

Sarah Bonnell School

SEND Information Report

This report is written in accordance with Section 69(2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It should be read alongside the school's SEND Policy and Newham's Local Offer.

Last reviewed: September 2026

Next review: September 2027

1. The kinds of special educational need for which provision is made at the school

Sarah Bonnell School is a mainstream secondary school committed to the inclusion of all pupils. We provide for pupils with special educational needs and disabilities across the four broad areas of need identified in the SEND Code of Practice 2015:

- Communication and interaction (e.g. speech, language and communication needs, autism spectrum condition)
- Cognition and learning (e.g. specific learning difficulties such as dyslexia, dyscalculia, dyspraxia; moderate learning difficulties)
- Social, emotional and mental health difficulties
- Sensory and/or physical needs (e.g. hearing impairment, visual impairment, physical disability)

The school does not host any specially resourced provision or specialist unit.



SARAH BONNELL SCHOOL

2. Policies for identifying and assessing pupils with SEN, and reviewing their progress

We identify pupils with SEND through a range of approaches, including:

- Information passed on from primary schools and previous settings
- Baseline assessment data on entry
- Ongoing monitoring of progress and attainment by subject teachers
- Concerns raised by parents/carers, pupils themselves, or staff
- Screening for specific difficulties
- Liaison with external professionals (educational psychologists, speech and language therapists, etc.)

We follow the graduated approach set out in the SEND Code of Practice: Assess, Plan, Do, Review.

- **Assess:** The class/subject teachers, working with the SENCo, carries out a clear analysis of the pupil's needs.
- **Plan:** Outcomes, support and strategies are agreed and recorded, with parents and pupils involved.
- **Do:** The class/subject teachers remains responsible for working with the pupil daily, supported by the SENCo and any teaching assistants/interventions.
- **Review:** Progress is reviewed on a regular basis, and plans adjusted accordingly.

Pupils with an Education, Health and Care (EHC) Plan have their plan formally reviewed at least annually at an Annual Review meeting, in line with statutory requirements.



SARAH BONNELL SCHOOL

3. Our approach to teaching pupils with SEND

Sarah Bonnell School believes that all pupils with SEND should have access to high-quality, inclusive teaching, and that this quality-first teaching is the first step in responding to pupils who have or may have SEND. Subject teachers are responsible and accountable for the progress of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Our approach is underpinned by the school's whole-school teaching and learning framework, "The SB Lesson", and includes:

- **Know Your Learners:** Teachers use pupil data, including SEND profiles, book work and assessment information, to plan lessons and to work collaboratively with teaching assistants
- **Quality-first, differentiated teaching:** Cognitive load is reduced through clear, chunked explanations, scaffolded tasks and carefully selected resources, with additional support and intervention put in place
- **Multi-sensory and visual approaches:** For example, modelling ("I do, we do, you do"),
- **100% participation and structured talk:** Strategies such as Turn & Talk, Cold Call and mini whiteboards ensure every pupil is included in questioning and discussion, with clear roles and success criteria used in paired or group work to support equal voice, confidence and oracy
- **Live, in-the-moment feedback:** Teachers circulate to check understanding and spot misconceptions, using immediate feedback
- **Consistent routines and clear instructions:** Tasks are broken into simple steps and checked for understanding, and key routines are rehearsed so pupils know what to expect, which particularly benefits pupils who rely on predictability
- **Regular review and retrieval:** Exit tickets, retrieval quizzes and whole-class feedback are used to check understanding, address misconceptions promptly and reinforce learning over time



SARAH BONNELL SCHOOL

In addition to these teaching approaches some students may have:

- In-class support from teaching assistants and small-group or one-to-one interventions, deployed to promote independence rather than reliance on adult help, and reviewed regularly for impact.
- Individual support plans/one-page profiles that set out a pupil's needs, strategies and outcomes, shared with relevant staff



SARAH BONNELL
SCHOOL

4. How the curriculum and learning environment are adapted for pupils with SEND

We make reasonable adjustments to the curriculum, teaching resources and physical environment so that pupils with SEND can access learning fully alongside their peers. This includes:

- Adapted resources and materials, such as modified worksheets, larger print, coloured overlays, or writing slopes, matched to individual need
- Alternative ways of recording work, including scribing, use of laptops/word processors, speech-to-text and other assistive technology
- Flexible curriculum pathways, including access to alternative or reduced option choices at Key Stage 4 where this best meets a pupil's needs
- Access arrangements for internal and external examinations (e.g. extra time, readers, scribes, rest breaks), applied for and put in place in line with JCQ regulations
- Thoughtful seating plans and classroom organisation, taking account of sensory, visual or hearing needs
- Access to a quiet, calm space and visual timetables/now-and-next boards to support pupils with sensory or anxiety-related needs
- A physically accessible site, including step-free access, accessible toilets and adapted equipment, with further adjustments made on a case-by-case basis in line with our Accessibility Plan



SARAH BONNELL SCHOOL

5. Name and contact details of the SENCo

SENCo: James Robinson with support of Executive SENCO Amelia Aiken

Contact: info@sarahbonnell.ncltrust.net

Address: Sarah Bonnell School, Deanery Road, Stratford, London E15 4LP

6. How expertise and specialist support is secured

The school works with a range of external agencies and specialists to support pupils with SEND, including:

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Services)
- School nursing team
- Sensory support services (hearing/vision impairment teams)
- [Any specific named services commissioned by the school]

Where a pupil's needs require specialist assessment or intervention beyond what the school can provide, referrals are made with parental consent, and the school works collaboratively with Newham Council's SEND team where an EHC needs assessment is being considered.



SARAH BONNELL SCHOOL

7. Training for staff to support pupils with SEND

Staff receive regular training to develop their skills in supporting pupils with SEND. This includes:

- Whole-school INSET on SEND-related themes (e.g. autism awareness, dyslexia-friendly teaching, de-escalation strategies)
- Bespoke training for teaching assistants and support staff
- SENCo attendance at Newham SEND network meetings and relevant accreditation (e.g. National Award for SEN Coordination)
- Training linked to specific pupils' needs where required (e.g. epilepsy awareness, use of specific communication aids)
- The department benefits from having trained Emotional Literacy Support Assistants (ELSA)

8. Evaluating the effectiveness of SEND provision

The effectiveness of provision is evaluated through:

- Termly progress reviews and pupil progress meetings
- Analysis of pupil outcomes data (academic progress, attendance, behaviour)
- Review of individual support plans/EHC Plan outcomes
- Feedback from pupils and parents/carers
- Learning walks and lesson observations focused on inclusive practice
- Reporting to governors on SEND provision and outcomes, including a named SEND governor



SARAH BONNELL SCHOOL

9. Enabling pupils with SEND to engage in activities with pupils who do not have SEND

All pupils, regardless of need, are included in the full life of the school. This includes:

- Extracurricular clubs, trips and enrichment activities
- School trips, with risk assessments and reasonable adjustments made to enable participation
- Assemblies, sports day, performances and other whole-school events

Reasonable adjustments (e.g. additional adult support, modified equipment, accessible transport) are made on a case-by-case basis to ensure pupils with SEND and/or disabilities are not excluded from any aspect of school life, in line with our duties under the Equality Act 2010.

10. Support for improving emotional and social development

We recognise that pupils with SEND may be more vulnerable to bullying or social/emotional difficulties. Support includes:

- Pastoral support teams and form tutors monitoring wellbeing
- Access to school counsellor/mental health support (e.g. [Mental Health Support Team/counsellor name if applicable])
- Peer mentoring and buddy systems
- Anti-bullying policy and procedures, with SEND-specific vigilance
- Pupil voice mechanisms so pupils with SEND can share their views (e.g. School Council, pupil surveys)
- Access to group work and interventions run by the ELSA and Speech and Language Therapist as relevant.



SARAH BONNELL SCHOOL

11. How we consult parents of pupils with SEND and involve them in their child's education

We believe strong partnership with parents/carers is essential. We do this through:

- **Termly (or more frequent) meetings to discuss progress and support plans**
- **Annual Review meetings for pupils with EHC Plans**
- **Open communication via email, Arbour and parents evenings and meetings on request**
- **Signposting to Newham's SENDIAS (SEND Information, Advice and Support Service) for independent advice**
- **Opportunities to contribute to and agree targets/outcomes in support plans**

12. How we consult pupils with SEND and involve them in their education

Pupils are supported to express their views and are involved in decisions about their own support wherever possible, through:

- **Pupil voice included in support plans and Annual Reviews e.g. one-page profiles**
- **Regular check-ins with key adults/mentors**
- **Involvement in setting their own targets where appropriate to age and understanding**



SARAH BONNELL SCHOOL

13. Arrangements for handling complaints from parents about SEND provision

Parents/carers who have concerns about SEND provision are encouraged to:

1. Discuss concerns initially with the class/subject teacher or SENCo
2. Escalate to Executive SENCo or Deputy Headteacher if unresolved
3. Contact the Headteacher if the matter remains unresolved
4. Refer to the school's formal Complaints Policy (available on the school website) if a formal complaint is required

Parents can also seek independent advice from Newham's SENDIAS service at any stage.

14. How the governing body involves other bodies in meeting SEND needs and supporting families

The school works in partnership with:

- Newham Council's SEND and Inclusion team
- Health services (school nursing, CAMHS, therapists)
- Social care services, where relevant
- Voluntary sector and community organisations supporting families of children with SEND
- Other schools and settings during transition

There is a named governor with oversight of SEND who meets regularly with the SENCo and reports to the full governing body.



SARAH BONNELL SCHOOL

15. Contact details for support services for parents of pupils with SEND

- Newham SENDIAS ([SEND Information, Advice and Support Service](#)):
- Newham Local Offer: [Local Offer Website](#)
- IPSEA (Independent Provider of Special Education Advice):
www.ipsea.org.uk
- Contact (charity for families with disabled children):
www.contact.org.uk

16. Arrangements for supporting pupils with SEND in transferring between phases of education

We recognise transitions can be particularly challenging for pupils with SEND. Support includes:

- Enhanced transition programmes for Year 6 pupils moving into Year 7, including additional visits, transition meetings with primary SENCos, and "getting to know you" sessions
- Transition planning for pupils with EHC Plans, involving all relevant professionals
- Preparation for adulthood planning from Year 9 onwards for pupils with EHC Plans, covering education, employment, independent living and community participation
- Support with transition to post-16 education, training or employment, including liaison with colleges and careers advisers

This report is reviewed annually and updated as required. It should be read alongside:

- The school's SEND Policy
- The school's Accessibility Plan
- The school's Equality Information and Objectives