

Bentley Wood
High School for Girls

# INCLUSION POLICY

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| **Committee Responsible:** | **Board of Directors** |
| **Reviewed by:** | Kieran Robinson / Iain Rankin |
| **Review Date:** | October 2026 |
| **Approved by LC:** | 13th October 2026 |
| **Ratified by the Board of Directors:** | 5th November 2026 |
| **Next Review Date:** | October 2027 |

**BENTLEY WOOD HIGH SCHOOL**
**POLICY ON INCLUSION**

**DEPUTY HEADTEACHER LINE MANAGER FOR INCLUSION:** Mr Kieran Robinson
**AHT/ SENCO: Mr Iain Rankin (**Ms Sarah Newman, Maternity Leave)

**INCLUSION LINK GOVERNORS:** Ms Nita Chotai and Ms Gretel Scarle

## 1. Principles

Bentley Wood High School is an inclusive school where quality first teaching and scaffolding underpins our work with students to overcome barriers to learning. Every member of the teaching, support staff and governors are responsible for educating all groups of students irrespective of their learning barrier. We are committed to working in partnership with parents together with outside agencies to support students to fulfil their potential. Every student has an entitlement to a broad and balanced curriculum and all students will be encouraged, valued and accepted whatever their learning barrier.

## 2. Legislation

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (Feb 2013)
- SEND Code of Practice 0-25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (April 2014)
- Teachers' Standards (Sep 2012)
- The Special Educational Needs and Disability (Coronavirus) (Amendment) Regulations (2020)
- Bentley Wood High School's Safeguarding Policy
- Bentley Wood High School's Accessibility Plan

## 3. Definition of Special Educational Needs and Disability (SEND)

The Special Education and Disability Code of Practice: 0-25 years (2014) states:

> "A student or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
>
> A student 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

The Equality Act (2010) defines students with

> "a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities"

as disabled. This includes students with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

4. **Areas of Need:**

The four categories of barriers to learning are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

When students are assessed and identified with SEND, we ensure that their needs are met and additional support is given, either within school or in collaboration with specialist external agencies. Students with SEND are taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged. All students have access to a challenging curriculum which is broad, balanced, relevant, and differentiated. The curriculum is designed to foster independence skills to support learning for life.

**5. Identification of SEND**

A key principle under the SEND Code of Practice (2014) is that there should be no delay in making any necessary SEND provision in early years as delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behavioural difficulties. The Code states:

> "Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the student to prepare for adult life."

Some students arrive at our school with identified special educational needs in which case the AHT/ SENCO will liaise with the previous school or setting to ensure there is a smooth transition and continuity of provision.

Children are identified as having special educational needs when their progress has slowed or stopped for a noteworthy period and the interventions put in place have not resulted in improvements.

We will let families know about any concerns about a student's learning. In the first instance, this will be in the form of a telephone call or email which will invite parents/ carers in for a meeting to discuss the progress of a student and agree steps that could be taken to support them.

If parents/ carers have any concerns about their child, they should contact their child's Head of Year in the first instance. Alternatively, they may make an appointment to see the AHT/ SENCO or Deputy SENCO.

When a student is identified as having special educational needs, we support their development and progress by ensuring that an appropriate curriculum tailored to their needs is in place.

## 6. SEN Provision

Please also refer to Appendix 1.

**1. High quality teaching overcomes learning barriers**

Teachers adapt and differentiate classwork to enable students to overcome barriers to learning**.** Students with an Education, Health and Care (EHC) Plan may have additional support from specialist tutors or teaching assistants in their lessons. Specialist tutors and teaching assistants support students to access the material differentiated by the teacher. Information about differentiation is available in Appendix 1.



**2. Monitoring student progress**

The progress of all students is monitored regularly. Where there are concerns that a student may have a learning barrier, or where a student with a learning barrier is not making the expected progress, the Graduated Approach as recommended by the SEN Code of Practice 2014 (Assess- Plan- Do- Review) is used to co-ordinate and review support. Parents/ carers and students actively participate in this process.



**3. Additional support**

Some students with learning barriers require additional support in addition to high-quality teaching. This might include support with: phonics; homework; organisation; social skills and life skills. The AHT/ SENCO and Deputy SENCO co-ordinate and arrange additional support for students with leaning barriers who need this level of support in accordance with the Graduated Approach recommended by the SEN Code of Practice 2014 (Assess- Plan- Do- Review). Information about additional support is available in Appendix 1.



Do- Review). Information about specialist support is available in Appendix 1.

Some students who attend the school may be attached to the ARMS provision. Please refer to Bentley Wood's ARMS Admissions Guidance and Harrow Council's Local Offer.

## 7. Roles and responsibilities

### Role of the teacher

The teacher is responsible for the progress of every student in his/ her class, including students with learning barriers. Information about students' learning barriers and strategies to support them is shared with all staff in Arbor (MIS) with a 'All About Me' document. This information is informed by a student's EHCP, any specialist assessments, the information provided by primary schools, from the student and their parents and is regularly reviewed to ensure it is up to date. The teacher ensures progress of the students with learning barriers through scaffolding classwork and targeted in-class support. If a teacher has a concern about the progress of a student, they can refer them to the Inclusion Team.

### Role of the Specialist Tutors and Teaching Assistants

Specialist Tutors and Teaching Assistants are an essential aspect of the high-quality teaching in the classroom. They support the learning of students with learning barriers by delivering the differentiated work prepared by teachers in their specialist areas. They also deliver many of the Inclusion Department's interventions such as the homework club after school, key worker programme and Fresh Start phonics programme. Some teaching assistants are also parent ambassadors. They run workshops for hard-to-reach families which enable parents to enhance the home support for their children.

### Role of the Assistant to the SENCO

The Assistant to the SENCO supports the AHT/ SENCO to liaise with outside professionals and put in place any recommended interventions. The Assistant to the SENCO supports the AHT/ SENCO with the day-to-day running of the department.

### Role of the Deputy SENCO

The Deputy SENCO deputises for the AHT/ SENCO.

### Role of the AHT/ SENCO

The SENCO holds the SENCO qualification. The SENCO's main responsibilities are:

- To co-ordinate and review the SEN provision within the school including all support, interventions and training of staff;
- To ensure parents/ cares and students are actively involved in decisions about their provision;
- To ensure review meetings are held;
- To follow government guidelines to oversee school requests for required assessments for EHC plans. This would be triggered by a lack of academic progress or other difficulties despite further learning barriers support;
- To oversee the smooth and successful transition of students with SEN at transition points (from primary to secondary school, secondary school to further or high education);
- To liaise directly with outside professionals including educational psychologists, speech and language therapists, Children's Sensory Team, specialist teachers, occupational therapists and physiotherapists. To follow up professionals' reports by

working in partnership with parents, the student and her teachers to enhance the teaching of the assessed student;
- To liaise with the Exams Officer and work collaboratively on the smooth provision for exam access arrangements;
- To monitor the teaching and learning of students with learning barriers across the year groups.

**Role of the Deputy Head Teacher line managing Inclusion**

The Deputy Head Teacher as line manager for Inclusion is responsible for embedding a culture of research into teaching and learning, to ensure that the high-quality teaching at Bentley Wood is based on what works both in our school and nationally.

**Role of the Governing Body**

The Governing Body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and strategies are implemented. The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of a breach of this policy.

## 8. Complaints

Should parents, carers or students be dissatisfied with the support provided they should discuss their concerns directly with the school as described in the school's complaints procedure. If for whatever reason, this does not resolve the issue, they may make a formal complaint via the school's existing complaints procedure.

Parents/ carers can also contact the Special Educational Needs and Disability, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need/ and or disability on tel. 020 8428 6487 or email harrowsendias@family-action.org.uk