



SEN report information

Special Educational Needs (SEN) provision for students at Sarah Bonnell School.

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available on the Newham Website (www.newham.gov.uk/SENLocalOffer) and informs parents/carers about how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for students with SEN.

This is the Local Offer for Sarah Bonnell School. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEN. This information has been produced together with parents, carers and our young people and will be reviewed annually.

The following information outlines the support and provision students with SEN can expect at Sarah Bonnell School.

Sarah Bonnell School: The Sarah Bonnell Way

Be Proud.

Have pride in yourself, your uniqueness, culture and heritage; have pride in your school and its community.

Aim High.

Have personal goals; challenge yourself and don't settle for what is easily achieved.

Work Hard.

Always try your very best with everything you do. Don't give up, persevere if things get challenging.

Be Nice.

Treat others as you would like to be treated yourself.

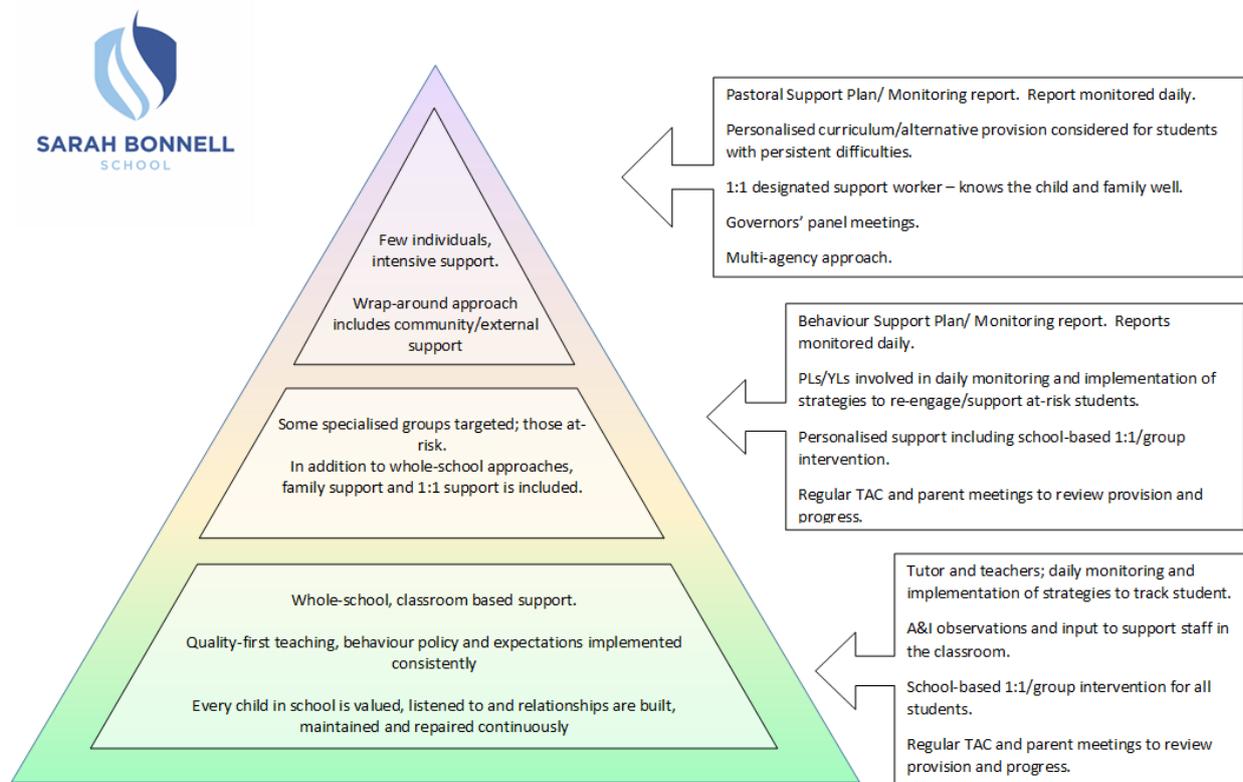
No Excuses.

Take responsibility for your actions at all times; if something goes wrong accept it, make it right and move on.

This diagram illustrates the school's Universal Support Triangle which shows our inclusion processes and graduated response to students' needs.

It shows the standard offer of teaching and processes by which students who may require additional provision are identified, assessed, planned for and reviewed.

Each week the inclusion panel from each year team meets to discuss and review provision for students with special educational needs. These discussions feed back into the Universal Support Triangle to provide a graduated response.



For further information contact our SENCo
Hannah Flowers
Sarah Bonnell School
Hannah.flowers@sarahbonnell.net

Sarah Bonnell School Special Educational Needs Local Offer

How does the school know when a student has Special Educational Needs?

Relevant information is gathered during the transition process, from your daughter's previous school and at the admissions interview. All information relating to SEN is collated and analysed by the SENCo (Special Educational Needs Co-ordinator) and the Inclusion Team. If your daughter experiences difficulties during her time here her teachers will refer her to the inclusion team who will assess her needs and respond accordingly. Please see Appendix 1 for more information.

What should I do if I think my daughter may have special educational needs?

If you have concerns then contact the SENCo: Hannah.flowers@sarahbonnell.net

Before a student arrives at Sarah Bonnell from primary school

- Students are visited at their primary school by the SENCo where appropriate.
- Files and information received at Sarah Bonnell from students' previous schools are collated.
- Parents/carers are invited in to Sarah Bonnell to meet the SENCo where appropriate.
- All students in Year 6 who are allocated a place at Sarah Bonnell are invited to attend the transition days in the summer term.
- An alternative transition day timetable is organised for the most vulnerable students.
- Certain students will have a bespoke Transition Plan put in place.

If a student arrives at Sarah Bonnell during the school year

- Files and information received at Sarah Bonnell from a student's previous school are collated.
- Parents/carers will be invited in to Sarah Bonnell to meet the SENCo where appropriate.
- Students undertake literacy/numeracy assessments.
- The inclusion team are all involved in the induction process and all staff monitor students. If students experience difficulties, appropriate support will be put in place, in consultation with parents/carers.

On-going support at Sarah Bonnell

- We promote a wide range of teaching strategies to enable all students to access the curriculum via differentiation and classroom materials.
- We operate a referral system for staff, students and parents who have concerns about learning needs.
- We closely liaise with the Pastoral team so that a joined up approach is taken to supporting the holistic needs of students.
- A range of in-school provisions are available, such as behaviour support workers, counsellors and key workers.
- Support is available from a range of local authority specialist teams (see Services currently accessed on page 5).

How does Sarah Bonnell support students with SEN?

Once needs have been identified, our SENCo and Lead Professional for Learning Support take responsibility for the management of the provision. They work closely with class teachers and support staff to ensure that students are supported in their learning.

At Sarah Bonnell we currently offer provision for a wide range of additional educational needs:

- Specific learning difficulties, such as dyslexia
- Global learning difficulties and moderate learning difficulties
- Social, emotional and behavioural needs which affect the education of our students.
- Attention Deficit Hyperactivity Disorder (ADHD)
- Hearing impairment
- Visual impairment
- Physical disability
- Medical conditions which affect learning such as diabetes, epilepsy and asthma
- Students on the Autistic Spectrum (ASD) and those with Asperger's Syndrome
- Speech and language difficulties

Intervention at Sarah Bonnell School

- Interventions are planned in line with the Assess Plan Do Review Graduated Approach (see Appendix 1).
- Subject teachers have access to the SEN register which indicates a student's area(s) of need as well as their learning profile and suggested strategies to use with them.
- Teaching staff use a wide range of teaching strategies ensuring Quality First Teaching through resources and activities that are differentiated appropriately for students to access the curriculum.
- The inclusion team is deployed by the SENCo and Lead Professional for Learning Support, where support is required, across the curriculum and offer support under the direction of the classroom teacher within the lesson.
- The inclusion team is made up of a member of the Senior Leadership Team with responsibility for Inclusion, the SENCo and Lead professional for Behaviour Support, Lead Professional for Learning support, one full-time specialist SEN teacher, a team of teaching assistants, two behaviour support workers and the school's therapeutic team, Here 2 Listen.
- Students' academic and social and emotional progress is monitored rigorously through regular inclusion meetings enabling support to be adapted as required.
- The observation and monitoring of students is a continuous process undertaken by all staff.
- Team Around the Child meetings are held at timely intervals to assess individual student progress, make plans moving forward and to review progress made. These also involve representatives from external services where appropriate, for example the Educational Psychology service.
- Applications for exam access arrangements are carried out by a qualified assessor in years 10 & 11. These applications are then processed by the school Exams Officer.

How can parents/carers support students?

- All students are provided with a planner which supports communication between staff and parents/carers. Page 30 is used as a communication log along with a comments box for each week.
- Students' academic progress is monitored formally on a termly basis. This data enables the inclusion team, year team and curriculum areas to identify where support may be required.
- Any concerns regarding a student's emotional wellbeing, behaviour and school attendance are shared with parents/carers to identify relevant strategies.
- Parents/carers are informed if their daughter is placed on the SEN register and invited to meet with the SENCo.
- Parents/carers of those students with Education Health Care Plans or High Needs Funding are invited to attend Annual Reviews.
- Parents/carers are invited to attend parent/carer evenings.
- Communication with parents/carers is essential. Therefore, as intervention is planned, they will be informed and, if necessary, invited in to discuss options/strategies.

Caring for students' overall well-being

At Sarah Bonnell we operate a holistic approach to the well-being of each of our students. We have a dedicated team of pastoral leaders who are linked to each year group and work closely with the inclusion team to ensure students' needs are met.

- The first point of contact is a student's form tutor. Form tutors are supported and managed by a Progress Leader and Year Leader and are responsible for the day-to-day care of students.
- The Pastoral Team is led by the Deputy Head Teacher. The team includes Progress Leaders, Year Leaders, the safeguarding team, a safer schools officer, the attendance officer and student support services.
- The school nursing team provides a weekly service.
- Here 2 Listen consists of three trained psychotherapists who provide a counselling service to students across the school during 1:1 and group sessions.
- Sarah Bonnell has a safeguarding team led by Alison Delaney and two designated Child Protection Officers. All staff working at the school are trained in child protection procedures.
- Sarah Bonnell has robust procedures to manage bullying, as outlined in the policy.
- A number of staff have First Aid training.
- A range of staff have received Positive Handling training.

What specialist services and expertise are available at or accessed by Sarah Bonnell?

Where issues cannot be addressed using in-house resources, Sarah Bonnell has access to specialist services and expertise from Newham Local Authority. The local authority organises some services for schools and maintains services agreements with the Health Authority and Children's Social Care in accordance with statutory requirements.

In the case of students living outside Newham, Sarah Bonnell liaises with the appropriate Local Authority.

Services currently accessed by Sarah Bonnell School:

- Behaviour Support Service (BSS)
- Child and Family Consultation Service (CFCS)
- Complex Learning Needs and Dyslexia Service
- Disabled Children and Young People's Service
- Educational Psychology Services
- Social Care
- Language, Communication and interaction service (LCIS)
- Occupational Therapy (OT)
- School nursing service
- Sensory Service
- Speech and Language Therapy

What training/qualifications do the staff supporting students with SEND have?

- The SENCo is currently working towards the National Award for SEN Co-ordination.
- Training for all staff is built into staff CPD sessions, twilights and staff development days.
- We have a highly-regarded Continuing Professional Development (CPD) programme which is regularly reviewed and updated according to the needs of our students.

How are students with SEN included in activities outside the classroom including educational visits?

At Sarah Bonnell School we actively seek to ensure that all students are included in activities, including educational visits. Activities that take place outside the classroom are risk assessed and, where necessary, individual students are supported by a member of staff.

During the planning of trips, and through the Evolve system, the SENCo is consulted where necessary. Heads of department and Year Teams ensure that visit venues are inclusive. Where necessary, care plans are provided for the trip leader in consultation with parents/carers. The Senior Leadership Team assess the suitability of arrangements for all trips before any trip is confirmed.

How accessible is the learning environment at Sarah Bonnell School?

Sarah Bonnell complies with current accessibility legislation. It is spread over two floors in the new building and three floors in the old building and there are two lifts – one in each part of the building.

How does Sarah Bonnell School prepare and support students who transfer to a new school or to the next stage of their education?

Transition to Key Stage 5

All students in Year 11 meet with a careers advisor where their future interests are considered and an action plan developed. The Inclusion department supports students, where necessary in these meetings.

There are opportunities to visit colleges, receive advice and develop a CV throughout the year. Students are supported throughout the process by a number of activities within school

such as Future Pathways Day and work experience. 15billion-ebp also support this, delivering quality work and career related programmes with schools, employers and young people.

A small number of students (those with EHCPs or Higher Needs Funding) and their families may access support from Sarah Bonnell staff for visits to further education providers. Once a place has been confirmed at a further education provider the Inclusion department liaises with the college to produce a transition plan. This may involve a number of extra transition visits and activities which inclusion staff support and facilitate when necessary.

Transferring to another school

All relevant documentation is completed by our Year Teams. Sarah Bonnell transfers the student's file to the receiving school.

How is the decision made about how much support individual students receive?

Information from primary/prior schools and our own on-going assessments are used to determine what support students receive and what intervention is necessary. Students are formally assessed 3 times a year using attainment, progress, achievement, behaviour and attendance data.

We also use a range of qualitative methods to engage with students to make sure they are able to express any concerns they have about their own learning and progress. This includes the use of student feedback through questionnaires, interviews, informal discussions and so on.

Underachievement is identified through the monitoring of this data. Resources are then allocated within the school according to need. Students with an Education, health and care plan (EHC plan) or with Higher Needs Funding are provided with the support as outlined in their plan.

When any other student is identified as having particular needs, teaching staff are provided with information about those needs in order to enable fully differentiated lesson content.

How are parents/carers informed about their daughter's needs and what support they are receiving?

Sarah Bonnell School encourages all parents/carers to attend the usual parent/carer consultation meetings (parents' evenings, Learning Review Days, etc.). In addition to this, the SENCo meets regularly with the parents/carers of students with EHCPs and Higher Needs Funding. Annual Reviews are held for these students.

At Sarah Bonnell we aim to work closely and positively with all parents/carers. Parents/carers are made aware of the school's policy of support and are involved in their planning.

Parents/carers are consulted about their daughter's identified needs. The process of review will involve parents/carers at every stage. The wishes of the parents/carers are viewed as a vital element in the information we gather to decide how best we can meet their daughter's needs.

We hope that through positive relationships with parents/carers they feel able to discuss any anxieties or concerns with the school so that we can establish an effective partnership. There is a clear procedure for parents/carers to follow if they believe that the school or the LA is not providing the best support for their daughter. They can also use the advice and guidance of Parent Support Groups available within Newham.

Who can I contact for further information?

SENCo: Hannah Flowers

Sarah Bonnell School

02085346791

Hannah.flowers@sarahbonnell.net

The Inclusive Education Link Governor holds regular meetings with the Head of Inclusion and the SENCo.

Date of next review: June 2018

Appendix 1.

