

## **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](http://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.**

Communication and interaction needs	Universal	Targeted	Specialist
	All pupils	Pupils with additional Needs	Pupils with significant needs Pupils with complex needs
	Teaching and Learning <ul style="list-style-type: none"><li>• CPD for all staff at the start of the year and Teaching and Learning accountability cycle ongoing each half-term</li></ul>	<ul style="list-style-type: none"><li>• Teacher meetings to support children with specific needs.</li><li>• SEND strategy sheets circulated to all teachers and available on Bromcom</li></ul>	Regular CPD for staff working with children with significant and/or complex needs through LSA CPD programme <ul style="list-style-type: none"><li>• 1:1 TA support in lessons</li><li>• 1:1 occupational therapy</li></ul>

	<ul style="list-style-type: none"> <li>• Principles of Curriculum and Principles of Teaching and Learning shared with all staff</li> <li>• All pupils' progress tracked by senior leaders with three data points per year and key strategies implemented across subjects</li> <li>• Differentiated curriculum planning-activities, delivery and outcome</li> <li>• Differentiated task design -</li> <li>• Increased visual aids / modelling etc.</li> <li>• Use of writing frames</li> <li>• Tutor time activities differentiated by tutors for individuals</li> </ul>	<ul style="list-style-type: none"> <li>• SEND professional reports available for staff on Bromcom</li> <li>• Access to speech and language therapist.</li> <li>• Consultation with the Educational Psychologist</li> <li>• Consultation with Autism outreach specialist teacher</li> <li>• Access to TA support in lessons</li> <li>• SEND parent forum</li> <li>• Transition visits to support primary to secondary transition</li> <li>• Use of a laptop for writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 speech and language therapist assessment and recommendations and speech and language small group work</li> <li>• Observation, assessment and consultation with the Educational Psychologist</li> <li>• Speech and language small group work.</li> <li>• Additional transition visits and meetings between primary and secondary settings</li> <li>• Access arrangements for assessments and exams</li> <li>• TA support during transition events to support students' understanding expectations of new settings and prepare for changes.</li> <li>• Professional assessments of transition by local authority agencies</li> </ul>
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Cognition and Learning Needs	Universal	Targeted	Specialist
	All pupils	Pupils with additional Needs	Pupils with significant needs Pupils with complex needs
	<ul style="list-style-type: none"> <li>• Teaching and Learning CPD for all staff at the start of the year and Teaching and Learning accountability cycle on-going</li> </ul>	<ul style="list-style-type: none"> <li>Teacher meetings to support children with specific needs.</li> <li>• SEND strategy sheets circulated to all teachers and available on</li> </ul>	<ul style="list-style-type: none"> <li>Task adjustment with additional learning resources.</li> <li>• 1:1 LSA support</li> <li>• Access arrangements for</li> </ul>

	<p>each half-term</p> <ul style="list-style-type: none"> <li>• Principles of Curriculum and Principles of Teaching and Learning shared with all staff</li> <li>• Differentiated curriculum planning through differentiation of activities, delivery and outcome e.g simplified language, key words/use of visual aids, modelling, use of symbols etc</li> <li>• All pupils' progress tracked by senior leaders with two data points per year and key strategies implemented across subjects</li> <li>• Structured school and class routines</li> <li>• 1:1 meeting with senior leaders to decide KS4 options</li> </ul>	<p>Bromcom</p> <ul style="list-style-type: none"> <li>• SEND professional reports available for staff on Bromcom</li> <li>• Consultation with the Educational Psychologist</li> <li>• Access to homework club</li> <li>• Use of a laptop for writing tasks</li> <li>• Coloured overlays for reading</li> <li>• Fidget toys</li> <li>• Access to TA support in lessons</li> <li>• Handwriting interventions and pengrips for handwriting support</li> </ul>	<p>assessments and exams</p> <ul style="list-style-type: none"> <li>• LSA support during transition events to support students' understanding expectations of new settings and prepare for changes.</li> <li>• Observation, assessment and consultation with the Educational Psychologist</li> <li>• Professional assessments of transition by local authority agencies</li> </ul>
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Social, Emotional and Mental Health	Universal	Targeted	Specialist
	All pupils	Pupils with additional Needs	Pupils with significant needs Pupils with complex needs

	<p>Behaviour for Learning Policy</p> <ul style="list-style-type: none"> <li>• Principles of Teaching and Learning</li> <li>• Staff presence around the academy during structured and unstructured times of the day.</li> <li>• High expectations of behaviour and clear sanctions for poor behaviour</li> <li>• PSHE lessons for KS3/KS4 (in Form and drop-down days) considers healthy relationships and friendships</li> <li>• All behaviour recorded and tracked on the system.</li> <li>• Wide variety of extracurricular activities through the Be More programme including fitness clubs</li> <li>• Reconciliation meetings between pupil/teacher of pupil/pupil if conflict has occurred</li> <li>• Pastoral support structures eg pastoral manager and head of year for each year group, progress review meetings with tutor, behaviour reports</li> <li>• Whole school reward system</li> </ul>	<p>Break card</p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• SEND strategy sheets circulated to all teachers and available on Bromcom</li> <li>• SEND professional reports available for staff on Bromcom</li> <li>• Consultation with the Educational Psychologist.</li> <li>• Break and lunchtime supervision</li> <li>• In class support for supporting self regulation, behaviour targets and access to the curriculum</li> <li>• Small group work</li> <li>• Concerns and support discussed at weekly Inclusion Meetings with representatives from SEND team, pastoral team and safeguarding team</li> <li>• Lesson reports managed by Head of Year</li> <li>• Pastoral Support Plan (PSP) managed by Head of Year</li> <li>• Referral to CAMHS</li> <li>• Information sharing meetings with SENCo and class teachers</li> </ul>	<p>1:1 in class support from TA</p> <ul style="list-style-type: none"> <li>• 6-week placement in an alternative placement</li> <li>• Time out card.</li> <li>• Counselling</li> <li>• Regular meetings with parents to discuss need</li> <li>• Observation, assessment and consultation with the Educational Psychologist</li> <li>• Access arrangements for assessments and exams</li> <li>• Additional transition visits and meetings</li> <li>• Collaboration between school staff and external support workers e.g. CAMHS and transition workers</li> </ul>
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	<ul style="list-style-type: none"> <li>• Primary to secondary transition programme</li> </ul>		
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Sensory and/or Physical needs	Universal	Targeted	Specialist
	All pupils	Pupils with additional Needs	Pupils with significant needs Pupils with complex needs
	<ul style="list-style-type: none"> <li>• Air conditioning and heating.</li> <li>• All toilets unlocked and multiple toilets on every floor</li> <li>• Stairwells clearly marked.</li> <li>• Interactive whiteboard in every classroom</li> <li>• Extracurricular clubs and opportunities.</li> <li>• Access to free sanitary products</li> <li>• Primary to secondary transition programme</li> </ul>	<p>Lifts access/lift pass.</p> <ul style="list-style-type: none"> <li>• Disabled toilet and toilet pass for lessons</li> <li>• Medical support and guidance from the school nurse and other relevant health care professionals</li> <li>• Hearing impairment outreach</li> <li>• Visual impairment outreach</li> </ul>	<p>Lift access/lift pass</p> <ul style="list-style-type: none"> <li>• EVAC chairs and staff training to use in fire alarm</li> <li>• Occupational therapy</li> <li>• 1:1 TA support in class for specific subjects e.g. PE, science</li> <li>• Health Care Plans</li> <li>• Access arrangements for assessments and exams</li> <li>• Additional transition visits and meetings</li> </ul>

## Key Staff

Name of Staff Member	Area
Charlie Dilger <a href="mailto:charlie.dilger@sarahbonnell.ncltrust.net">charlie.dilger@sarahbonnell.ncltrust.net</a>	SENDCo and AHT
Annalise Amoako	Deputy SENDCo
Ayo Olukoga	SEND Admin Officer /ELSA
Nick Bentley	SEND Lead Practitioner

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

- The SENCo has a National Award for SEN Coordination.
- 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
- Our Access and Inclusion Team have dedicated CPD time on SEND and have worked with outreach staff to deliver interventions.
- The school has regular training for teaching staff and TAs on meeting the needs of young people with SEND. This has been provided by specialist teachers, the Educational Psychologist and the Speech and Language Therapist. Staff working closing with specific students with physical needs have training provided by occupational therapists and physiotherapists as required.
- The school works closely with Newham SEND Agencies to ensure training is up to date and all students needs catered for.

**Identifying and assessing students with SEND**

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.

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](mailto: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.
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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
- Speech and language difficulties

### **Interventions at Sarah Bonnell School**

- Intervention at Sarah Bonnell School
- interventions are planned in line with the Assess Plan Do Review Graduated Approach 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, 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

### Assessing and reviewing students' progress towards outcomes

Sarah Bonnell follows The school follows the SEND Code of Practice graduated response of **assess, plan, do review**.



**Assess** a student's needs using information from:

- teacher assessment
- previous progress and attainment
- information from school's core approach to progress, attainment and behaviour
- development in comparison to peers and national data
- views and experiences of parents
- student's views
- advice from external support services

**Plan** the appropriate action in consultation with parents and the student. The adjustments, interventions and support to be in place, as well as the expected impact on progress, development or behaviour, will be communicated to all staff who work with the student.

**Do** - The student's teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo and Deputy SENDCo will support teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

**Review** the support and interventions and their impact on the student's progress in line with the agreed date. The support will be revised in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

**How does the school evaluate the effectiveness of the provision for students with SEND?**

We monitored this through a number of processes that include:

- Classroom observation by the senior leadership team, SENDCO, external
- agencies
- Ongoing assessment of progress made by students with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to student need

- Teacher meetings with the SENDCO or other teachers within Inclusion
- Curriculum Team to provide advice and guidance on meeting the needs of students with SEND
- Review of intervention outcomes
- Attendance and behaviour records
- As part of whole school quality assurance

### **Adaptations to the curriculum**

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, content of lessons
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.

### **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 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 assesses 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.

The school provides:

- Accessible toilet and changing facilities
- Lifts and ramps for access to some areas of the school
- Flexibility in timetabling to allow ground floor provision where this is possible
- Where it is reasonably practical, Sarah Bonnell will ensure access to off-site activities organised by the school.

We endeavour to ensure that all aspects of the curriculum are accessible to all. Whilst undertaking our statutory duties, we also apply the reasonable adjustment duty so that reasonable steps are taken to ensure that every student is included in every aspect of school life. Risk assessments are made for every school trip or event taking place inside school and external to the school setting. The school liaises with parents/carers, the school nurse and any outside agencies regarding the specific needs of our students where appropriate. The school will liaise with students, parents/carers, primary school and any advisors regarding the admission of disabled students as part of our transition arrangements. Please see the Accessibility Policy on our school website for further details.

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

Sarah Bonnell School encourages all parents/carers to attend the usual parent/carer consultation meetings and parents' evenings. 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

- Parent and Student voice is key at Sarah Bonnell and the school creates a number of opportunities for parents of children with SEND to become engaged in the education and development of their children. These include:
  - Regular contact with form tutor
  - Parents' Evenings

- SEND Parent sessions (one per month)
- Regular updates on SEND provision, both in and beyond school, through the school newsletter
- Feedback sought from students and parents around student wellbeing and impact of provision
- Parental involvement in the Triage process
- Annual Review Meetings
- Full details of our curriculum and schemes of work are published on the school website to aid parents in supporting their child at home.
- We seek opportunities to involve our students in championing diversity across the school, and students with SEND have been actively involved in Student Leadership, including acting as Student Ambassadors for Equality and Diversity.

### **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.

### **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 Rebecca Clark Deputy Headteacher 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 and external 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:

- 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
- Physiotherapy Services

## **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.

A 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.

### **Transferring to another school**

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### **Exam Access Arrangements**

Some students may need reasonable adjustments or arrangements to ensure that they have equal access to examinations. These arrangements may include supervised rest breaks, additional time, reader, scribe, small room provision or use of laptop.

The school uses screening tests, alongside existing knowledge of need, to identify those students who may have a need for exam access arrangements. Where there is a perceived need for extra time, students will be referred to our in-house assessor to ensure that criteria are met for an application to JCQ, the exam regulatory body. Teacher evidence of need is also necessary.

### **Supporting children and young people who are looked after by the local authority and have SEND**

Our Designated Teacher for Looked after Children is Miss Dilger (SENDCo).

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need an SEN Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan). Each Student who is Looked after is assigned a Learning Mentor who will be a link with the student and attend all PEP meetings, feeding back to the Designated Teacher.

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

### **The Local Offer**

Newham's Local Offer gives children and young people with special educational needs or disabilities and their family's information about what support services the local authority think will be available in their local area. SEND support in Newham can be found on their website.

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>

Parents and carers can also access support through Special Educational Needs and Disability Information Advice and support Service, SENDIASS Newham

Telephone: 0203 373 0707

Email: [sendiass@newham.gov.uk](mailto:sendiass@newham.gov.uk)

### **Complaints**

Should you need to raise a complaint relating to SEN provision, please follow the procedure as detailed in the school Complaints Policy.