



THE  
**BRITTONS**  
ACADEMY

# **SEND Information Report**

**SEPTEMBER 2021**

**REVIEW DATE: SEPTEMBER 2022**

The application of this policy and procedure ensures that no employee receives less favourable treatment on grounds of sex, trans-gender status, sexual orientation, religion or belief, marital status, civil partnership status, age, race, colour, nationality, national origin, ethnic origin, disability, part time status or trade union activities.



The Brittons Academy is a mainstream setting and contributes fully to the wider school community. The Academy is committed to providing students with the highest quality education. We believe that every student has the potential to thrive and succeed at school and we will ensure that they are provided with the opportunities and support necessary to achieve that goal.

## **Staff**

Mrs L Cossey-Atkins – Assistant Principal of Learning Support and Inclusions/SENCO/Designated Teacher for Looked After Children/EAL Coordinator

Tel: **01708 630002** ext 3180

Email: **lcossey@elatschools.co.uk**

Mrs S Clarke - Assistant SENCO – English KS3 and KS4

Tel: **01708 630002** ext 3150

Email: **sclarke@elatschools.co.uk**

## **Teaching Assistants**

Mrs K Allen – Mathematics

Ms K Slevin – Mathematics

Miss E Kershaw – LSA/EAL Coordinator

Mrs S Smith – English (Part time)

Ms M Sullivan – Mathematics

Mrs S Clarke (Mason) - English

## **Learning Support Assistants**

Mrs K Buttery (part time)

Mrs L Hockley

Mrs A Mitchell

Mrs J Hagley

Mrs S Bradshaw

Mrs S Lambert (part time)

Ms N Thompson (SALT – part time)

## **First Aid Administrator:**

Ms M Sullivan

(Please see the school's *Disability Equality Scheme and Accessibility Plan* for more information)



## Special Needs Provision

- Students identified as requiring School Support will all have access to a broad and balanced curriculum.
- Lessons and homework for these students will be adjusted by teachers.
- Students placed on School Support will have access to Learning Support Assistants in some lessons where there is an additional need.
- Students transferring to Secondary School below age expected level in English and Mathematics will be placed on Catch-up Intervention.
- Students who experience social, emotional mental health difficulties will be given support by the Support and Guidance Managers, Outside Agencies, on-site counsellor, ELSA and key professionals.
- When a SEND student is consistently and significantly falling behind normal expectations 1-1 interventions and small group, will be implemented by the Learning Support Department.
- Reasonable Adjustments will be made for students with a Health Care Plan or a disability.

## Send Policy

This is published on [the Empower Learning Academy Trust website](#)

Our current SEND register identifies 79 pupils to have special educational needs from school roll of 651 (12.1%). The national figure for all SEND in secondary schools is 15.4% and local is 8.8%.

Currently 2.9% of our total school population has a statement / EHCP (19/651) of SEND and 9.2% (60/651) have SEND without statement / EHCP. Nationally 3.3% of all secondary SEND pupils have statements or EHCPs and 12.1% have SEND without statements / EHCPs. Havering local authority figures show that 2.4% of its pupils have statements or EHCPs and 6.5% of pupils have SEND support.

### Student Passport ILP:

- An Individual Learning Passport will be written in conjunction with an Annual Review.
- These will be distributed to all teachers and placed on the staff shared area for their perusal.
- Staff will be advised about making reasonable adjustments and scaffolding their teaching to meet the student's needs

### Monitoring Progress

- The progress of all students is monitored through regular data drops.
- If students are under-achieving, appropriate levels of intervention are put in place and reviewed regularly.



## **Supporting Arrangements – Transferring Between Phases of Education**

### **Supporting Transfer to Secondary School**

- Once students with an EHCP have a secondary school placement, planning for these students will be undertaken in partnership with the primary school.
- We will attend a Person Centre Planning Review to exchange information, plan accordingly and prepare a one-page profile to disseminate to staff.
- We endeavour to ensure the transfer to secondary goes as smoothly as possible.
- This year we contacted every Primary school that was transferring a student to The Brittons Academy. We have collected information on the individual students and collated detailed notes in order to successively plan for the transition. Any relevant information will be passed on to the Year teams. At the start of term all staff will be addressed and any specific student's concerns will be shared.

### **Supporting Transfer to College**

- Throughout Key Stage 4, SEND students are provided with careers advice.
- Ms K Witchalls (ELAT Careers Adviser) will write a Careers Pathway Plan which is transferred to college.
- We endeavour to have good links with colleges. A planning meeting is held in July to exchange information and paperwork.
- Transition forms are collated by Havering SEND and sent to the relevant colleges to make sure all information is shared.

## **What Kind of Special Educational Needs Does the Academy Make Provision For?**

The Brittons Academy supports students with a wide range of needs: ASD, Specific Learning Difficulties including dyslexia and dyspraxia, Speech and Language Communication Needs, Visually Impaired, Global Learning Difficulties, ADHD and students with social, emotional and mental health needs.



## **Policies For Identifying Pupils with Send and Assessing Their Needs**

Students who may need extra help are identified by gathering information from parents, students, education, health and care services and working closely with our feeder primary schools to build a full picture of the student's needs prior to their entry into the Academy.

During their time at The Brittons Academy we continue to monitor the progress of all students in order to aid the identification of students with SEND as they may arise through the academic year. Continuous monitoring of those students with SEND by their teachers will help to ensure that they reach their full potential and enable the Academy to put in appropriate support and review its effectiveness. This is done through regular data collection, assessment data and by the teachers liaising with the SENCO and SEND team through the academic year to raise any concerns.

At the beginning of the academic year the SEND team test the reading ages of the whole Year 7 cohort. This information is then used to highlight any students concerns and is passed to the data manager for inputting in Edulink.

## **What Should Parents Do If They Think Their Child Has Special Educational Needs?**

If you think your child may have Special Educational Needs, please contact the SENCO and SEND team. The school will carry out series of tests to identify any difficulties they may have accessing learning. If a child is in the need of any additional support, please refer to our SEND Policy on Identifying and Providing for Pupils with Special Educational Needs and Disabilities, outlining the support the school can provide and the special needs provision. SENCO – Mrs L Cossey-Atkins, Telephone: **01708 630002** extension 3180 and email: **lcossey@elatschools.co.uk**

## **How Will Staff Support Your Child and Meet Their Needs?**

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible, therefore, it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive education:

- 1.** Setting suitable learning challenges
- 2.** Responding to pupils' diverse learning needs
- 3.** Overcoming potential barriers to learning and assessment for individuals and groups of pupils



# **Policies for Making Provision for Students With Special Educational Needs, Whether or Not They Have an EHCP**

## **Stages of Intervention and Provision:**

Access to the school's broad and balanced curriculum is achieved for pupils by work being scaffolded by the teachers. Pupils falling just below national expectations will usually benefit from catch-up programmes. When a pupil is consistently and significantly falling behind normal expectations, interventions will be implemented (SEND Support).

## **SEN Support**

### **This Follows an 'Assess, Plan, Do, Review' Model of Graduated Intervention.**

- 1.** An important feature of SEND Support is the collection of all known information about the pupil and that those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher, member of the pastoral team or SENCO identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum offer. Consideration will be given when setting homework that it is also differentiated according to the pupil's speed of working.
- 2.** The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:
  - makes little or no progress
  - shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with Borough Guidance
  - persistent emotional difficulties which continue despite management techniques generally used in the school
  - has significant sensory or physical problems that impact on their ability to learn
  - has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum.
- 3.** The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff, and the views of the pupil sought.



4. All information about the pupil from within the school, together with any additional information from the parents will be considered.
5. The SENCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.
6. The SENCO will facilitate the collection of all available information about the pupil. Information will be collected from:
  - within the school, using the pastoral systems and identified link staff working in departments and faculties
  - progress tracking information
  - parents/carers and the pupil.
7. The class or subject teacher working the SENCO should agree in consultation with the parents/carers and the pupil the adjustments, interventions and support to be put in place and the targets to be achieved. This should be recorded in an Individual Learning Plan.
8. The pupil's subject and year teachers will be responsible for working with the pupil on a daily basis and for planning and delivering the Individual Learning Passport (ILP).
9. All staff will be involved in providing further help to pupils.
10. The ILP will be reviewed on a termly basis.
11. The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent ILPs will reflect strategies to meet their needs and show a graduated response to those needs.
12. A request for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents and pupil.
13. Specialist assessment arrangements may need to be made and the Child and Community Psychology Service involved at this time.
14. Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.
15. If the pupil or young person:
  - continues to make little or no progress in specific areas over a long period of time
  - continues working at assessment levels substantially below that expected of pupils of a similar age
  - continues to have difficulty in developing literacy and numeracy skills
  - has emotional difficulties, which substantially and regularly interfere with their learning or that of the class, despite having an individualised management programme.



- has sensory and/or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties which impedes social development and acts as a barrier to learning
- is receiving at least £6,000 of support and any pupil premium to which they are entitled then a statutory assessment may be sought from the Local Authority.

## **School Request For a Statutory Assessment**

The SENCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve-month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress in assessment grades
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an Education, Health and Care Plan following an assessment.

## **Education, Health and Care Plan**

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows:

1. The Principal/SENCO will implement the recommendations
2. Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO or DIFFERENT FROM the differentiated curriculum.



3. Progress will be formally reviewed by holding an annual review meeting.
4. The Principal/SENCO will seek:
  - written advice from parents and professionals
  - ascertain the views of the pupil
  - convene the review meeting
  - prepare a review report for the LA
5. Those to be invited at least two weeks before the meeting are:
  - the pupil's parent/carer
  - relevant teacher/s and LSA's
  - representative of the LSA's
  - the pupil
  - where appropriate representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCO or representatives from colleges/sixth form colleges etc.
6. The review report will be copied to parents, LA and other relevant professionals no later than ten days after the meeting or at the end of term, whichever is the earliest.

For more information, refer to the SEND policy on the Empower Learning Academy Trust Website [www.elatrust.co.uk](http://www.elatrust.co.uk) and **Local Authority Core Offer** <https://www.havering.gov.uk/Pages/Services/Local-offer.aspx>

## Extra-Curricular Activities

The following activities are available to students within the SEND department:

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime	Homework Club				
After School	Lego Club	Art Club	Film Club		



Four mornings and two periods per week the SEND department hold emotional literacy support sessions during registration time. These sessions are organised by a member of the department who has completed the ELSA training course. Referrals for these sessions are completed by the year teams and any additional support will be given depending on individual students' emotional needs. The trained ELSA also takes part in supervision with an educational psychologist to keep up to date with training.

## **Support for Students**

The Brittons Academy believes that every student can achieve success in their examinations. We have an unswerving focus on improving the quality of teaching and learning so that every student can achieve appropriate qualifications. This is achieved by the school's pastoral system which supports every child's overall well-being.

## **Learning Support Staff Training:**

We aim to keep all staff up to date with relevant training and development (CPD) in teaching practice in relation to the needs of students with SEND. This is done through a programme of staff development sessions throughout the school year.

The SENCO will attend the Annual SENCO Conference organised by the Local Authority.

Learning Support Assistants at the Academy come from a variety of backgrounds with many being skilled professionals and/or graduates. They have gained different levels of experience and expertise being able to develop on existing knowledge to work effectively and efficiently with the students as their needs change. We therefore use various methods of teaching when working with our students. All of our team are passionate and committed in supporting the inclusive nature of the Academy.

All LSA's have had Safeguarding training, peer on peer abuse training, PREVENT training and updates on Keeping Children Safe in Education 2021. Some of the Learning Support team have had training on CAMHs and referring students with mental health issues, and how to identify and support students demonstrating traits of dyscalculia. One of our LSAs has undergone science training for the non-specialist. All LSAs have participated in the training provided by the Havering SEND Advisory Teacher on supporting in lessons to further develop independent learners. The LSA for EAL has attended the EMA/EAL TA Forum Network Meeting, how to Support Pupils Learning EAL training and attended an EAL conference on Surviving, Striving and Thriving. Also, we have a Speech and Language Therapist working with our SEND students one day a week (permanent member of staff). This member of staff supports with staff training, observing students and carrying out speech and language assessments.



The SENCo attended a two-day mental health course and our Assistant SENCo completed the ELSA course (Emotional Literacy Support Assistant). Also, we have a counsellor onsite one day a week to support students with mental health issues.

## **How Accessible is the School?**

Please refer to the **Disability Equality Scheme and Accessibility Plan**.

## **Parent/Student Voice**

The views of parent and pupil are sought at all stages of assessment and provision.

Our staff endeavour to support the parents of students with Special Educational Needs or other barriers to learning (Inclusion Needs) and encourage them to work in partnership with the school in supporting their child. Parents and teachers can, by working together, build up a more complete picture of a student and his/her needs. Our aim is that parents feel able to ask about our provision and express their concerns to us. We appreciate parents supporting us and their child at home.

The Brittons Academy believes that a close working relationship with parents is vital to enable early and accurate identification and assessment of SEND leading to the correct intervention and provision.

Parents are kept up to date with their child's progress through PCRs, annual reviews, parents' evenings, termly assessment reports and an annual full report. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

Annually we hold a coffee morning for all our SEND parents. This is an opportunity for the parents to come into school and meet the SEND team. Our aim is to encourage all parents to have an active involvement in the school and SEND department, working together to support their child.

## **What Are the Arrangements for Consulting Young People with Send and Involving Them in Their Education?**

The Brittons Academy believes it is important to involve students themselves in planning and in any decision making that affects them. This will be part of the review process, giving students time to share their views about their progress and the provision in place to meet their needs. We encourage the inclusion of all children in the Student Council and the school's student leadership team.

Additional information on involving pupils and parents/carers can be found in the SEND Policy on Identifying and Providing for Pupils with Special Educational Needs and Disabilities



## **Transition Process**

The school has a very supportive transition process from primary to secondary, specific information on transition can be found in our SEND Policy on Identifying and Providing for Pupils with Special Educational Needs and Disabilities.

## **Complaints/Concerns**

If you have any complaints/concerns, please contact the SEND Department on **01708 630002** extension 3150.

## **How Does the Academy Involve Other Organisations and Services in Meeting the Needs of Students with Special Educational Needs and Supporting the Families of Such Pupils?**

The Brittons Academy staff regularly consult health service professionals. Concerns are initially brought to the attention of the First Aid Administrator, SENCO, Support and Guidance Managers and designated Safeguarding Officer and referrals will be made as appropriate. Target support and Social Care will be accessed by the Designated Safeguarding Officer.

## **How Does the Academy Seek Services That Can Provide Additional Support to Parents/Carers/Young People?**

There are many voluntary organisations supporting SEND. The SENCO and Support and Guidance Managers will pass on details of these groups to parents/carers on request or as appropriate.



## **Illustrative Regulations for Committee**

### **Special Educational Needs (Information) Regulations**

#### **Clause 65**

##### **Citation and Commencement**

1. These Regulations may be cited as the Special Educational Needs (Information) Regulations and come into force on (1 September 2014).

##### **Interpretation**

2. In these Regulations:  
“the Act” means the Children and Families Act 2014;  
“transferring between phases of education” means transferring from:
  - i. relevant early years education to school;
  - ii. infant school to junior school;
  - iii. primary school to middle school;
  - iv. primary school to secondary school;
  - v. middle school to secondary school;
  - vi. secondary school to a post-16 institutions; or
  - vii. one post-16 institutions to another post-16 institutions;“preparing for adulthood and independent living” includes:
  - i. finding employment;
  - ii. finding accommodation and
  - iii. participation in society

##### **Prescribed Information That Must Be Included in SEN Information Report**

3. For the purpose of section 65(3)(a) of the Act the SEN information which the governing body or proprietor of every school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in the Schedule MANNER OF PUBLICATION OF REPORT
4. A school must publish its report containing SEN information available on its website.