Bede Academy SEND Information Report

(Special Educational Needs and Disabled Students)

Name of School	**Bede Academy**		
Type of School	Mainstream All Through 3-18	Primary	Two storey Primary School from Nursery to Year 6 provision Three form entry
		Secondary	Three Storey Secondary School from Year 7 to Sixth Form Eight form entry
Accessibility	Wheelchair accessibility	Lift access to all floors	
	Auditory/ Visual enhancements	Room signs in braille on all doors Contrasting paint on floor walls and doors Textured paving Dropped curbs outdoors	
	Other adaptations	EVAC chairs for fire evacuation Disabled toilets on each floor Shower and changing facilities	

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What is in this guide?

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1. Overview

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

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1. Overview

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 3-18 Academy within Blyth, Northumberland based on two sites. Primary aged students from 3-11 are based at Bede South and secondary aged students from 11-18 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

Bede South (Primary Site)- Assistant Vice Principal SENDCO and Safeguarding Lead: Mrs H Cooper
Bede North (Secondary Site)- Assistant Vice Principal for SEND: Ms O Lucas
SENDCO Team: Mrs L Tellum, Mrs B Mark [maternity leave], Mrs L Davison

Last Review: September 2025
Next Review: September 2026

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1. Overview

OUR VISION

Each person in our schools is valued, challenged and inspired, being 'made in God's image' and therefore **infinitely precious**, **morally responsible** and **gifted for a purpose**.

Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum, and service to our communities.

OUR CORE VIRTUES

OUR MISSION

PROVIDING CHRISTIAN-ETHOS SCHOOLS OF CHARACTER FOR THE WHOLE COMMUNITY

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad, ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit our community and environment.

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1. Overview

What are the aims of this document?

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.

To this end, the Academy aims to:

- Promote the Academy values;
- Ensure access to a broad, balanced, relevant curriculum, whatever the ability, gender, ethnic origin, faith, social background, special educational need or disability of students;
- 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;
- Make sure that additional support and resources are well targeted and meet the needs of individual students;
- Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring;
- 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;
- Promote high expectations of all students in all areas of Academy life;
- Promote positive partnerships with parents, involving them in their child's learning and achievements;
- Ensure appropriate use of the expertise of external agencies;
- Ensure policy and procedures of Special Educational Needs are known, understood and followed by all members of staff accordingly

Bede Academy SEND Information Report

(Special Educational Needs and Disabled Students)

1. Overview

What kind of SEND do students at Bede Academy have?

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).

Additional and/or different provision is currently being made in Bede Academy for students with a range of needs, including:

- Cognition and Learning – For example: Moderate learning difficulties; Specific learning difficulties - Dyslexia, Dyspraxia.
- Sensory, Medical and Physical – For example: Hearing impairment, Visual Impairment, Physical Disability, Epilepsy, Diabetes.
- Communication and Interaction – For example: Autism, Speech and Language difficulties.
- Social, Emotional and Mental Health (SEMH)– For example: Attention Deficit Hyperactivity Disorder, Anxiety

- Please note, this list of examples is not exhaustive.

Bede Academy SEND Information Report

(Special Educational Needs and Disabled Students)

2. Identification

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 or carer;
- the class/subject teacher;
- another adult at school;
- a health visitor;
- another medical professional.

All students have regular assessments which take place formally once a term within primary. At the secondary phase, there are formal exams once a year except in year 11, where there are two sets of internal assessments. 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/s 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 may also be 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 (such as reading age assessment) and end of Key Stage achievement (such as SATs) to track individual students' progress over time
- The academy has access to a range of tests to assess possible difficulties including (but not limited to): Screeners for Dyslexia and Dyscalculia, SNAP B, DASH, WIATT-III, and Diagnostic Reading and Numeracy Assessments.
- 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.

Bede Academy SEND Information Report

(Special Educational Needs and Disabled Students)

2. Identification

How does Bede Academy identify and assess students who may need access arrangements?

If you feel that your child may not be able to access exams because of their SEND, they may be entitled to access arrangements. These are adjustments which enable all children to access examinations, without affecting the integrity of the exam.

At the Primary Phase, 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 specific extreme circumstances they will not sit the test. This could be a reader, extra 25% of time, rest breaks or prompting. Arrangements can also be applied for the Phonics screener and Multiplication test.

At the Secondary Phase, we will take into account any considerations provided for SATs assessments, alongside any evidence we gather during the student's time at Bede Academy. Some students in Key Stage 3 will have access arrangements for annual examinations. In addition to the arrangements available at Key Stage 2, we can also offer enlarged or coloured papers, word processors, reader pens, scribes, alternative accommodation or seating, and fidget toys. Students who require Access Arrangements will need to demonstrate that these are their normal way of working in order to use these for external examinations, as this a requirement of applications for the Joint Council for Qualifications at Key Stage 4.

If you believe your child may be entitled to Access Arrangements, it is important to contact the SEND team in a timely manner so that a full assessment can be carried out in line with JCQ guidelines. Requests for assessment close to examination periods are unlikely to be accepted as it is not normal way of working.

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

3. Our Provision

How accessible is the Academy environment?

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. There are accessible toilets available on all floors.

Specialist equipment, if appropriate, is provided by the Health Authority supporting the individual and is regularly monitored.
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).

What happens if my child needs specialist equipment or other facilities?
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.

If you believe your child needs specialist equipment or other facilities, please contact the Assistant Vice Principal (Primary SENDCO), or the SENDCO team (Secondary Years) or discuss the issue at the next review/parents evening.

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

3. Our Provision

How do teachers help students with SEND?
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 through pupil profiles and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies and/or more practical/adaptation of resources and activities. This means your child can access the lessons fully.

What training have the staff supporting children and young people with SEND had or are having?
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. We commission training from external professionals e.g. HINT or the Northumberland EAL team, as well as delivering internal training.

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 team (Secondary Years) will arrange appropriate training.

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

3. Our Provision

How will the curriculum be matched to meet my child's needs?

The curriculum design is challenging and ambitious and is developed to support the learning of all students. We aim for all students, including those with SEND, to access a broad and balanced curriculum. The vast majority of SEND students receive the same ambitious curriculum which is scaffolded, as appropriate, to meet the needs of all.

If your child needs bespoke support, we have a range of interventions available to help them access the curriculum. This could be interventions for reading and numeracy such as, Read Write Inc Phonics /Fresh Start, Fluency intervention, Inference intervention and numeracy interventions, access arrangements and/ or individualised equipment such as laptops, tablets or reading pens as required.

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).

Bede Academy SEND Information Report

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3. Our Provision

How are Learning Support Assistants deployed?

At the Primary level, LSAs are assigned to classes with EHC plans in the first instance. They work closely with the classroom teacher to identify students who need additional support to engage with the curriculum. They may work with students to ensure that they can access the curriculum; this may involve breaking tasks down, prompting and helping students engage with the work. They also work closely with the classroom teacher to identify students in need of intervention and provide bespoke support. They may also withdraw students for small group intervention.

At the secondary level, LSAs are assigned to work across the curriculum to support students in accessing lessons. They may also withdraw students for small group intervention, or run social clubs. They are deployed to classrooms where there are students EHC plans, but will be directed by the classroom teacher to work with a range of students. This will ensure that the student with the EHC plan still benefits from teacher input, rather than work solely with the LSAs. The teacher and LSA will work in tandem to deliver high quality teaching and ensure that all students can access this. LSAs are encouraged to engage with a model of support which develops student independence:

STUDENT INDEPENDENCE

The evidence couldn't be clearer: pupils with SEND who experience high amounts of teaching asistant (TA) support are at risk of developing learned helplessness. None of this is a reflection on TAs, but a recognition of how a core part of SEND provision has evolved, largely unchallenged. The good news is that one of the most promising ways to get TAs to foster pupil independence — and dial down dependence — happens to be one of the least expensive to implement.

SELF SCAFFOLDING — The TA's default position is to observe pupil performance, allowing time and space for them to process, think and try the task independently. TAs need to get comfortable with pupils struggling a bit and recognise this as an essential component of learning.

PROMPTING — This is where TAs might intervene with a nudge: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Often pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue. **CLUEING**

Prompts and clues are less effective when pupils encounter a task that requires a new skill or strategy. This calls for layer four: modelling. TAs, as confident and competent experts, can model while pupils actively watch and listen, then try the same step for themselves afterwards. **MODELLING**

Correcting is where TAs provide answers and requires no independent thinking. Avoid. **CORRECTING**

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3. Our Provision

What does bespoke support look like at Bede Academy South?

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 Support Worker, specialist HLTAs, the My School Health nurse and the Assistant Vice Principal SENDCO (Primary 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 maths and reading 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/ Fresh Start
- Maths interventions – Pixl therapy groups
- Fluency reading groups
- Speech therapy sessions

Other children may receive support with their emotional needs through individual or group work with the Pastoral Support Worker or My School Health Nurse. These may include resources such as Talkabout, Zones of Regulation, Friendship and socials skills groups

We also have an ARC provision to support children who can struggle to transition into school on a morning.

Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan.

Bede Academy SEND Information Report

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What does bespoke support look like at Bede Academy North?

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; tutors and the House Teams; Emotional Literacy Support Assistants (ELSA); Mental Health First Aiders; Safeguarding and Welfare Team, and the SENDCO team.

Within Secondary Years interventions take place in the school day, with some additional support being available before and after the Academy day. We have a wide range of interventions to develop literacy, language numeracy, social, physical and emotional needs. In most cases, students will work in small groups with a Learning Support Assistant in the IL base. Some of our programmes include:

- Lexia
- Lexonic Phonics
- Peer Mentor Reading
- Numeracy
- Homework club
- Social Skills and friendship groups
- Talkabout
- ELSA (Emotional Literacy Support Assistants)
- ELSA check-ins
- Theraputty
- Handwriting and touch typing

Bede North also has a range of counselling options available, both internally and collaborations with external services. Resources are allocated based on evidence of need and effectiveness. Students with an EHC Plan have resources allocated as outlined in their plan.

3. Our Provision

In Secondary Years the IL team (Assistant Vice Principal – SEND) also works in close collaboration with the Assistant Vice Principal Attendance and Alternative Provision to ensure that there is a robust pastoral offer of tiers of intervention to address a range of needs, including (but not limited to) SEND and SEMH needs. This includes:

Targeted: Access to chaplaincy provision and Newcastle United Foundation, delivered in small groups and 1:1.

Bridge: A staged reintegration programme for students struggling with Emotional Based School Non-Attendance based in a separate building to the mainstream academy.

Base: Long term Key Stage Three Alternative Curriculum delivered in a designated base with high adult:student ratios. A student will be on the SEN register if accessing the Alternative Curriculum provision.

Boost: Key Stage Four Alternative Curriculum delivered in a high adult:student ratios. Focussed on additional English, additional Maths and AQA Awards focused on preparing for adulthood. Students will be on the SEN register (K or E) if accessing Boost provision.

Inclusion in any of the above interventions is decided through the multi-disciplinary VSM panel.

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3. Our Provision

What social, before and after the Academy day, and other activities are available for students with SEND?
A large range of hobby and interest clubs are available at Bede Academy, including a wide range of sport and music opportunities. They are open to all students, including students with SEND. Within the Secondary phase, we also offer support at social times, such as Break and Lunch clubs, so that students can develop social skills and play games in a supportive environment.
There is also a wide range of academic support available outside the Academy day. Homework Club is offered in both the primary and secondary schools, at least three days a week. On the Secondary site, there is also a wide range of intervention, coursework and revision sessions available to support with academic attainment.

How can my child and I find out about these activities?
The Extra-Curricular timetable is available on the Bede Academy website. You may also wish to speak to your child's tutor or office staff within the primary for more information.

How will my child be included in activities outside the classroom, including Academy visits?
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. 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

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3. Our Provision

What support will there be for my child's overall well-being?
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:

- GP
- School Health Team
- Primary Mental Health Workers
- CYPS (Children and Young People's Service)
- Sensory support for visually and hearing impaired
- Speech Therapists
- Physiotherapists
- Occupational Therapists
- 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)
- LINT Team (Low Incidence Needs Team which includes the Sensory Support Team)
- Social Services
- Early Help Team

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 Pastoral Support worker or the school nurse who is employed by school.

Within secondary years, there are several trained ELSAs who complete similar sessions which may involve activities to help develop these through real life experiences such as Lego club or social skills and friendship groups. We also have a school counsellor to support students who may need more intensive mental health support. The SENDCO team also coordinate closely with tutors, the Pastoral and Safeguarding teams to ensure that support is coordinated effectively around the Academy. Across these teams, there are a variety of specialisms, to ensure that the right support can be identified.

Across both sites, there is a rigorous Personal Development (PD) curriculum which seeks to equip students with the skills to value their wellbeing, passions and skills covering topics such as healthy relationships, healthy bodies and ways to support our mental wellbeing.

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3. Our Provision

What specialist support is available?

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:

- 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
- Barnardos' Bereavement Counselling Service
- NHS Speech and Language therapists
- Visually Impaired Service
- Hearing Impaired Service
- Primary Mental Health including Educational Mental Health Practitioners
- CYPS – Children and Young People's Service
- Educational Welfare Support Officers
- Physiotherapy
- Occupational Therapists
- Portage
- Employability and Skills
- Youth Offending Team
- School Nurse 0-19 Team

For further information access Northumberland's Local Offer at: SEND Local Offer in Northumberland | Northumberland County Council

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3. Our Provision

What independent support is available?

Parents with children who are SEND can access the Northumberland SEND Information, Advice and Support Service.

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:

- Providing a listening ear and practical advice and support with understanding the SEND 'system'
- Information on a range of SEND topics.
- Support with preparing for meetings.
- Help with exploring the options for a child/young person's SEND provision.
- Signposting to other services and groups, including parent groups, youth forums and national helplines.
- 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.
- Training for parents, children and young people, and professionals to increase their knowledge of SEND law, guidance, local policy, issues and participation.

The website for the service provides further details and can be accessed at https://northumberlandiass.org.uk/
The service operates on a self-referral service basis and can be contacted by phone on 01670 623555 / 01670 620350 or by email at iass@northumberland.gov.uk.

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3. Our Provision

How will Bede Academy prepare and support my child for transition to the next phase in their life?

There are a number of ways in which to ensure a smooth transition at all stages of life.

From Early Years to Primary:

• Meetings with the Assistant Vice Principal Primary SENDCO or Early Years Assistant Vice Principal prior to entry to Nursery or Reception

• Additional visits or phased entry for Nursery, Reception or Year 7 children Meetings between the previous and receiving schools/placement

From Primary to Secondary:

- A member of the Secondary SENDCO team attends annual reviews of Year 6 students with EHC plans.
- Every Year 6 student has the opportunity to take part in a transition programme which will include meeting their new tutor and peer group
- 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 team.
- The Secondary SENDCO team are always willing to meet with new parents prior to their child starting at Bede Academy.
- A member of the Pastoral and Safeguarding Teams arranges the transition programme in liaison with Secondary SENDCO team.
- Secondary transition panels with HINT and Early Help to discuss students who may have additional difficulties

From Secondary to Post-16:

- The Secondary SENDCO team invites the receiving college/training provider personnel to the last annual review for Year 11 students.
- Students are very well prepared for post 16 placements. A careers advisor appointed by the Academy works alongside the Secondary SENDCO team 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.
- Additional careers opportunities are available to students with SEND, such as work experience support, CV writing workshops and employer visits.

What are the admissions arrangements for students with SEND?

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. Consultations for students with EHC Plans should come via the Northumberland SEND team. For further details about the admission procedure go to:
http://www.bedeacademy.org.uk/information/admissions/

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4. Monitoring

How will I know my child is making progress?

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.

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 Support Plan. 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.

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4. Monitoring

How does Bede Academy support and consult with parents in Primary Years?
Students 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.

How does Bede Academy support and consult with parents in Secondary Years?
Parents are actively encouraged to contact the Secondary SENDCO team if there is an issue. 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. Parents will receive termly reports of their child's academic progress, with an annual report including detailed feedback from their child's tutor. Parents are also invited to attend meetings across the year which include:

- Parents' evening
- Student Passport review meetings
- Annual Review meetings for students with an EHC Plan

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. Alternatively, parents are encouraged to contact the Secondary SENDCO team directly if they are concerned. 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.

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4. Monitoring

How does Bede Academy evaluate its provision?

Bede Academy monitors and evaluates the effectiveness of provision for SEND students in the following ways:

- Classroom observation by the Assistant Vice Principal (SENDCO) and the SENDCO team (Secondary Years)
- Learning walks by Senior Leadership Team (SLT)
- Ongoing assessment of progress made by intervention groups
- Observation of interventions
- Work sampling
- Student progress tracking using assessment data (whole-academy processes)
- Informal feedback from all staff
- Student interviews when setting new targets or reviewing existing targets
- Monitoring Student passports or SEN support plan targets, evaluating the impact on students' progress
- Attendance records and liaison with the Attendance Officer
- Regular meetings about students' progress between the Assistant Vice Principal Primary SENDCO, Secondary SENDCO team, SLT, Senior Link for the department and the Pastoral Team
- Termly feedback from students and parents during review meetings
- Northumberland Peer Reviews and ESF reviews

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5. Further Help

Where will I find out more about the Local Authority Local Offer?

The Local Authority Local Offer can be found on the Northumberland County Council website.
https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx

Who can I contact for further information?

If your child has special educational needs and/or a disability and you would like to know more about what Bede Academy has to offer, please contact us on 01670 545111.

- Assistant Vice Principal SENDCO and Safeguarding Lead (Primary SENDCO): Mrs H Cooper
- Assistant Vice Principal for SEND (Secondary Years): Ms O Lucas
- Wider SEND Leadership Team (Secondary Years): Mrs L Tellum, Mrs B Mark, Mrs L Davison

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 iladmin@esf-schools.org.uk (Primary) or sendco@bedeacademy.org.uk (Secondary).

What do I do if I am unhappy about the provision my child is receiving or wish to make a complaint?

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:

- Head of School (Primary): Mr R Burns
- Acting Principal Bede Academy: Mr S Elsworth
- Governor with responsibility for SEND: Mrs L Cooke