Coordinator	Rebecca Clark, Deputy Headteacher Hannah Flowers, Access and Inclusion
Review Frequency	**Annually, as required**
Last reviewed	**March 2017**
Agreed by SLT on	**February 2017**
Agreed by Governors on	**March 2017**
Committee	**Full Governing Body**
The policy is communicated by the following means	
Governors	**E-mail and Governor's meeting**
Staff	**Policy Folder in the staff shared drive & email**
Parents	**Website**
Students	**Verbally, via student planners**

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1. Legislative context

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

This policy has been written in consultation with the senior leadership team, the governing body, parents/carers and students.

Specific oversight of the school's arrangements for SEND is held by a designated member of Sarah Bonnell's governing body. School leaders regularly review how the school addresses SEND and builds the whole-school provision as part of the school development plan.

2. Links to related policies

This policy should be read in conjunction with the following policies:
Attendance policy
Admissions policy
Accessibility Plan
Students with Medical Conditions policy
Equalities Policy
Behaviour Policy

3. Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post-16 institutions or by relevant early years providers.

There is overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

4. Sarah Bonnell School Values

Be Proud | Aim High | Work Hard | Be Nice | No Excuses

Sarah Bonnell School is in line with the SEND Code of Practice (2014) core principles:
All students and young people are entitled to an education that enables them to make progress so that they
- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Sarah Bonnell School is fully committed to the inclusion of students with special educational needs and disabilities (SEND). The school will make reasonable adjustments to prevent them being put at a substantial disadvantage.

5. Policy Objectives

- To work within the guidance provided in the SEND Code of Practice 2014
- To ensure that students with special educational needs are effectively identified and supported to become the best that they can be
- To operate a 'whole student, whole school' holistic approach to the inclusion of students with special educational needs, where achievement and well-being are at the centre of everything we do

- To ensure all students can access to a broad and balanced curriculum regardless of learning differences
- To provide support, advice and high-quality training for all staff working with students who have special educational needs to ensure inclusive, quality-first teaching
- To work collaboratively with the multi-disciplinary professionals providing specialist advice and intervention
- To develop and maintain high levels of engagement with young people, parents, carers and families

6. Inclusion at Sarah Bonnell School – The Graduated Approach

The identification of SEN is built into the overall approach to monitoring progress and development of all students. A weekly inclusion panel, consisting of pastoral and academic leaders, members of the access and inclusion team, safeguarding team and link Senior Leaders, meets to discuss identified students whose needs are reviewed at timely intervals.

The school employs rigorous inclusion processes which provide early identification of, and swift responses to, concerns about barriers to students' learning.

These processes are built into the school's monitoring and evaluation of all students and are in line with the graduated approach, as demonstrated below:

Assess

Regular, scheduled assessments of student progress enable teachers to identify those who make less than expected progress given their age and individual circumstances.
In spite of quality-first inclusive teaching, some students may benefit from increased levels of provision and support, indicated by progress which:
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Sarah Bonnell School recognises the four broad areas of need as described in the SEN Code of Practice (2014) as:

Cognition and Learning;
Communication and Interaction;
Social, emotional and mental health;
Sensory and/or physical

When a student is identified as needing SEND support the inclusion panel will carry out a clear analysis of the student's learning profile, drawing on teacher assessment, student and parent voice, and specialist assessments where appropriate. In line with the school's inclusion processes, this includes a holistic assessment of the student's development and takes into consideration achievement, behaviour, attendance and attainment.

Plan

Through Inclusion Panel Meetings, support and intervention is identified and mobilised.

Parents will be notified of student provision as well as the expected impact and a date for review. Parental support and contribution to interventions at home will be sought where possible.

Teachers and support staff working with the student are made aware of student learning profiles and strategies to support them. This information is also available on the school's information management system. The Access and Inclusion team will offer collaborative planning, teaching and assessment opportunities to ensure consistent approaches across the school.

Do

Class teachers remain responsible for working with students with SEND on a daily basis, as well as when interventions involve group or one-to-one teaching.

Teaching staff should work closely with any teaching assistants to plan and assess the impact of support and interventions, linking them to classroom teaching.

The access and inclusion team will support the teaching staff in further assessment of student strengths and areas for development and advising on the effective implementation of support.

Review

Through inclusion panel discussions the impact of support and intervention will be reviewed in line with the agreed date. Reviews will be completed in line with the school's inclusion processes which provide a holistic view of the student's development over time, taking into consideration achievement, behaviour, attendance and attainment.

This review will feed into discussions with the student, their families and teaching staff working with them, so that they are consulted on any changes to support in light of student progress.

Where a student continues to make little or no progress, despite support that is matched to the student's area of need, the school will consider involving specialists, including those from outside agencies, to provide further assessment and intervention.
(See Appendix 1)

7. Education, Health and Care Plans (EHCPs) and annual reviews

The majority of children and young people with SEND will have their needs met within school. However, for students with the highest level of need it may be appropriate for the school to request an EHCP.

The local authority must conduct an assessment of education, health and care needs and prepare an EHC plan. This must specify how services will be delivered as part of a whole package and explain how, together, the services will deliver improved outcomes across education, health and social care for the student.

We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Where a student has an EHCP the local authority must review the plan every twelve months at a minimum.
(See Appendix 2)

8. Sarah Bonnell School's Provision for Students with SEN

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Quality-first, inclusive teaching, is the first step in responding to students who have or may have SEND.

Where assessment indicates that additional support is required, and through consultation as described in section 6 of this policy, students are offered bespoke packages of support which are personalised to their needs and abilities.

KS3

The provision at Sarah Bonnell School ranges from in-class support to personalised timetables, with the opportunity for students to access: literacy and numeracy interventions; social skills groups; social, emotional and mental health support and the Transition Group nurture programme.

KS4
In addition to the provision outlined above, students in KS4 are given opportunities to study personalised curriculum pathways which include the ASDAN programme as well as the Unit Award Scheme. This means that, regardless of learning differences, students are encouraged to develop skills, attitudes and behaviour to prepare them for adulthood.

The school has commissioned a range of specialist services including educational psychology, specialist teachers, speech and language therapy, music therapy, dance movement therapy and behaviour support.

Sarah Bonnell School has also committed to a five-year partnership with the HeadStart programme, which aims to develop resilience in young people across the country.

Details of the school's full provision offer can be accessed through the Sarah Bonnell School Information Report on the school's website. The school works closely with the Local Authority in the development and review of the Local Offer, published on the Newham website.
(See Appendix 3)

9. Admission and Transition

Sarah Bonnell School recognises the importance of a successful transition into the school and onto future providers.

The KS2/KS3 transition process is outlined below:
- Prior to admission, the SENCO makes connections with feeder primary schools to obtain a full understanding of the students' learning profiles.
- Information about student learning profiles is fed into discussions with the transition team and used to shape and plan the students' curriculum and support on entry to Sarah Bonnell School.
- Transition visits are arranged for students who require additional support and these are personalised where appropriate. This enables students to meet key members of staff and students.
- On entry to the school every student is assessed using the Cognitive Ability Tests which provide an accurate picture of student strengths and areas for support. This may highlight where students may require additional class based interventions and/or further assessment.

Mid-phase admissions
- Prior to admission, the SENCO and year team will make connections with the previous school to obtain a full understanding of the student's learning profile.
- Information about the student's learning profile is fed into the next scheduled Inclusion Panel Meeting where provision and support is discussed and agreed.
- Relevant information about the student's learning profile, and related strategies to support them, is shared with staff. Any additional support is mobilised and external agencies invited in to meet with the student and families where necessary.

We are increasingly able to support students in successfully applying for appropriate courses at college. The KS4/KS5 transition process is outlined below:
- The students' aspirations will be key factors in the development of their future learning programme.
- The school's careers and post-16 advisor will meet with all students and their families to explore potential pathways of study to suit their aspirations, abilities and any support they may require to achieve their goals.
- The SENCO makes connections with selected post-16 providers chosen by the students and their families. Relevant information about learning profiles, access arrangements and pastoral support is provided to ensure continuity of support in KS5.

10. Roles and responsibilities

A member of the governing body has oversight of the school's arrangements for SEND.

School leaders regularly review expertise and resources contributing to whole-school provision for SEND as part of school development planning.

Teachers provide quality-first inclusive teaching and assessment of all students with SEND. They will work closely with teaching assistants, specialist teachers and external agencies where necessary so that teaching effectively meets the needs of the students.

The SENCO is a qualified teacher working towards the National Award in Special Educational Needs Coordination. Key responsibilities of the SENCO include:
- Strategic development and day-to-day operation of the inclusion policy and provision in the school.
- Providing professional guidance to colleagues, including coordination of specialist training and high-quality CPD.
- Working closely with families and external agencies, being a key point of contact with the local authority.

- Co-ordinating provision for students with SEND.
- Advising on the deployment of resources and delegated budget to meet students' needs effectively.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring the school keeps records of all students with SEND up to date.

11. Partnerships with families and young people

The school has an open-door policy with regards to parents wishing to discuss their students' learning needs.

Sarah Bonnell School works in partnership with the families of all their students. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in planning and discussing student outcomes.

Students with SEND are integral to the decision-making processes affecting them. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

12. Training

Teachers and support staff are provided with high-quality CPD opportunities which reflect the needs of students at the school at any given time, including in preparation for admission of students with specific SEND, so that they are able to effectively meet the needs of those individuals.

Training is delivered by school-based specialists as well as professionals from external agencies, ensuring a range and depth of CPD opportunities designed to empower and enable staff to work confidently and successfully with students with SEND.
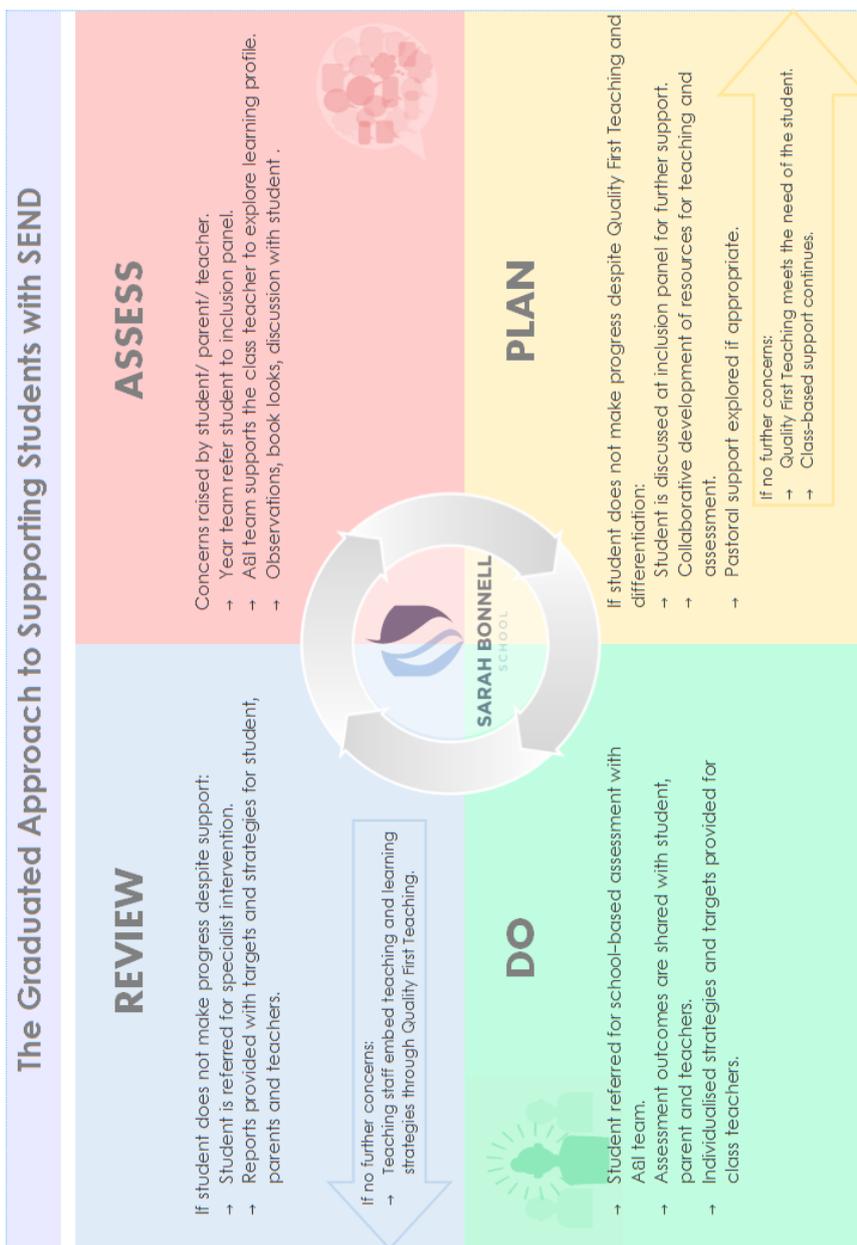
13. Funding

The school's identified SEN Budget is used to commission a range of services, including Speech and Language Therapy, Music Therapy, Professional Dyslexia Service and the school's counselling service to support students.

14. Contacting the school

If you are concerned about your child or if you'd like to feedback, including compliments and complaints about SEND provision please email: info@sarahbonnell.net or ring 020 85346791. We aim to respond to any complaints within 5 working days.

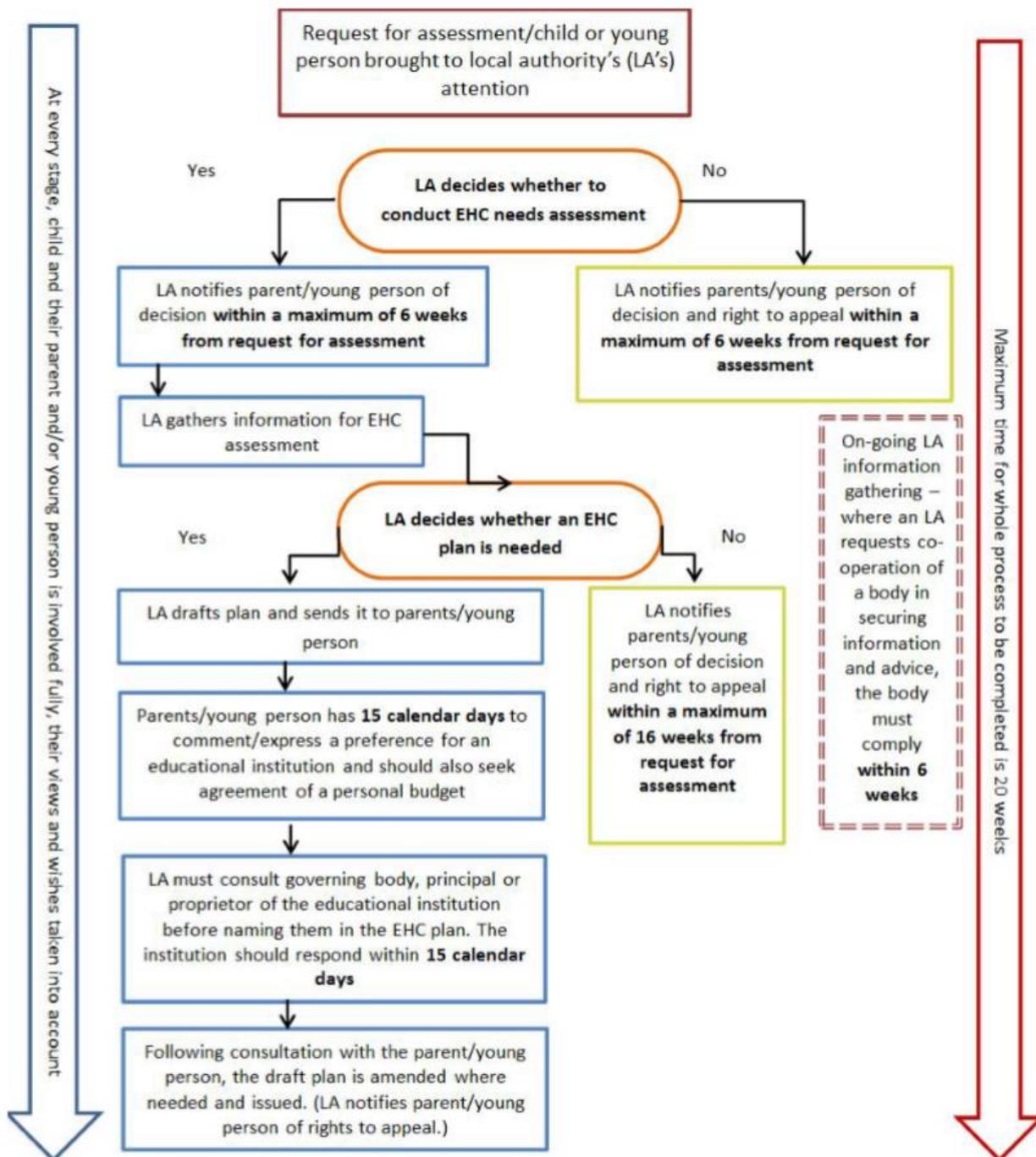The school's complaints procedure is outlined in the school's Prospectus and on the school's website.

1. The Sarah Bonnell Graduated Approach

The Graduated Approach to Supporting Students with SEND

ASSESS
Concerns raised by student/ parent/ teacher.
↑ Year team refer student to inclusion panel.
↑ A&I team supports the class teacher to explore learning profile.
↑ Observations, book looks, discussion with student.

PLAN
If student does not make progress despite Quality First Teaching and differentiation:
↑ Student is discussed at inclusion panel for further support.
↑ Collaborative development of resources for teaching and assessment.
↑ Pastoral support explored if appropriate.

If no further concerns:
↑ Quality First Teaching meets the need of the student.
↑ Class-based support continues.

DO
↑ Student referred for school-based assessment with A&I team.
↑ Assessment outcomes are shared with student, parent and teachers.
↑ Individualised strategies and targets provided for class teachers.

REVIEW
If student does not make progress despite support:
↑ Student is referred for specialist intervention.
↑ Reports provided with targets and strategies for student, parents and teachers.

If no further concerns:
↑ Teaching staff embed teaching and learning strategies through Quality First Teaching.

2. Education Health and Care Plan Timeline

Statutory timescales for EHC needs assessment and EHC plan development

3. Sarah Bonnell School Provision Map

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical or Medical	
Wave 1 – Quality First Teaching	Specialist training providers – CPD for teaching staff Collaboration with Teaching Assistants and A&I team for strategy-sharing and reporting support Here2Listen whole-school CPD Behaviour and Inclusion CPD Whole school behaviour, teaching and learning and SEND policy				
Wave 2	Referrals to inclusion via the Year Team and/or Safeguarding Team Access and Inclusion training provides support for teaching staff and Teaching Assistants				
	Literacy • Paired reading programme* • LEXIA assessment, programme and strategy-sharing • LASS Assessment and strategy-sharing (teaching staff) • Nurture Group (TG) Numeracy • KS4 Maths Revision group • Registration intervention 2x weekly	• Speech and Language Therapy input (BUY-IN) 1:1 and group • ICAN – Talk about Talk Secondary • Small-group social skills (TA led) • Nurture Group (TG) • Colourful semantics literacy-based sessions	• Big Up Cool Down (BUCD) small-group intervention • Behaviour Support Plan • Small-group behaviour support (in registration) • 1:1 intervention with mentor (in registration) • Here2Listen group/ drop-in • Nurture Group (TG) • Peer Mentoring programme • HeadStart Peer Mentoring and Youth Volunteering scheme	• Buy-in Speech and Language Therapy input • Occupational Therapy (TA-led) • Sensory Service assessment and strategy-sharing	Inclusion Meetings: Assess – Plan – Do - Review
Wave 3	Discussion at inclusion meetings, multi-disciplinary team meetings and specialist reviews Specialist training for staff by external service providers supports delivery of strategies suggested in reports				
	• Educational Psychology Service consultation and input • Personalised transition programme • Personalised timetable provision Literacy • 1:1 Dyslexia support (Lifeboat) • Boosting reading 1:1	• Language, Communication and Interaction Service (LCIS) 1:1 and strategy sharing • NHS Core Speech and Language Therapy 1:1 • Here2Listen social skills group • Educational Psychology Service consultation and input	• In-class support • Behaviour Support Service input • Pastoral Support Plan • Educational Psychology Service consultation and input • Here2Listen 1:1 counselling • Music therapy 1:1 • Dance Movement Therapy • 1:1 Mentor support	• Sensory Service 1:1 provision • Occupational Therapy Service • School Nurse consultation and care planning	

	• Complex Needs and Dyslexia Service (CNDS) assessment and strategy-sharing Numeracy • 1:1 tuition with Maths TA		• CFCS in-school consultation • Headstart 1:1 Youth Practitioner support	
Parental engagement	• Individualised Parental Engagement Team support • 'Being A Parent' programme (EPEC) with safeguarding team and HeadStart			
Attendance support	• Attendance programme in collaboration with safeguarding team and Attendance Management Service			
In-class teaching assistant support	• Students with Education Health Care Plan/ High Needs Funding • Students with SpLD • English, Maths and Science • Students with SEBMH and/or on behaviour support plans			
Extra-curricular	• Homework Club • Reading Club • Literacy Lunch (Complex Needs only) • Maths/English revision sessions • Drop-in with mentors • Peer Mentor programme in collaboration with Headstart • TG Sports club • TG 'Hygiene club'			

4. Helpful SEND Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BSS	Behaviour Support Service
CFCS	Child and Adolescent Consultation Services
CAMHS	Child and Adolescent Mental Health Service
CATs	Cognitive Ability Tests
CBT	Cognitive Behaviour Therapy
CDC	Child Development Centre
CI	Communication and Interaction
CL	Cognition and Learning
CNDS	Complex Needs and Dyslexia Service
CP	Child Protection
DS	Downs Syndrome
EPS	Educational Psychology Service
GDD	Global Developmental Delay
HI	Hearing Impaired
LCIS	Language, Communication and Interaction Service
LSP	Learning Support Plan
MLD	Moderate Learning Difficulties
OT	Occupational Therapy
OCD	Obsessive Compulsive Disorder
ODD	Oppositional Defiance Disorder
OFSTED	Office for Standards in Education
PALS	Patient Advice and Liaison Service
PI	Physically Impaired
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
PSP	Personal/Pastoral Support Plan
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
SI	Sensory Impairment
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty
SLT	Speech and Language Therapy
TA	Teaching Assistant
VI	Visually Impaired