

Bedford High School

A Specialist Business and Enterprise College

Work Hard – Be Respectful – Take Responsibility



SEND Information Report

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Document control

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Bedford High School is committed to inclusive mainstream education, adhering to the Equality Act 2010 and the SEND Code of Practice: 0-25 years (January 2015 as amended). We aim to identify and remove barriers to learning, participation and achievement, ensuring all pupils can access a broad and ambitious curriculum.

What kinds of special educational needs does school make provisions for?

Bedford High school makes provision for the four broad areas of need as identified in the Special Educational Needs and Disability Code of Practice (2015). The areas of need are:

- cognition and learning
- communication and interaction;
- social, emotional and mental health;
- sensory, physical and/or medical.

As of July 2026, we have 35 young people that are in receipt of an EHCP and or additional funding, in addition to students accessing additional support (approximately 175 students). These figures are subject to change based on the needs of the students.

How does school identify and assess students with SEND.

Prior to Entry

The Transition Co-Ordinator and SENDco will liaise with all feeder primary SENDcos to identify students with SEND and gather information via the SEND Transition Microsoft form. Learning Plans will be created and support levels will be identified for those who require it based on the Graduated Approach. We offer an enhanced transition for students who are identified by the primary school, which can include extra visits to Bedford.

On Entry

All Year 6 SATS results will be requested and received by Bedford High School from their feeder primary schools. Internal baseline assessments including; subject specific, Cognitive Abilities Tests, reading test and spelling test, will take place during the first term and students who are identified for additional support will be assessed further to ascertain appropriate next steps (planning stage). Following the review of assessment data, students will be appropriately categorised into the relevant area of SEND which they require additional levels of support and/or interventions for. Students are identified at this point for additional support in literacy and maths; which will involve interventions such as a small group programme.

Continuing

The Senior Leader linked with SEND, SENDCo, Deputy SENDco's, pastoral team and teaching staff will continue to gather and share information from within school about the student's progress. This is gathered alongside national data and expectations of progress. The SEND team liaise with all staff to identify SEND needs across all year groups.

All students (including those with barriers to literacy identified in Year 7) are re-tested at the end of every year to track their personal development with reading and spelling. If students meet the criteria they will be given access to the small group intervention programmes.

Mid-Year Admissions

Once the school place has been granted, the child's previous school will be contacted for key information relevant to the child's education and wellbeing and will follow the same protocol as the above Y6-Y7 transition at relevant times.

What should I do if I think my child/young person may have special educational needs?

If you think that your child may have a special educational need, you can discuss this with their form tutor, Pastoral Guidance Officer or the Pastoral Manager who will liaise with the SENDCo and deputy SENDCo's.

How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

Bedford High School adheres to the SEND Code of Practice: 0-25 years (January 2015 as amended) via levels of support and the graduated approach.

The graduated approach (Assess, Plan, Do, Review) is utilised throughout every aspect of our SEND students' provision. Class teachers respond to ongoing Assessment for Learning and adapt work accordingly.

Graduated Approach

Useful link: <https://www.wigan.gov.uk/Business/Professionals/SEND/HEFA/Chap-4.aspx>

Each level is defined as follows:

No Support

Children/young people achieve the learning outcomes, appropriate to their age and ability, through Inclusive Quality First Teaching using ordinarily available provision.

Some Support

Children/young people are beginning to show some signs of emerging needs. Timely intervention would ensure that they move back to the 'No Support' category in the majority of cases. This support would be funded through Elements 1 and/or 2 of the school budget. For some children there may be a period of time when the support gradually intensifies, until 'Lots of Support' is considered.

Lots of Support

Children/young people have identified learning needs and are described in the Code of Practice at SEN Support. They will require a lot of support but a Costed Provision Map (CPM) would indicate this provision to be below the £6000 threshold and thus would be funded through Element 2 funding. They are likely to be children/young people for whom there may be the possibility of an EHC Referral and therefore, the setting would ensure that the process of evidence gathering is implemented in an increasingly robust fashion.

Exceptional Support

Children/young people who have complex and long-term needs and who have an Education, Health and Care (EHC) Plan or who will be referred for an EHC assessment in the near future, i.e. a well-founded referral is underway.

The nature of the assessment pathway would depend upon the age and/or needs of the child.

Progress data is shared with parents via screening at set times each year in written format, as well as face to face at parent's evenings.

Learning Plan

A Learning Plan is maintained for students with SEND who are identified as 'K' (SEND Support) or 'E' (Education and Health Care Plan) and are available to teachers via internal ClassCharts / Provision Map programme.

Learning Plans include

- Student voice
- Presenting strengths
- Presenting barriers
- Strategies used in the classroom
- Short term goals / Long term goals and aspirations
- Summary of review with student and TA/Pastoral staff.
- Links to current and previous provisions
- Links to external professional reports.
- Parent Voice (where applicable)

The learning plan is reviewed and updated throughout the year with formal reviews bi-annually with the student and their allocated TA. Changes to the plan are shared to all teaching staff involved with the student. The learning plan is available for discussion at parents evening and during parent/carer meetings.

My child has an Education and Health Care Plan. How will this be reviewed?

The Annual Review ensures that, once a year, the parents, the student, the LA, the school, and all the professionals involved consider both the progress the student has made over the previous 12 months and agree whether the plan should be maintained, amended or ceased.

What is the school's approach to teaching and delivering provisions to students with SEND?

Assess: Teaching staff use a range of assessment information in order to appropriately adapt the learning in the classroom for all students including those with an identified SEN or disability. This information is obtained from a range of stakeholders including, but not limited to:

- KS2 SATs scores.
- Transition meetings with primary schools at which discussions will take place to highlight any additional support that may be needed once a student reaches Bedford High School.
- Parent / carer and student liaison (including learning plan where appropriate)
- Annual reading and spelling scores.
- Cognitive ability test (CAT) data
- In-class assessment data
- Specialist Targeted Education Support Service reports
- Mid-year admission data to be used to highlight any additional support.
- Educational Psychologist assessments

Plan: Teaching staff plan to utilise accurate strategies for adaptive teaching that are shared via the Learning Plan to ensure the learning needs of each young person are met within their classroom. Internal Team Around The Child meetings will be held when required.

Do: Interventions will range from in-class Quality First Teaching and ordinarily available provision to specialist provision run by intervention staff or an external specialist.

Review: The classroom teacher and/or intervention specialist alongside the SENDCo review the progress of the intervention and consider the impact of the developed skills on each individual's access to the wider curriculum.

Provisions are delivered in the following ways:

Full-time inclusive mainstream education in classes, using Quality First Teaching and Ordinarily Available Provision.

Full-time inclusive mainstream education in classes with additional help in class support or, occasionally, periods of withdrawal to work with the SEND and Intervention Team.

Reasonable adjustments are considered where appropriate to support access to lessons and the curriculum.

Use of pastoral staff support (including the well-being and EBSA officer) to deliver personalised interventions (including trauma informed practices) for identified students.

Numeracy and Literacy intervention for those who meet the criteria following assessment.

Delivery of Small-Group and One to One Work

Where there is a real need for help with specific areas of need, individual or small groups may replace some lessons at times agreed with senior leadership.

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Targeted Education Support Services
- Specialised Sensory Educational Team
- Health specialists
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Behaviour Support Service
- CAMHS
- MHST
- All Child
- Nest (Well-being Officer)
- RESET (EBSA Officer)

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

All students at KS3 follow the same curriculum at Bedford High School, irrespective of need or ability. This means your child will study the same range of subjects as all other students. Within each subject, teachers will adapt and scaffold the curriculum content to support learners with additional needs. This may include focusing learning on the most essential building blocks in the curriculum or providing additional support with remembering and retaining information.

In the Key Stage 4 options process, all subjects are available to all students. However, bespoke advice and guidance is provided by a senior teacher through the options process. A member of our SEND team will also sit in these meetings to support the student. Through this conversation with the student (and parent, if you wish), the options adviser will help identify the subjects in which the student is most likely to excel, find enjoyment and that will support them in achieving their post-16 and career aspirations.

What arrangements are made for reasonable adjustments in the curriculum and support to the student during exams?

Bedford High Schools Exam Access Arrangements Officer will arrange for appropriate assessments to be carried out to support with the application of Exam Access Arrangements. Students are identified following professional recommendations and the Graduated Approach. Ofqual regulations and guidance relating to candidates with particular requirements are adhered to. All Exam Access Arrangements are communicated with teaching and support staff via their personalised learning plan / provisions for them to be used as their normal way of working.

My Child has a disability, how will Bedford High School cater to their needs?

Our Accessibility Plan focuses on the following areas for implementation: -

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

This plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing. A full plan outlining our ethos and provision for staff and students with disabilities can be found in the Accessibility Plan.

How will my child/young person be included in activities outside the classroom, including school trips?

As an inclusive school, we have a wide range of extra curriculum activities which are available to all students. All students are encouraged to take part in activities including school trips.

What happens when my child requires support during unstructured time?

The school offers a range of activities during unstructured times and after school, including access to sporting activities, clubs, general hobbies and interests.

What provision is available for student with Social, Emotional and Mental Health needs?

The SEND team will collaborate with the governing board, headteacher and the mental health lead to determine the strategic development of SEMH provisions in the school. Supporting the subject teachers in the further assessment of a student's particular strengths and areas for improvement, and advising on the effective implementation of support.

How will school support my child when there are behavioural, social or emotional problems?

A range of behaviour management and attendance interventions are in place for students who require additional support in these areas. Targeted interventions are available where appropriate.

We have an EBSA provision in school (RESET) to support students who have barriers that link to SEMH and attendance to school. We also have a Well-being Officer and room (NEST), for internal referrals for SEMH support.

What is Bedford High School's Anti Bullying Policy?

Bullying is taken seriously at Bedford High School, please refer to our Behaviour, Rewards and Anti-Bullying Policy.

Medication:

Supporting a student with a medical condition during school hours is not the sole responsibility of one person. A school's ability to provide effective support will depend to an appreciable extent on working co-operatively with other agencies. Multi-agency working between school staff, healthcare professionals (and, where appropriate, social care professionals), local authorities, parents, and students will be critical to ensure that the needs of students with medical conditions are met effectively.

A full plan outlining our ethos and provision for students who require medication, including managed safekeeping and administration, can be found in the in the Medicines Policy.

How do I contact the school's SENDCo?

The SENDco, Mrs Duffy, and Deputy SENDco's Mrs Greenough and Ms Marshall can be contacted by telephone (01942 909009) and aim to respond within 48 hours of parental communication.

The SENDco or Deputy SENDco's are also available during all parents' evenings and via appointment.

If you are considering applying for a place for any child, please contact the school or Admissions Team at Wigan LA.

Our Team:

Mr McCaffery – Headteacher

Mrs Duffy – Assistant Head/Careers Lead/SENDCo

Mrs Ramsden – Designated Safeguarding Lead / Designated Teacher for Looked After students

Mrs Greenough / Ms D Marshall – Deputy SENDCo

Mrs A Marshall – SEND Governor

Mr Calwell – EAL Co-ordinator

Mrs Coleman – Lead TA

Mrs Nuttall – Intervention Lead

Miss Perry – Intervention Manager

9 x LSA (Learning Support Assistant)

What staff specialism/expertise in SEN and disability do you have?

Teaching Assistants are all appropriately qualified for their roles. The SENDco is completing the NPQSEN. The Deputy SENDco has accessed the Exam Access Arrangements for General Qualifications and JCQ EAA Regulations and Procedures training. Staff CPD is regularly updated to ensure the SEND team are best equipped to support all learners.

How are the school's resources allocated and matched to children's/young people's special educational needs?

The school's SEND budget is allocated according to student need. The budget covers both human and material resources. When a need is addressed, specific equipment can be provided.

Communication

What the school provides

- School website provides contact emails and telephone number for general enquiries.
- Y6 Transition Evening where key staff are available to meet with parents and carers.
- Enhanced transition days are available to those students who meet the criteria. Parent/carers may be asked to be attend.
- Deputy SENDco is the initial point of contact for parent/carers wishing to discuss all matters regarding SEND.
- A representative from the SEND team, usually SENDco or Deputy SENDco, will attend parents evening for appointments with parent/carers.
- Interim assessment is formally reported to parents/guardians at regular intervals throughout the school year. Additional contact is expected and routinely made if there is an area for concern or celebration.
- Positive dialogue between home and Bedford High School is actively encouraged to celebrate successes or address any issues raised. Parent/carer views gained as required for internal and external assessments/discussions.

This communication takes many forms: paperwork, meetings, conferences, training sessions, information evenings etc.

There is also communication through in-service training.

As well as giving feedback on Learning Plans, staff also input into student's Annual Reviews in the light of their Learning Plan and personalised targets.

Communication within the SEND Department

Communication within the SEND Department has to be effective in order to best support our Student Information is passed to all through meetings, staff trays and via email.

Communication with Students

All students with SEND are encouraged to take part in our wide range of enrichment at Bedford. In addition, students are consulted on an individual basis concerning their Learning Plan, particularly their preferences on what they would like their teachers to know. There are also 1:1 and small group Emotional Literacy programmes through our Well-being Officer.

Communication with Staff

In addition to the SEND register and Learning Plan, which are shared and available on ClassCharts, the following staff share communication with the SENDCo via meetings:

The Pastoral Teams, Deputy SENDco, Designated Safeguarding Lead, Attendance Lead, Lead Teaching Assistant/ Deputy Designated Teacher and the SENDCo.

Further information is communicated via staff briefings (fortnightly) and the bulletin which is communicated each day.

Communication with Parents

Bedford High School firmly believes in working in partnership with parents and carers of all students, particularly those with SEND. It is through these close working relationships that students can make the best progress throughout their school career. Parents are encouraged to visit the school regularly, both for formal meetings and on a less formal basis. The SENDCo is available for information evenings, particularly the New Intake evening. Parents are also specifically asked to attend for all Person-Centred Annual Reviews of a student's EHC Plan.

How are parents involved in the school? How can I be involved?

Prospective parents/carers are welcome to visit the school and discuss the child's needs with staff during open evenings, induction evenings and parental meetings.

The pastoral team work closely with parents in all aspects of their child's education and wellbeing.

What are the arrangements for consulting young people with Special Educational Needs or Disability about their education?

- We have Form representatives on the JLT which meet regularly.
- School Council representatives meet each term and information is acted upon and communicated as appropriate.
- Staff appointments involve a student panel which meets with candidates, asks prepared questions and feeds back information to the appointments panel.
- Students are asked to complete questionnaires about school life, careers, their learning and wellbeing, on a regular basis.
- Students with additional needs are able to make their views known during their 'All About Me' discussion when reviewing their learning plan.
- Student's feedback in Annual Reviews, TESS consultations, EP consultation, TATC reviews.

All SEND students have an active students voice in their SEND Learning Plan before it is shared with staff.

What provision has been made for the treatment of complaints?

We will always ensure that we can provide the absolute best in support, intervention and care. However, where a conflict or complaint arises, we follow a resolution procedure outlined in the Complaints Policy.

What other professional agencies might be involved in my child's development?

When it is considered necessary, colleagues from the following LA support services will be involved with SEND students:

- Targeted Education Support Service (TESS Team)
- Educational psychologists (EP)
- Health specialists
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Family Help
- CAMHS
 - MHST

In addition, important links are in place with the following organisations:

- The Careers Advisory Service
- The LA
- Specialist services
- Attendance Development Officer
- Social Care
- Enforcement Team (Attendance)

External SEND agency support will only be delivered in accordance with the SEND Code of Practice and following detailed discussions between the SENDCo, parents/carers and students. Parent/carer consent is always sought before inviting external agency support. Other support will be delivered in accordance with safeguarding policy.

What support services are available?

In Wigan, there is a range of support services available to support parents of students with special educational needs. Below is a selection of these services. More details and services can be found on the Wigan Local Offer.

- Information, Advice and Support (IAS) services- offer free, impartial information, advice and support to families of children and young people who have special educational needs or disabilities (SEND). - 01942 233323
- Embrace (Wigan) - offer independent parental support and can be contacted on 01942 233323
- Wigan's Parent Carer Forum
- Wigan's Family Directory website 'Our Town Directory'

Post – 16 Provision

The SENDCo, SLT Link and Careers Team will incorporate the following strategies to support students' post -16 provision and initiate students' preparing for adulthood pathway:

- All students can attend presentations given by all local post -16 providers.
- All students with SEND receive at least two 1:1 career session in Year 10 and 11 with the nominated Careers Advisor. Year 9 students with an EHCP have an additional options support. Year 7 – 9 EHCP students receive an annual careers session.
- Opportunities for trips to local colleges and university taster days are delivered.
- Travel Training sessions are provided by Wigan LA for students with specific needs.
- Post-16 provision is organised through the annual review of Education and Health Care Plans.

Where can I find the LA's Local Offer?

The Local Offer from Wigan LA

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

Useful Links:

National Autism Society
<http://www.autism.org.uk/>

ADHD Foundation
www.adhdfoundation.org.uk

British Dyslexia Society
www.bdadyslexia.org.uk

Colour Blindness Awareness
www.colourblindawareness.org

Royal National Institute for the Deaf and
Blind People
www.rnib.org.uk

Multiple Sclerosis Society UK
www.mssociety.org.uk

Dyspraxia Foundation
<https://dyspraxiafoundation.co.uk/>

Muscular Dystrophy Society
<https://www.musculardystrophyuk.org/>

Social and Emotional Wellbeing
<https://www.nice.org.uk/>
<https://www.youngminds.org.uk/>

All about Wigan's 'High Expectations for All'
<https://www.wigan.gov.uk/Business/Professionals/SEND/High-Expectations-for-All.aspx>