



Inclusion Policy

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Approval: Governing Body

Last Reviewed: January 2025

Next Review Due: March 2027

Review Frequency: Annually



Inclusion Statement

Sarah Bonnell School is committed to providing a fully inclusive environment where all students are valued, respected and supported to achieve their potential.

- Promote equality of opportunity
- Provide high quality teaching responsive to individual needs
- Identify SEND early and provide appropriate support
- Work collaboratively with parents and professionals
- Enable all students to participate fully in school life

We believe that all pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals
- lead fulfilling lives
- make a successful transition to further education, employment or training.



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1. Legislative Context

- Children and Families Act 2014
- SEND Code of Practice (2015)
- SEND Regulations 2014
- Equality Act 2010
- Public Sector Equality Duty
- Education Act 1996
- Keeping Children Safe in Education
- Working Together to Safeguard Children

2. Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

3. School Vision and Values

Vision

‘To work together to provide students with an **inclusive** and **equitable** experience of school which **empowers** them to achieve ambitious **qualifications**, powerful **knowledge**, effective **communication skills** and the **resilience** to promote **social justice** for the better of all’ – September 2023




Values

Our school values are at the heart of our school. The **Sarah Bonnell Way** provides a clear summary of these values and the high expectations we expect everyone in the school community to follow.

These values and the norms required to live up to these values are presented in the Sarah Bonnell Way. Each value contains guidance on the behaviour and attitude required for learning, self, school and others.



THE SARAH BONNELL WAY

		BE PROUD  We are proud of ourselves, our school and our community.	AIM HIGH  We are ambitious for ourselves, our school and our community.	WORK HARD  We approach our learning and personal development with effort and determination.	BE KIND  We are kind to ourselves and others and do the right thing even when no one is watching.	NO EXCUSES  We have the highest standards for ourselves, our school and our community.
LEARNING	I value the knowledge, understanding and skills I gain at school and show this in the quality of my achievements.	I am ambitious and show the highest possible standards in my learning and all aspects of school life .	I take the responsibility to complete classwork, complete independent learning, meet all deadlines and ask for help when I need it.	I am calm, kind and polite at all times to create a safe and respectful atmosphere in lessons for myself and others.	I take responsibility for leading my own learning and am ready to learn with the right equipment and attitude for every lesson.	
SELF	I value myself , my intersectionality and cultural heritage.	I am a resilient learner and set myself challenging targets to improve my learning and development.	I give 100% to develop myself as a learner, leader and student .	I look after myself through self care that promotes positive mental health and wellbeing.	I always follow the Sarah Bonnell Way , accept that actions have consequences and learn from mistakes.	
SCHOOL	I value my role as a student and wear full uniform with pride and respect the school resources and environment .	I want the best for my school and promote and celebrate the school's success and achievements.	I model high standards and follow instructions that inspire others to work hard and achieve.	I am an active member of the school community and will not be a bystander if I see someone in need.	I am in the right place , at the right time .	
OTHERS	I am proud to belong to a community that promotes diversity and equality as part of a wider British society.	I am united with my fellow students in a sisterhood supporting each other as influential 21st Century citizens.	I collaborate and work well as part of a team listening to others and working together .	I am kind and treat others in the way I would like to be treated, in person and online.	I act with integrity , and consideration towards others in school and in the wider community.	

Equality and Inclusion

Sarah Bonnell School is committed to promoting equality, inclusion and diversity. The school will make reasonable adjustments to ensure pupils with SEND or disabilities can access education and participate fully in school life.

We aim to remove barriers to learning and participation so that every pupil can achieve their potential.



4. Graduated Approach

Assess

Identify needs using assessment data, teacher observations and discussion with parents.

Plan

Agree support strategies and expected outcomes.

Do

Implement teaching strategies and targeted interventions.

Review

Evaluate progress and adapt provision where necessary.

5. Roles and Responsibilities

Role	Responsibilities
SENDCo	Coordinate SEND provision and liaise with staff, families and external agencies. <i>The SENDCo will ensure the school meets statutory requirements outlined in the SEND Code of Practice and Equality Act 2010.</i>
Teachers	Deliver inclusive teaching and monitor student progress
Teaching Assistants	Support learning and interventions
Senior Leadership Team	Monitor effectiveness of SEND provision



Governing Body	Ensure statutory duties for SEND are met
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6. Monitoring and Evaluation of SEND Provision

The effectiveness of SEND provision is monitored regularly through analysis of pupil progress data, attendance and behaviour records, and feedback from students, parents and staff.

- Termly review of SEND student progress
- Evaluation of interventions and support programmes
- Review of attendance and behaviour data for students with SEND
- Feedback from parents and students
- Annual review of the Inclusion Policy by senior leaders and governors

Appendix 1 – SEND Identification Pathway

- Concern identified (teacher, parent, student or assessment data)
- Quality First Teaching strategies implemented
- Progress monitored over time
- Inclusion Panel discussion
- Targeted interventions introduced
- Assess–Plan–Do–Review cycle implemented
- If limited progress continues → external professionals consulted
- EHCP assessment considered where appropriate

Appendix 2 – SEND Provision Map (Four Areas of Need)

Area of Need	Examples of Provision	Staff
Cognition & Learning	Literacy interventions, numeracy support, exam access arrangements	Teachers / SENDCo
Communication & Interaction	Speech and language strategies, visual supports	SENDCo / Specialists
Social Emotional & Mental Health	Mentoring, counselling, behaviour support plans	Pastoral Team
Sensory & Physical Needs	Assistive technology, adapted equipment	SENDCo / Site Team

Appendix 3 – SEND Provision Tiers

Tier	Description
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Quality First Teaching	Inclusive classroom teaching that meets the needs of most learners.
Targeted Support	Small group interventions and targeted support programmes.
Specialist Support	Individualised support involving external professionals or EHCP provision.

Appendix 4 – SEND Identification and Support Pathway

Sarah Bonnell School follows a clear process for identifying and supporting students with special educational needs and disabilities (SEND). The process ensures that students receive appropriate support at the earliest opportunity.

Stage 1 – Initial Concern

A concern about a student’s learning or wellbeing may be raised through:

- teacher observations
- assessment data or progress tracking
- behaviour or attendance concerns
- parent or carer concerns
- student self-referral
- information from previous schools
- reports from external professionals.

Stage 2 – Quality First Teaching

The first response is to ensure that high-quality inclusive teaching is in place. Teachers adapt their teaching to meet the needs of the student by:

- differentiating learning activities



- providing additional explanations or scaffolding
- using visual or practical resources
- adjusting classroom organisation or seating.

The impact of these strategies is monitored through classroom assessment and teacher observations.

Stage 3 – Inclusion Team Review

If concerns continue, the student may be discussed with the Access and Inclusion Team or at the Inclusion Meeting.

At this stage the school may:

- gather additional information about the student's learning profile
- consult with parents or carers
- introduce targeted interventions or additional support
- monitor progress more closely.

Stage 4 – Graduated Approach

Support is provided through the **Assess – Plan – Do – Review cycle**:

Assess

Information is gathered about the student's needs through assessment data, observations and discussions with parents and teachers.

Plan

Support strategies and targets are agreed.

Do

Interventions and teaching strategies are implemented.

Review

Progress is reviewed and support is adjusted if necessary.

Stage 5 – Specialist Support



If a student continues to experience significant difficulties, the school may seek support from external professionals such as:

- educational psychologists
- speech and language therapists
- behaviour support services
- occupational therapists.

Where appropriate, the school may request an **Education, Health and Care Needs Assessment** from the local authority.

Appendix 6 – SEND Provision Monitoring Framework

Monitoring SEND Provision

Sarah Bonnell School regularly reviews the effectiveness of its SEND provision to ensure that students receive high-quality support.

The Access and Inclusion team uses a provision monitoring framework to evaluate support across the school.

Monitoring Areas

Area Reviewed	How it is Monitored
Student Progress	Termly progress data analysis
Attendance	Monitoring attendance patterns of SEND students
Behaviour	Review of behaviour incidents and support plans
Intervention Impact	Evaluation of targeted support programmes



Area Reviewed	How it is Monitored
Student Voice	Feedback from students about support provided
Parent Feedback	Discussions with parents and carers

Review Process

Provision is reviewed through:

- Inclusion Panel meetings
- SENDCo monitoring activities
- Senior leadership meetings
- Governing body oversight.

The findings inform:

- school development planning
- staff training priorities
- improvements to SEND provision.