

# **Bede Academy**



## **Special Educational Needs and Disability (SEND) Policy**

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# Special Educational Needs and Disability (SEND) Policy

## 1. Aims and Principles

### 1.1 Bede Academy profile

Bede Academy is a 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.

### 1.2 Bede Academy Values

- Bede Academy values all students.
- All students are equal 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.
- 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.'
- The Academy works positively and proactively with parents and others involved.
- All teachers of students with SEND are responsible for their progress and development.

### 1.3 Aims

The overarching aim of this policy 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 well 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 and 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 scaffolded 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 SEND are known, understood and followed by all members of staff accordingly.

## 1.4 Objectives:

- To identify and provide for students who have SEND at the earliest opportunity, meet their needs, and review their progress regularly.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To promote children's self-esteem and emotional health and well-being, and help them to form and maintain meaningful relationships based on respect for themselves and others.
- To sustain a "whole child, whole academy" approach to the co-ordination and provision of support for SEND.
- To provide support and advice for all staff working with students with SEND to ensure that every teacher is a competent teacher of every student, including those with SEND through well-targeted and continuing professional development.
- To develop and support the role of the Deputy SENDCO to work within the SEND Policy and in turn provide support and advice for all staff working with children with SEND.
  
- To map provision across Bede Academy to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for all.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable and disadvantaged learners.

## 2. Identifying Special Educational Needs

A student has a Special Educational Need or Disability (SEND) if he or she:

- Has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- Has a significantly greater difficulty in learning than the majority of others of the same age; or,
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students are identified as having special educational needs (SEN) if they are not making progress within a curriculum that:

- Sets suitable learning challenges;
- Responds to students' diverse learning needs;
- Aims to help students overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- **Communication and interaction**  
Students with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. This also includes specific learning difficulties (SpLD) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health**

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some students with a physical disability (PD) require additional ongoing support and equipment to access all opportunities available to their peers.

## **2.1 Difficulties which may not be related to SEND**

Some students in the Academy may be underachieving, which may be caused by a poor early experience of learning, but they will not necessarily have a SEND. It is the Academy's responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these students 'catch up'.

Difficulties related solely to English as an additional language are not SEND. Bede Academy assesses all aspects of a student's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from special educational needs or a disability.

The following concerns may impact on a student's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium grant
- Being a Looked After Child
- Being a child of serviceman/woman

## **2.2 Disability**

The definition of disability under the Equality Act 2010 is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more students than may be expected: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Students with such conditions do not necessarily have special educational needs, but there is a significant overlap between disabled students and those with special educational needs. Where a disabled student or young person requires special educational provision they will also be covered by the Special Educational Needs definition.

Where a student does not have a SEND, their difficulties may be addressed by the team in the Pastoral office.

### **3. A graduated approach to SEND support**

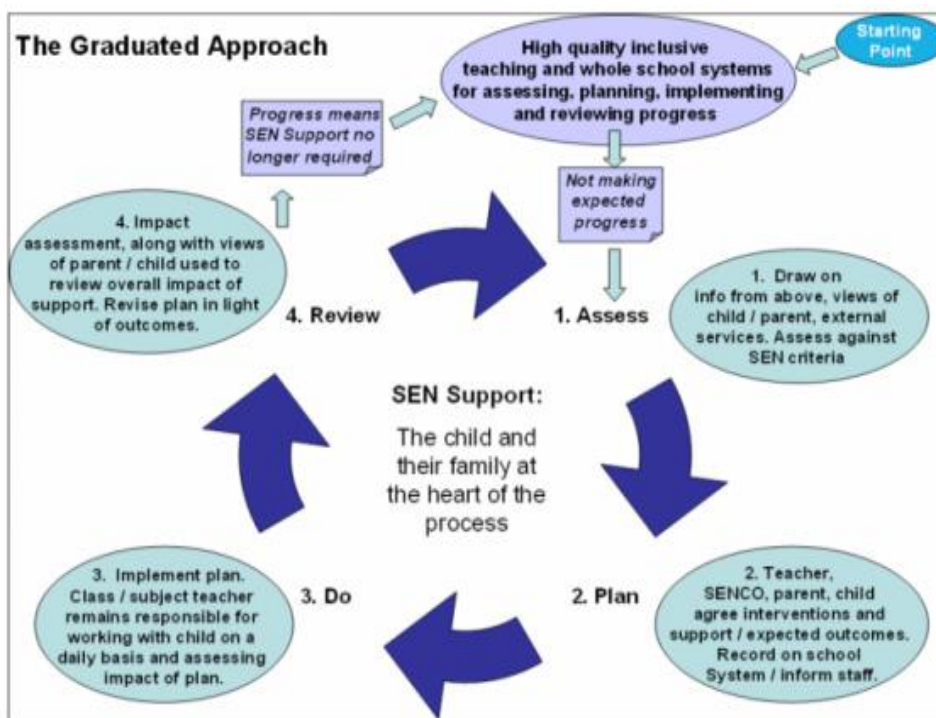
#### **3.1 Whole Academy general identification and assessment**

All students’ needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review);
- Listening to and following up parental concerns;
- Listening to and taking into account the student’s views, wishes and feelings;
- The analysis of data including baseline assessments and end of Key Stage achievement to track individual students’ progress over time;
- Within Bede North, baseline data such as , SATs and reading age will be used to identify students’ needs;
- Reviewing and improving teachers’ understanding of a wide range of needs and effective strategies to meet those needs;
- Liaison within the Academy and other settings on phase and in-year transfer;
- Exchanging information from other services across education, health, care and the voluntary sector;
- Involving an external agency, where it is considered that a Special Educational Need or Disability may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review;
- Students’ progress is assessed and discussed within parents’ evening meetings;
- Data on progress is stored and analysed. Students’ needs are discussed and decisions are taken as to which intervention is required.

#### **3.2 Stage 1: Inclusive quality first teaching, including, where appropriate, the use of small group interventions.**

- All students will have access to quality first teaching from their class teacher/subject specialist teacher. They are responsible and accountable for the progress and development of students in their class
- All students will have access to range of quality first teaching approaches directly related to the Academy curriculum which are part of good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the Academy as needing to make accelerated progress but will not necessarily be students with special educational needs.



### 3.3 Stage 2: Identification - Additional SEND support

- Students will be identified as requiring additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the inclusive quality first teaching offered for all students in the Academy, i.e. they have a special educational need as defined by the SEND Code of Practice 2015:
  - Students will not have made adequate progress even though they have had all the intervention/adjustments and good quality teaching
  - The teacher and Assistant Vice Principal/Deputy SENDCO will consider all of the information gathered from within the Academy about the student’s progress, alongside national data and expectations of progress
  - Concerns are still raised by parents
- Once a potential SEND has been identified, the graduated approach to meeting the student’s needs is employed (as shown in the diagram above) including:
  - Establishing a clear assessment of the student’s needs;
  - Planning with the student’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review;
  - Implementing the interventions, with support of the Deputy SENDCO or Assistant Vice Principal;
  - Reviewing the effectiveness of the interventions and making any necessary revisions.
- Student Passports are used to plan, do, review and assess within Primary years. They are written by the class teacher and reviewed by the Assistant Vice Principal SENDCO. Student Passports are used to plan, do, review and assess within Secondary years. Individual targets are set by the Individualised Learning department and are reviewed by subject teachers and monitored by the Assistant Vice Principal/Deputy SENDCO. The plans are:

- A planning, teaching and reviewing tool which enables staff to focus on particular areas of development for students with SEND. They are seen as working document which can be constantly refined and amended;
- Used to record what is additional to or different from the plan which is in place as part of provision for all students;
- Accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”;
- Based on informed assessment and will include the input of outside agencies if appropriate;
- Monitored and evaluated regularly by the class teachers and subject teachers. This is termly within Primary and at least twice a year within Secondary;
- Targets for a Student Passport will be arrived at through:
  - Discussion between class/subject teacher and Deputy SENDCO/Assistant Vice Principal;
  - Discussion, wherever possible, with parents/carers and student;
  - Discussion with another professional.
- Where concerns continue, students will be referred to appropriate agency by the Deputy SENDCO or Assistant Vice Principal in order to access an appropriate external agency. All applications are completed with parents and once written permission has been obtained.
- Once advice has been provided by external agency the student may be moved to an SEND support plan if they need closer monitoring of progress
- Bede Academy SEND Information Report provides details of interventions and external agencies that are frequently accessed.
- On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

### **3.4 Exit Criteria for additional SEND support**

When a student has made sufficient progress in their area of need that they no longer require any provision that is **different from or additional** to that which is normally available as part of high quality teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents the student will be removed from the Academy’s SEND register.

### **3.5 Stage 3: Short Term Additional Resource (STAR)**

When a student is not making expected progress even after a request for additional support from an external agency, if appropriate the academy will apply for Short Term Additional Resource from the local authority. This is a short term (up to 2 terms only) resource to support the implementation of a graduated approach to meeting need where a specific additional intervention is likely to have an impact. The aim is to meet need sufficiently to return it to a level manageable at SEND support.

If there is still an identified need following this period of time, a request for a Consideration of Statutory Assessment (COSA) application will be made to the local authority in order for them to make a decision on whether an Education Health and Care Plan is necessary.

### **3.6 Stage 4: Education Health and Care Plan**

Where a student has a complex or long-term need a request for a Consideration of Statutory Assessment (COSA) application will be made to the local authority in order for them to make a decision on whether an Education Health and Care Plan is necessary.



Students with an Education Health and Care Plan will have access to all arrangements for students on the SEND list (above) and, in addition to this, will have an Annual Review of their EHC plan.

- All students with an Education Health and Care plan will have a Student EHC Passport in order to monitor progress towards targets
- The Academy will comply with all local arrangements and procedures when applying for:
  - High Needs Block Funding
  - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using the devolved budget at an earlier stage.
- The Academy's review procedures fully comply with those recommended the SEND Code of Practice and with the local authority's policy and guidance - particularly with regard to the timescales set out within the process.

### **3.7 Curriculum access and provision**

Where students are underachieving and/or identified as having SEND, the Academy meets these additional needs in a variety of ways. The teacher and Deputy SENDCO or Assistant Vice Principal may use a combination of approaches to address targets identified for individual students such as:

- Teachers scaffolding learning activities as part of quality first teaching;
- Pre-teaching in preparation for new learning experiences and vocabulary development;
- Intervention programmes – Literacy and Numeracy;
- Additional Learning Support Assistant group and, where appropriate, individual support within the class;
- Further scaffolding of curriculum resources;
- Booster intervention groups – Literacy and Numeracy;
- Friendship and social skills support groups;
- Fine motor and handwriting support groups;
- Homework club and study support.

### **3.8 Monitoring and evaluation of provision**

The monitoring and evaluation of the effectiveness of the Academy's provision for SEND students are carried out in the following ways:

- Classroom observation by the Assistant Vice Principal SENDCO and the Deputy SENDCO at Bede North.
- Learning walk by Assistant Vice Principal SENDCO and the Deputy SENDCO at Bede North.
- Close liaison with Senior Leadership Team to identify and close any gaps in learning
- Ongoing assessment of progress made by intervention groups.
- Work sampling.
- Student progress tracking using assessment data (Whole-Academy processes).
- Ongoing assessment of progress against targets and expected outcome.
- Informal feedback from all staff.
- Student interviews when setting new targets) SEND support Plans or Student Passports
- Monitoring progress towards targets set in plans detailed above, evaluating the impact on students' progress.
- Attendance records and liaison with the Attendance Officer.
- Regular meetings about students' progress between the Assistant Vice Principal SENDCO, Deputy SENDCO and the Principals.
- SEND information report.

## **4. Management of SEND within Bede Academy**

### **4.1 General**

The Principal of Primary, Principal of Secondary and the Governing Body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Assistant Vice Principal SENDCO and the Deputy SENDCO. They are responsible for reporting regularly to the Principals and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

The SEND team is represented in the Senior Management Team by the Assistant Vice Principal SENDCO.

### **4.2 Responsibilities of the Deputy SENDCO and Assistant Vice Principal SENDCO include::**

- Liaising with and advising colleagues.
- Co-ordinating provision, managing support staff and specialist support staff.
- Maintaining the SEND register and recording system.
- Liaising with parents, together with the form tutor, class teacher and subject teacher as appropriate.
- Monitoring and evaluating the quality of teaching, learning and standards of students' achievements and practice (including carrying out classroom observations, sampling of work, talking to students and parents about action taken and the outcomes), setting targets for improvement.
- Strategically supporting the quality of teaching, evaluating the quality of support and contributing to Academy improvement.
- Reviewing the progress of students within SEND support and, drawing together a whole Academy picture of the effectiveness of Academy practice.
- Liaising with the Teaching and Learning Team to provide CPD activities which are known and used effectively.
- Liaising with the Principals of Primary and Secondary to ensure appropriate levels of funding are budgeted for and built into the Academy Development Plan.
- Building up a resource bank of practical strategies for the identification and assessment of students' short, medium and long term SEND as well as resources for providing appropriate work for students in the classroom.
- Working with external agencies and support staff to ensure Academy use any extra support in the most effective way.
- Managing the records on all students with SEND.
- Collaborating with Heads of Department, Subject Leads and teachers and providing advice.
- Co-ordinating multi agency meetings and statutory Annual Reviews for students with an Education Health and Care Plan or complying with requests to participate in meetings led by other lead practitioners.
- Ensuring effective and timely transition arrangements for students moving into and out of the Academy.
- Evaluating the impact and effectiveness of all additional interventions for students with SEND.
- Following Local Authority guidance and procedures when it is considered that a student with significant and long term SEND may require significant support through statutory processes.
- Attending SEND network meetings and training as appropriate.
- Liaising with the Academy's Individualised Learning Governor, keeping him/her informed of current issues regarding provision for students with SEND.

#### **4.3 Classroom and subject teachers**

Teachers are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the Deputy SENDCO/Assistant Vice Principal and specialist staff. Teachers will:

- Focus on outcomes for every student and the outcome wanted from any SEND support;
- Be responsible for meeting special educational needs under the guidance of the Deputy SENDCO/Assistant Vice Principal and Principals of Primary and Secondary;
- Have high aspirations for every student setting clear progress targets; and,
- Involve parents and the student in planning and reviewing progress: sharing information, seeking their views and providing regular updates on progress.

#### **4.4 Learning Support Assistants (LSAs)**

- LSAs are part of the whole Academy approach to SEND, working in partnership with the classroom/subject teacher and the Deputy SENDCO/Assistant Vice Principal
- LSAs are most effective when the support they give is focused on the achievement of specific outcomes.
- LSAs can be part of a package of support for the individual student but are never a substitute for the teacher's involvement with that student.

#### **5. Supporting students and families**

Bede Academy aims to work in partnership with parents in the assessment and support of students with SEND. The Academy:

- Works effectively with all other agencies supporting students and their parents;
- Gives parents opportunities to play an active and valued role in their child's education;
- Makes parents feel welcome;
- Encourages parents to inform the Academy of any difficulties they perceive their child may be having or other needs their child may have which need addressing;
- Focuses on the student's strengths as well as areas of additional need;
- Allows parents opportunities to discuss ways in which they and the Academy can help their child;
- Involves parents in the drawing-up of new targets for their plans and monitoring progress against these targets;
- Keeps parents informed and gives support during assessment and any related decision-making process;
- Makes parents aware of the Northumberland Local Offer:  
<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>  
and the Northumberland Information, Advice and Support Service;
- Provides all information in an accessible way;
- Produces a SEND information report that is published on the Academy website
- The impact of SEND provision as outlined in this report is reviewed and published at least annually.

#### **6. Admissions Arrangements**

No student will be refused admission to the Academy on the basis of his or her SEND. 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 student's needs. For further details about the admission procedure go to: <https://www.bedeacademy.org.uk/admissions-arrangements/>

## **7. Transition arrangements**

For all students, the Academy ensures early and timely planning for transfer within the year groups and onto the next phase of education by ensuring:

- Invitations are received by the Deputy SENDCO/Assistant Vice Principal to attend SEND reviews of those students transferring to the Academy from a feeder Pre-School or Primary and inviting the Secondary Individualised Coordinator to relevant meetings;
- The Early Years Assistant Vice Principal visits new starters in their Pre-School and, where the need arises, the Assistant Vice Principal attends;
- The Deputy SENDCO/Assistant Vice Principal visits all feeder Primary schools alongside the Assistant Vice Principal Pastoral;
- During the year in which students are due to change school, transition meetings and class transition days for all students are held and arrangements discussed. For students with SEND this may include additional familiarisation visits, additional parental visits or other reasonable adjustments in addition to normal arrangements for all students;
- When students are due to leave, they and their parents will be encouraged to consider all options for the next phase of education. The Academy will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable;
- Transition needs of all students with an Education Health and Care Plan are discussed at their statutory Annual Reviews;
- The Deputy SENDCO/Assistant Vice Principal will also attend any Annual Reviews for students with an Education Health and Care Plan in transition years, at their feeder school, if invited.

## **8. Access arrangements**

- Access arrangements allow students with SEND or temporary injuries to access an assessment. Students are able to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind many access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. In this way, the Academy will comply with the duty of the Equality Act 2010 to make reasonable adjustments.
- Bede Academy aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience. The Academy will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications.
- Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'; for example, the use of a word processor can be used by a student if this truly represents a student's normal day to day method of working. The provision is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility.
- The decision to apply for access arrangements is the Academy's based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

## **9. Supporting students with medical conditions**

- Bede Academy recognises that students with medical conditions should be properly supported so that they have full access to education, including educational visits and physical education. Some students with medical conditions may be disabled and, where

this is the case, the Academy will comply with its duties under the Equality Act 2010. Some students may also have SEND and may have an Education, Health and Care plan (EHC) which brings together health and social care needs alongside the special educational provision, and the SEND Code of Practice (2015) is followed.

- Where students have particular conditions, such as epilepsy or diabetes, an Individual Health Care plan is completed with clear guidelines. Extra support is provided for these students to ensure their needs are fully addressed.

## **10. Training and resources**

### **10.1 Allocation of resources**

- Resources are allocated to support students with identified needs as identified previously.
- Each year the Academy maps its provision to show how the Academy allocates human resources to each year group or specific subjects; this is reviewed regularly and can change during the academic year, responding to the changing needs within classes and sets.
- This support may take the form of scaffolded work in class, support from an LSA in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the student are purchased as required.

### **10.2 Continuing Professional Development (CPD) for SEND**

- All teaching staff within Primary years engage in weekly training sessions when Quality First Teaching is addressed alongside other CPD in line with the Academy Development Plan.
- All teaching staff within Secondary years engage in regular sessions when Quality First Teaching is addressed alongside other CPD in line with the Academy Development Plan.
- The Deputy SENDCO/Assistant Vice Principal and other SLT members provide regular CPD to teaching staff on specific aspects of meeting the needs of students with SEND.
- The progress of all students, including those with SEND, is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual student needs as necessary.
- LSAs are engaged in an ongoing training whereby the role of the LSA is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in specific areas such as Autism or Downs Syndrome.
- Peer support and guidance is available daily for all staff within the Academy and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.

## **11. Accessibility**

Bede Academy is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the Academy has lifts in each building and has disabled toilet facilities situated on each floor. Bede Academy's accessibility plan detailing how this is being developed can be accessed from the Academy website.

## **12. Storing and managing information**

Student SEND records will be kept in accordance with the Department for Education guidance contained in "Records Management and Retention Policy, and Schedule"

## **13. Complaints**

If there are any complaints relating to the provision or organisation of SEND, these will be dealt with in the first instance by the class/subject teacher and Deputy SENDCO/Assistant Vice Principal then, if unresolved, by the Principal of Primary and Principal of Secondary. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Academy's complaints procedure (see separate Complaints Policy).

#### **14. Links with Other Specialist Services**

Bede Academy has links with other services including:

##### Health:

- Newcastle Audiology department
- Speech and Language therapy
- Physiotherapy
- Occupational Therapy
- School Health Service
- Hospital Teaching
- Primary Mental Health
- CYPS

##### Education:

- Hearing Impaired Specialist
- Visual Impaired Specialist
- Portage (for Pre-school children)
- Educational Psychologist and other professionals from the High Incidence Needs Team (HINT) such as ASD specialist teachers, Speech and Language, Emotional and Behavioural Support Team, Specialist teachers and Literacy specialist teachers
- Employability and Skills Services
- Education Welfare Services

For further information about the services available within Northumberland please see Northumberland Local Offer: <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

#### **Compliance**

This policy complies with the statutory requirement laid out in Schedule 1 of the SEND regulations 2014 and section 69(2) of Children and Families Act 2014

This guidance is for staff, parents and students. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015
- Equality Act 2010, subsequent updates and DfE advice for academies, February 2013
- Statutory Guidance on Supporting students at academies with medical conditions, September 2014
- Teachers Standards 2016
- Relevant National Curriculum frameworks/ document

#### **Main contact details and policy key dates**

**Principal Primary Years:** Mrs B Harding

**Principal Secondary Years:** Mr A Thelwell

**Assistant Vice Principal SENDCO and Vulnerable Learners Academic Support:** Mrs H Cooper

**Deputy SENDCO (Secondary Years):** Miss J Ames

Governor with responsibility for SEND: Mrs Pat Cox

**Contact Details**

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