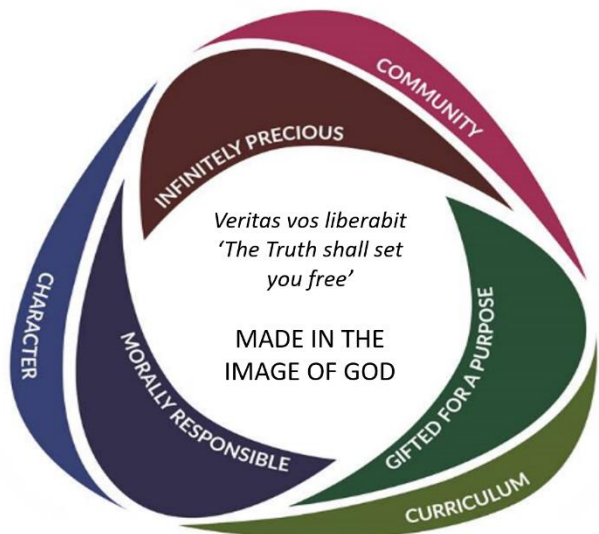




## Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)



### **Core belief**

We believe that we are all made in the image of God and we seek to follow the example of Christ. This means that each of us are infinitely precious, gifted for a purpose and morally responsible.

### **Our vision**

We will be a great Academy where our students achieve excellence in character, excellence in curriculum outcomes and excellence within our community.

### **Our mission**

At Bede our mission is to provide all with the opportunity to work hard to achieve their personal best, to encourage personal, moral and spiritual development within a Christian framework; and to create a disciplined, sensitive environment where everyone is equally valued.

NAME OF SCHOOL:	BEDE ACADEMY		
TYPE OF SCHOOL:	Mainstream All Through 3-19	Primary	Two storey Primary School from nursery to Y6 provision. Three form entry.
		Secondary	Three storey Secondary School from Y7 to Sixth Form
ACCESSIBILITY:	Wheelchair accessible	Including a lift to upper floors.	



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

Auditory / Visual Enhancements:	Room signs in Braille on doors. Contrasting paint colours on floors walls and doors. Textured paving and dropped curbs outdoors.
Other adaptations:	EVAC chair for fire evacuation. Disabled toilets on each floor Shower and changing facilities.



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

**This report is written in line with the guidance in Schedule 1 of the SEND regulations 2014 (with reference to regulation 51) and section 69(2) of Children and Families Act 2014**

Bede Academy is a fully inclusive mainstream 3-19 Academy within Blyth, Northumberland based on two sites. Primary aged students from 3-11 are based at Bede South and secondary aged students from 11-19 are based at Bede North. The Academy opened in September 2009.

Bede Academy values all students. All students are treated equally and have a right to an education which enables them to develop fully their personal, social and intellectual potential. There is also a strong commitment to high achievement and aspirations for all students. Within Bede Academy all students are provided with a high quality broad and balanced education appropriate to their individual needs. To reflect this, specialist provision is known as 'Individualised Learning.'

Bede Academy SEND policy is available on the website and provides further detail on the Academy philosophy.

If your child has special educational needs and/or a disability and you would like to know more about what Bede Academy offer, please contact us on 01670 545111 or email [iladmin@esf-schools.org.uk](mailto:iladmin@esf-schools.org.uk)

**Assistant Vice Principal SENDCO and Safeguarding Leads (Primary SENDCO):** Mrs H Cooper  
**SENDCO (Secondary Years):** Ms O Lucas

Last Review: November 2023  
Next Review: November 2024



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

<b>What are the aims of the SEND provision? (See Policy for full details)</b>	<p>The aim of this document is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve and develop well, both as individuals and as members of Bede Academy.</p> <p>To this end, the Academy aims to:</p> <ul style="list-style-type: none"><li>• promote the Academy values;</li><li>• ensure access to a broad, balanced, relevant curriculum, whatever the ability, gender, ethnic origin, faith, social background, special educational need or disability of students;</li><li>• ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all students, including those with SEND in order to ensure that at least expected progress is made across the curriculum;</li><li>• make sure that additional support and resources are well targeted and meet the needs of individual students;</li><li>• assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;</li><li>• continuously monitor and evaluate the effectiveness of provision for all students, including those with SEND to ensure that the Academy is providing equality of educational opportunity and value for money;</li><li>• promote high expectations of all students in all areas of Academy life;</li><li>• promote positive partnerships with parents, involving them in their child's learning and achievements;</li><li>• ensure appropriate use of the expertise of external agencies;</li><li>• ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly</li></ul>
<b>What kinds of SEND do students in Bede Academy have?</b>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Additional and/or different provision is currently being made in Bede Academy for students with a range of needs, including:</p> <ul style="list-style-type: none"><li>• Cognition and Learning – For example: Moderate learning difficulties; Specific learning difficulties - Dyslexia, Dyspraxia.</li><li>• Sensory, Medical and Physical – For example: Hearing impairment, Visual Impairment, Physical Disability, Epilepsy, Diabetes.</li><li>• Communication and Interaction – For example: Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties.</li><li>• Social, Emotional and Mental Health – For example: Attention Deficit Hyperactivity Disorder, Anxiety</li></ul>



## Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)

**How does Bede Academy identify and assess students with Special Educational Needs?**

The first person to identify that a student has Special Educational Needs may be:

- yourself, as parent;
- the class/subject teacher;
- a health visitor;
- another medical professional.

All students have regular assessments which take place formally once a term within primary. Within the secondary, there are two formal exams, mid-year and end of year. The class/subject teacher is constantly assessing and checking the progress of all students within each lesson. If it seems that your child may be experiencing difficulties, your child's class/subject teacher will assess:

- what your child is good at and what they need help with;
- what your child would benefit from learning;
- how best to help your child learn.

Student's needs are also identified and assessed using:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review)
- Listening to and following up parental concerns and student's concerns
- The analysis of data including baseline assessments and end of Key Stage achievement to track individual students' progress over time
- Within Secondary years, baseline data such as SATs and reading age are used to identify student needs
- The academy has access to a range of tests to assess possible difficulties including Dyslexia Screener, Dyscalculia Screener, WRATTS, DASH, Salford Reading Test, Helen Arkell Spelling test, SNAP B and Boxall Profile
- Liaison within the Academy and other settings on phase and in year transfer
- Information from other services across education, health, care and the voluntary sector
- An external agency, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review

Prior to the end of Key Stage 1 and Key Stage 2 assessments, your child could be assessed to decide whether they are entitled to access arrangements to support them during the assessments or in certain circumstances they will not sit the test. This could be a reader, extra 25% of time, rest breaks or prompting. Arrangements will also be applied for the Phonics screener and Multiplication test



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

	<p>When your child is in Key Stage 4, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations if it is appropriate. Some students in Key Stage 3 will have access arrangements for annual examinations in order to demonstrate that this is their normal way of working when making applications to the JCQ in year 10.</p>
<p><b>How does Bede Academy evaluate its provision?</b></p>	<p>Bede Academy monitors and evaluates the effectiveness of provision for SEND students in the following ways:</p> <ul style="list-style-type: none"><li>• Classroom observation by the Assistant Vice Principal (SENDSCO) and the SENDSCO (Secondary Years)</li><li>• Learning walks by Senior Leadership Team (SLT)</li><li>• Ongoing assessment of progress made by intervention groups</li><li>• Observation of interventions</li><li>• Work sampling</li><li>• Student progress tracking using assessment data (whole-academy processes)</li><li>• Informal feedback from all staff</li><li>• Student interviews when setting new targets or reviewing existing targets</li><li>• Monitoring Student passports or SEN support plan targets, evaluating the impact on students' progress</li><li>• Attendance records and liaison with the Attendance Officer</li><li>• Regular meetings about students' progress between the Assistant Vice Principal Primary SENDSCO, Secondary SENDSCO, SLT, Senior Link for the department and the Pastoral Team</li></ul> <p>Termly feedback from students and parents during review meetings</p>
<p><b>How will I know my child is making progress?</b></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment at least three times a year. Parents' evenings are held once a term within Primary Years and annually within Secondary Years. During parents' evenings there is an opportunity to discuss your child's progress, attainment and next steps. . Parents receive an Annual written report on progress at Bede Academy. Students also receive termly progress reports.</p> <p>All students with an Education, Health and Care Plan have an Annual Review meeting where progress towards student's targets is examined in detail. All SEND students have a Student Passport or Profile or SEN SupportPlan. These documents identify individual targets that will be addressed within the Academy. You will be invited to review your child's progress towards these targets within at least two meetings a year.</p>
<p><b>How do teachers in Bede Academy help students with SEND?</b></p>	<p>Students learn and develop in different ways and at different rates. Bede Academy's teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons</p>



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

	<p>to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Some students will receive extra support in lessons and will be assisted in completing a task by a Learning Support Assistant/ or the teacher. Where it is appropriate a student may be offered additional help and support from a Learning Support Assistant/. using a range of interventions.</p>
<b>How will the curriculum be matched to my child's needs?</b>	<p>The curriculum design is challenging and ambitious and is developed to support the learning of all students. The vast majority of SEND students receive the same ambitious curriculum which is scaffolded to meet the needs of all using the '4 for all strategy'. This focuses on 4 aspects: positive relationships, challenge for all, clarity for all and vocabulary for all. This is alongside bespoke interventions for reading and numeracy such as Literacy Launchpad, Read Write Inc Phonics /Fresh Start, Inference intervention, Big Maths and Maths Ninjas, access arrangements and individualised equipment support for each student</p> <p>Bede Academy follows advice received from external agencies (e.g. enlarging of print for students with visual impairment; most advantageous positioning of students with hearing impairment within the classroom and use of aids as recommended).</p>
<b>How accessible is the Academy environment?</b>	<p>Bede Academy is fully accessible. For students with physical needs, all floors are accessible by lifts and the corridors are wide enough to cater for wheelchair users. Specialist equipment, if appropriate, is provided by the Health Authority supporting the individual and is monitored on a termly basis. There are accessible toilets available in all floors. All safeguarding procedures and risk assessments are in place and adhered to by all staff. An Accessibility Plan is in place. For further information, please see the Accessibility Plan and Disability Policy. (This has been completed in compliance with paragraph 3 of schedule 10 to the Equality Act 2010)</p>
<b>Is there additional support available to help students with</b>	<p>Bede Academy has a wide range of staff to support students and address additional needs they may have, including students with SEND. This includes Learning Support Assistants; the Pastoral Team, Emotional Literacy Support Assistants (ELSA) on</p>



## Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)

### SEND with their learning?

both sites, Mental Health First Aiders within Primary Years; Emotional and Mental Wellbeing Support Worker across both sites, Assistant Vice Principal SENDCO (Primary Years) and the SENDCO (Secondary Years).

Some students within Primary Years receive additional help outside of lessons in developing their understanding of the basic skills of reading, writing and maths. These students will work with a Teacher/Learning Support Assistant, in small groups, taking part in additional numeracy and literacy sessions.. These sessions take place several times per week for no longer than 20 minutes.

#### Interventions in Primary Years - Reception

- Additional small group time which focuses on Read Write Inc.
- Other groups such as fine motor depending on need
- Speech and language individual work on targets
- Emotional support

#### Interventions in Primary Years -Year 1 to Year 6

Those students not meeting the expected standard could receive the following interventions depending on their age:

- Read Write Inc
- Numeracy interventions – Big Maths or Pixl therapy groups
- Speech therapy sessions
- Zones of regulation or Emotional Support
- Sensory Circuits
- Lego therapy
- One plus One (designed for one to one use where student is continuing to not make progress in numeracy)

Within Secondary Years interventions take place in the school day, with some additional support being available before and after the Academy day. Interventions focus on developing understanding of the basic skills of reading, spelling, writing and maths. There are also opportunities to develop social and emotional literacy and study support skills. These students work with a specialist Learning Support Assistant, in small groups or may sometimes work individually on specific programs personalised to meet their individual needs. Interventions include:

- Accelerated Reader program to develop reading accuracy and comprehension skills
- Lexia
- Social Skills and friendship groups
- Numeracy support groups





## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

<p>• Homework club</p> <p>• <del>Read Write Inc Fresh Start tutoring</del></p> <p>• Individual key worker meetings</p> <p>• Lego Therapy</p> <p>• Art club</p> <p>• Talkabout</p> <p>• Zones of Regulation</p> <p>• Lexonic phonics interventions</p> <p>• Toe by toe</p> <p>• Power by 2</p>	<p>Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan.</p>
<p><b>What social, before and after The Academy day, and other activities are available for students with SEND?</b></p>	<p>A large range of academic and hobby/interest clubs are available at Bede Academy. There are open to all students, including students with SEND. Additionally, Homework Club is offered in both the primary and secondary schools. Other intervention groups are offered to support SEND students after school in the secondary. Bede Academy also runs coursework/revision sessions for older students as and when required.</p>
<p><b>How can my child and I find out about these activities?</b></p>	<p>The Extra-Curricular timetable is available on the Bede Academy website.</p>
<p><b>How will my child be included in activities outside the classroom, including Academy visits?</b></p>	<p>All students in the Academy are encouraged to take part in extra activities at break time, lunchtime and after the Academy day. Day and residential visits are open to all students; however, the appropriateness of the trip will be considered on an individual basis in relation to need. Your child's specific needs can be discussed if they wish to join such visits and appropriate support will be put in place in order to ensure that all students can access educational visits</p>
<p><b>What support will there be for my child's overall well-being?</b></p>	<p>Students could also experience difficulty within the Academy for a number of other reasons. We work with many different professionals to try to meet their needs. These professionals could be:</p>



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

<b>What training have the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"><li>• GP</li><li>• School Health Team</li><li>• Primary Mental Health Workers</li><li>• CYPS (Children and Young People’s Service)</li><li>• Sensory support for visually and hearing impaired</li><li>• Speech Therapists</li><li>• Physiotherapists</li><li>• Occupational Therapists</li><li>• HINT Team (High Incidence Needs Team including the ASD team, the Emotional Behavioural support team, Specialist Maths and Specialist Literacy team and the Specialist Speech, Language and Communication Team)</li><li>• LINT Team (Low Incidence Needs Team which includes the Sensory Support Team)</li><li>• Social Services</li><li>• Early Help Team</li><li>• NECOP</li></ul> <p>If a primary year’s child experiences difficulty with developing their social skills, controlling their feelings, forming friendships or has low self-esteem, they may have support within Bede Academy utilising the expertise from the ELSA (Emotional Literacy Support Assistant), a Mental Health First Aider or the Emotional and Mental Wellbeing Support Worker..</p> <p>Within secondary years, there is a trained ELSA who completes similar sessions which may involve activities to help develop these through real life experiences such as Lego club or social skills and friendship groups. The Emotional and Mental Wellbeing Support Worker also supports individual students.</p> <p>The Secondary SENDCO work closely with the Pastoral Team. The Pastoral/Welfare Team has a number of teachers with a variety of specialisms, who all work very closely together to meet the needs of the students.</p>
<b>What training have the staff supporting children and young people with SEND had or are having?</b>	<p>Teaching and support staff have attended a range of courses and training opportunities over the course of the year. Within Bede Academy, staff regularly receive training in order to further develop their knowledge and understanding of a range of needs. Recent training has included the following: Attachment, De-escalation, Diabetes, Makaton, and quality first teaching for students with a Hearing impairment, Developmental Language Disorder (DLD); and Quality First Teaching including the 4 for all approach.</p>



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

	<p>Training needs of staff are regularly assessed and adjusted to meet the needs of the students attending the Academy. As specific needs arise the Assistant Vice Principal (Primary SENDCO), or the SENDCO (Secondary Years). approaches specialists from a range of agencies (i.e. Occupational Therapy, n, Portage, Educational Psychology) to seek advice about raising awareness of the specific type of SEND.</p> <p>Staff are trained by the School Health Team with regard to asthma, epilepsy, diabetes, and use of a defibrillator.</p>
<p><b>What happens if my child needs specialist equipment or other facilities?</b></p>	<p>Bede Academy accesses a range of services including Visual and Hearing-Impaired Team and Disability Team. These services and others are contacted when necessary and appropriate, according to your child's needs. Specialist equipment, books or other resources that may help your child are purchased as required</p> <p>If you believe your child needs specialist equipment or other facilities please contact the Assistant Vice Principal (Primary SENDCO), or the SENDCO (Secondary Years) or discuss the issue at the next review/parents evening.</p>
<p><b>How will Bede Academy support and consult with parents?</b></p>	<p>Students in Primary Years receive Knowledge Organisers detailing what will be taught in a particular half term. There are three parents' evenings, one each term. If your child has SEND you will be given a longer appointment in order to discuss progress towards targets, possible new targets and further strategies to be employed at home to support your child's learning. If you would like further information about how to support your child then contact your child's class teacher at the Primary years in the first instance or the Assistant Vice Principal (Primary SENDCO) for further information.</p> <p>In the Secondary Years, parents are actively encouraged to contact the Secondary SENDCO if there is an issue. Parents are also able to raise any concern relating to a specific need through the form tutor or a member of the Pastoral team who in turn will liaise closely with the SENDCO. Parents access the details of coursework and areas studied in each year group and any subject information via Microsoft Teams along with all other important notifications. If you would like further advice or information then contact the Secondary SENDCO.</p> <p>Parents are invited to attend key meetings across the year which include:</p> <ul style="list-style-type: none"><li>• Parents' evening</li><li>• Student Passport review meetings</li><li>• Annual Review meetings for students with an EHC Plan</li></ul> <p>Should your child require further support with accessing the curriculum or have difficulty making progress, you will be invited to attend a planning meeting in order to discuss future provision and whether movement to the next level of support is appropriate or whether Statutory Assessment should take place.</p>



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

<b>How will my child be consulted and involved with planning support to meet their needs?</b>	<p>All students are encouraged to have an active voice at Bede Academy. There are several forums in which to do this:</p> <ul style="list-style-type: none"><li>• On a personal one to one basis</li><li>• During tutor time (Secondary Years)</li><li>• With a member of the Pastoral team</li><li>• At the Student Council/School Action Group</li><li>• As part of the SEN support or Student Passport planning meetings</li><li>• At annual review meetings</li><li>• At the start and end of each intervention group period</li><li>• Through regular consultation and evaluation across the year including student questionnaires and interviews.</li></ul>
<b>Can specialist services be accessed by Bede Academy?</b>	<p>The department has numerous links with Outside Agencies and will make the necessary referrals where the need arises or work alongside other professionals. These professionals include:</p> <ul style="list-style-type: none"><li>• Use of the local authority HINT (High Incidence Needs Team) that has a number of different professionals within the organisation including: Speech and Language Specialist team, Literacy Specialist team, Numeracy Specialist team, Emotional and Behavioural specialist team and Autistic Spectrum Specialist team Local Authority Educational Psychologist</li><li>• Barnardos' Bereavement Counselling Service</li><li>• NHS Speech and Language therapists</li><li>• Visually Impaired Service</li><li>• Hearing Impaired Service</li><li>• Primary Mental Health including Educational Mental Health Practitioners</li><li>• CYPS – Children and Young People's Service</li><li>• EOTAS (Education Other than at School – if a child has significant difficulties and is not able to attend school)</li><li>• Physiotherapy</li><li>• Occupational Therapists</li><li>• Portage</li><li>• Employability and Skills</li><li>• Youth Offending Team</li><li>• School Nurse</li></ul>



## Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)

	<ul style="list-style-type: none"><li>• Early Help Team</li></ul> For further information access Northumberland's Local Offer at: <a href="https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx">https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</a>
<b>Who can offer me independent help and support?</b>	<p>Parents with children who are SEND can access the Northumberland SEND Information, Advice and Support Service</p> <p>Northumberland Information, Advice and Support Service is a free, confidential and impartial service for children and young people (up to 25 years) with special educational needs or disabilities (SEND), and their parents and carers. The information, advice and support provided by the service covers the full range of education, health and social care as defined in the SEND Code of Practice 2015. The service is run at 'arm's length' from the Local Authority. The support the service can offer includes:</p> <ul style="list-style-type: none"><li>• Providing a listening ear and practical advice and support with understanding the SEND 'system'</li><li>• Information on a range of SEND topics.</li><li>• Support with preparing for meetings.</li><li>• Help with exploring the options for a child/young person's SEND provision.</li><li>• Signposting to other services and groups, including parent groups, youth forums and national helplines.</li><li>• Support for individual children, young people and their parents that empowers them to express their views and wishes and helps them to understand and exercise their rights in matters including SEN processes, exclusion, complaints and SEND appeals.</li><li>• Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.</li></ul> <p>The website for the service provides further details and can be accessed at <a href="http://northumberlandiass.org.uk">northumberlandiass.org.uk</a>. The service operates on a self-referral service basis and can be contacted by phone on <b>01670 623555 / 01670 620350</b> or by email at <a href="mailto:iass@northumberland.gov.uk">iass@northumberland.gov.uk</a>.</p>
<b>How will Bede Academy prepare and support my child for transition to the next phase in their life?</b>	<p>There are a number of ways in which to ensure a smooth transition. These include:</p> <ul style="list-style-type: none"><li>• Meetings with the Assistant Vice Principal Primary SENDCO or Early Years Lead prior to entry to Nursery or Reception</li><li>• Additional visits or phased entry for Nursery, Reception or Year 7 children</li></ul>



## Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)

	<ul style="list-style-type: none"> <li>Meetings between the previous and receiving schools/placement</li> <li>The Secondary SENDCO attends annual reviews of Year 6 students</li> <li>The Secondary SENDCO invites the receiving college/training provider personnel to the last annual review for Year 11 students</li> <li>Every Year 6 student has the opportunity to take part in a transition programme which will include meeting their new tutor and peer group</li> <li>Additional visits are arranged for those students who need this provision and extra time and support is given by the Assistant Vice Principal Primary SENDCO or Secondary SENDCO). They are always willing to meet with new parents prior to their child starting at Bede Academy.</li> <li>A member of the Pastoral Team arranges the transition programme in liaison with Secondary SENDCO</li> <li>Students are very well prepared for post 16 placements. A careers advisor appointed by the Academy works alongside the Secondary SENDCO in preparing SEND students with EHC Plans for making important and well-informed decisions. The careers advisor meets these students within the Academy and will share this with parents or meet them at the request of the parents or IL Team.</li> </ul>
What are the admission arrangements for students with SEND?	<p>No student will be refused admission to the Academy on the basis of his or her special educational need. In line with the Equality Act 2010 the Academy will not discriminate against disabled students in respect of admissions for a reason related to their disability. The Academy will use best endeavours to provide effective educational provision. All students with Education Health Care (EHC) Plans will be accepted into Bede Academy where it is established that the Academy is the most appropriate school to meet the child's needs. For further details about the admission procedure go to: <a href="http://www.bedeacademy.org.uk/information/admissions/">http://www.bedeacademy.org.uk/information/admissions/</a></p>
Where will I find out more about the Local Authority Local Offer?	<p>The Local Authority Local Offer can be found on the Northumberland County Council website. <a href="https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx">https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx</a></p>
Who can I contact for further information?	<p>If your child has special educational needs and/or a disability and you would like to know more about what Bede Academy offer please contact us on 01670 545111 <b>Assistant Vice Principal SENDCO and Safeguarding Lead (Primary SENDCO):</b> Mrs H Cooper <b>SENDCO (Secondary Years):</b> Ms O Lucas If you think your child may have a special educational need or disability speak to your child's teachers in the first instance or contact SENDCOs as detailed above. You can also contact by sending an email to <a href="mailto:iladmin@esf-schools.org.uk">iladmin@esf-schools.org.uk</a> or <a href="mailto:sendco@bedeacademy.org.uk">sendco@bedeacademy.org.uk</a> for Secondary.</p>
What do I do if I am unhappy about the	<p>If you are unhappy with how your child's needs are being met please contact the above in the first instance. If you feel you still have concerns following this, please contact:</p>



## **Bede Academy SEND Information Report (Special Educational Needs and Disabled Students)**

<b>provision my child is receiving or wish to make a complaint?</b>	Ms Nicky White Principal Bede Academy Primary Mr A Thelwell Principal Bede Academy Secondary  Governor with responsibility for SEND: Mrs Pat Cox
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The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report and Regulation 51. This can be found at:

<http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made>

<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>

This is also available in Chapter 6 of the 'Special Educational Needs Code of Practice: 0-25 years' 2015