

The BRIT School

SEN Information Report

Table of Contents

1. [What can I expect from The BRIT School for my child?](#)
2. [What are the aims and objectives of the AEN Department?](#)
3. [Who is responsible for AEN across the school?](#)
[What kinds of Special Educational Needs do you make provision for at the School?](#)
4. [What is your Admissions Policy for students with AEN?](#)
5. [How does the AEN Department facilitate transition?](#)
[How do you assess and identify students with AEN?](#)
6. [How does the School support students with different types of AEN?](#)
[Cognition and Learning](#)
7. [Social, Emotional and Mental Health](#)
8. [Communication and Interaction](#)
9. [Sensory and/or Physical Needs](#)
10. [How are both the curriculum and the learning environment adapted for students with AEN?](#)
11. [Which policies support AEN students across the School?](#)
12. [How do you track the progress of students with AEN?](#)
[How do you evaluate the effectiveness of the provision made for pupils with AEN?](#)
13. [How do you assess students for exam concessions?](#)
[Summary](#)
[Procedure](#)
14. [Referral Process](#)
15. [How does the School offer pastoral care for students?](#)
[Which outside agencies does the School have links with?](#)
16. [Which Local Authorities do your students come from?](#)
[How are members of the AEN department and all staff trained and developed in their understanding of AEN?](#)
17. [How can parents and students contribute their views?](#)
18. [What should I do if I'm not happy about an aspect of the provision made for my child?](#)

Note: AEN (Additional Educational Needs) Department

Document Control

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Author: **Simon Roberts (Head of AEN)**
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What can I expect from The BRIT School for my child?

The BRIT school has at its core a student-centered ethos. The school values the abilities and achievements of all its students. It maintains high expectations. We are committed to discovering and providing the best learning conditions for each pupil and to providing development in their understanding and social maturity. An important part of creating this culture is attending to the voice of the student. Parents are welcomed as partners in the planning and delivery of learning. We have a holistic approach, including the emotional and mental health of the student, and are aware of the impact this can have on the student's learning.

All students have the same entitlement to the full range of the school curriculum which integrates academic and vocational study in a technologically rich environment. We are committed to making this accessible to all of our students through differentiation and varied teaching styles, according to individual needs.

All members of the school community are committed to and part of the support of students identified as having Additional Educational Needs (AEN). As far as possible, students with additional educational needs are supported within mainstream lessons. Support which is deemed necessary over and above that which is provided directly by subject teachers will be available to students within the classroom during some lessons, or within the AEN Department facilities, individually or in small groups.

[Back to Top](#)

What are the aims and objectives of the AEN Department?

The BRIT School AEN Department exists to support students with AEN throughout their time here, following a cycle of ASSESS – PLAN – DO - REVIEW. We aim to:

- Support students with AEN through the interview process.
- Attend the interviews of all Statemented/EHCP students and, if they are offered a place, to meet with them and their parents before they start at the school to ensure their needs can be met and provide a smooth transition.
- Carry out induction assessments on all new students in order to identify students with learning needs as early as possible.
- Communicate the needs of all AEN students to teaching staff, with advice on how best to support them in their learning.
- Provide support to subject teachers to ensure students with AEN realise their full potential.
- Ensure students with AEN are fully integrated into school life.
- Ensure students with physical needs are supported according to their needs during interviews, in the classroom and when moving around the school.
- Ensure appropriate resources are available to AEN students.
- Monitor AEN students' progress and give feedback to students and their parent(s).
- Attend Parents Evenings in order to be available to discuss students' needs.
- Carry out and document Annual Review meetings for students with Education, Health Care plans.
- Produce and update Passports for Learning for students requiring a high level of Additional Support and all EHCP students.
- Assess students for Access Arrangements for exams and keep up-to-date records of the supporting evidence.

[Back to Top](#)

Who is responsible for AEN across the school?

Principal	Stuart Worden
SEN Governor	Kate Ambrosi
Assistant Principal of Student Experience	Claire Mullord
SENCO	Simon Roberts

sroberts@BRIT.croydon.sch.uk

[Back to Top](#)

What kinds of Special Educational Needs do you make provision for at the School?

The AEN (Additional Educational Needs) Department provides support for pupils across the 4 areas of need identified in the SEN Code of Practice 2014.

The four primary areas of need are:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health;
4. Sensory and/or physical.

The Code of Practice states that:

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

Provision for students with special educational needs is a matter for the school as a whole

The BRIT School ensures that we regularly review the appropriateness of our provision, including our behaviour policies as behavioural difficulties do not necessarily mean that a child has a special educational need.

[Back to Top](#)

AEN Client list Statistics of Primary Needs: November 2021

Year Group	Y10	Y11	Y12	Y13	Total
EHCP	3	4	26	7	40
Non-EHCP	20	30	85	48	183
Total No. Students	23	34	111	55	223
Year Group	Y10	Y11	Y12	Y13	Total
Autistic Spectrum	3	6	18	8	35
Severe Learning Difficulty					
Specific Learning Difficulty	13	17	56	22	108
Multi Sensory Impairment					
Moderate Learning Difficulty	1		6	2	9
SEN support but no special assessment of type of need					
Social, Emotional & Mental Health	5	7	21	13	46
Hearing Impairment		1	2	1	4
Visual Impairment			2	2	4
Other Difficulty/Disability					
Speech, Language & Communication Needs		1	1	2	4
Profound Multiple Learning Difficulty					
Physical Difficulty	1	2	5	5	13
Total No. Students	23	34	111	55	223

What is your Admissions Policy for students with AEN?

In accordance with the Code of Practice 2014, we do not discriminate against pupils with special educational needs.

Our aim is to ensure a level playing field for students with an additional educational need. As a result, AEN staff are actively engaged throughout the admissions process. We work closely with Strand staff and student services to identify applicants with an EHCP or other additional educational need. To support this, applicants are asked to provide information about any additional educational needs when submitting their application form to The BRIT School.

In addition to a pre-meet, a representative of the AEN Department will attend the interviews, tests and workshops of any applicants who have a Statement/EHC plan, and will endeavour to attend the interviews of applicants who have indicated a high level of AEN on their application form. Candidates in the latter category can request a pre-meet as needed.

Once a Statemented/EHCP student has accepted the offer of a place at The BRIT School, a member of the AEN Department will either visit them in their current educational setting or invite them to a meeting in the AEN department, in order to make an early start in smoothing the transition to their new school.

[Back to Top](#)

How does the AEN Department facilitate transition?

We believe that all students and young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. For us this begins from the moment they accept a place at The BRIT School.

Once a young person with SEN has been offered a place at the School we arrange an opportunity for the student and their parents/carers to meet the AEN team to talk through their needs and strategies for learning. We invite them to our AEN Open Day in July. We also visit students in their current setting, where appropriate, to gain a better understanding of how their needs are currently being met.

The school will take into account a student's requirements when considering the inclusion and treatment of disabled students. On transfer to The BRIT School additional liaison time will be allocated for disabled students and their families to ensure that the student's educational needs and the school's requirements are fully understood by staff, parents/carers, and student, and to ensure that there is a smooth transition. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate disabled students and young people. See The BRIT School Disability and Equality Policy and Accessibility Plan for further information.

While all staff partake in facilitating students' transition, there are key LSA roles with specific responsibilities to assist with this process further. These are:

KS4 Transition Co-ordinator

KS5 Transition Co-ordinator

Tracking statemented/EHC plan students

[Back to Top](#)

How do you assess and identify students with AEN?

*'Schools should **assess each pupil's current skills and levels of attainment on entry**, building on information from previous settings and key stages where appropriate.'*

At the heart of the work of every school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of young people. The majority of students will learn and progress within these arrangements. Those young people whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The Code of Practice 2014 says that: 'A pupil has special educational needs where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' A child has learning difficulties if he or she:

- I. Has a significantly greater difficulty in learning than the majority of children of the same age
- II. Has a disability which prevents or hinders the child from making use of educational facilities for children of the same age in other schools within the LEA
- III. Is under compulsory school age, or would be if special education provision was not made for them

Additional education provision means:

- I. For a child over two, educational provision which is additional to, or different from the education made generally for children of the same age in maintained schools (other than special schools)
- II. For a child under two, educational provision of any kind

Admissions

We aim to gather as much information on each student as possible before they start their BRIT career. This includes the information given by them on their application form, during interviews and through contact with their previous school.

Induction

We carry out induction testing for every new KS4 and KS5 student on entry to the school, using Lucid Exact. This is a widely-used tool for assessment and screening as it provides a comprehensive assessment of literacy from age 11 to 24. The results of these tests help teachers to understand the literacy levels of their cohort. In addition, the School administers standardised assessment in English and Maths during the KS4 induction. These assessments are:

GLC Assessment Progress in Maths – a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking a student's Maths knowledge and measure their progress over time. This can help identify those in need of extra help as well as those who are particularly able.

GLC Assessment Progress in English – this test is also designed for use year on year to support teachers in benchmarking a student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help as well as those who are particularly able.

GLC Assessment Progress in Science – this standardised test is used to determine a baseline in students' abilities in science. This is used by teachers to ensure the specific cohort skills is being addressed.

GLC Assessment Lucid Exact Lucid Test

All students complete the Lucid Exact screening test on entry to the school. This is a comprehensive assessment of literacy and it also meets JCQ requirements. This is a time efficient solution for assessments for exam access arrangements. The tests in Lucid Exact can be used for 'painting a picture' but only some of the tests can be used as 'core evidence'. Please see separate section on Access Arrangements for further information.

[Back to Top](#)

How does the school support students with different types of AEN?

Cognition and Learning

These are young people who learn at a slower rate than their peers even with differentiation. This covers Moderate Learning Difficulties, Severe Learning Difficulties (support required in all areas of curriculum and associated difficulties with mobility and communication) and Profound and Multiple Learning Difficulties (severe and complex learning difficulties as well as physical or sensory impairment). Specific Learning Difficulties is also covered in this area. These are young people who have a specific need which affects one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

How we support this need

We provide support for the student and the subject teacher. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinesthetic activities
- Small group or 1-1 learning with an LSA
- Pre-teaching content or vocabulary
- Over-learning topics
- To set alternative activities for home learning
- To provide specially targeted texts and resources appropriate for students' reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

Staff let the students know that they are aware of the special need/s regarding his/her "condition"; then let them know that they are there to help them learn as much as possible and to access the curriculum. They also hold one-to-one conversations and listen to his/her individual needs in order to establish the best relationship and best teaching and learning strategies possible.

This will include:

Speaking

- Providing visual aids to encourage the students to speak and communicate. Providing a vocabulary bank (cards, list, etc.)
- Break down the task by providing a text with gaps to fill to complete the phrase which facilitates the building of the dialogue
- Encourage the student to use his/her body language to express ideas and/or items such as food, school instruments, instructions, etc (and also modelling it yourself!)

Listening

- Providing scripts and/or transcripts in English and in the Target Language
- For hearing impaired students it is important to face the classroom, for him/her to sit at the front ensuring the teacher vocalises every vowel and consonant properly to allow the student to read-lip.
- To encourage students to listen to key words, cognates, words they already recognise or have heard before.

Here's what some parents have said:

"We can't thank you enough. X has felt a real sense of belonging in the AEN "club." I can tell he feels the staff have really cared about him, and I know the time he spent there each week helped him feel more relaxed at school. Thank you!"

AEN Parents & Carers' Survey - June 2021

[Back to Top](#)

Social, Emotional and Mental Health – ‘Wellbeing’

These are young people who may be withdrawn or isolated, or who display challenging, disruptive or disturbing behaviour. These behaviours may indicate underlying mental health difficulties. Young people with ADHD, ADD or attachment disorders fit into this category.

How we support this need

At BRIT we take the well-being of our students seriously and with care. We pride ourselves on being open and extremely supportive, providing a high level of support and guidance to all students via our pastoral systems.

Every child is supported by a tutor, who will remain with them (in most cases) throughout their key stage. This provides continuity in care and builds a strong relationship between tutor and students. In KS5 each Strand Director takes responsibility for their cohort's pastoral care, in conjunction with the KS5 Pastoral Team. Tutors are often the best placed to notice students' positive or negative changes and they feed any concerns back to their Directors, or the safeguarding teams.

We also have excellent relationships with a number of outside agencies and charities including: Child & Adolescent Mental Health Services, Children's Services, the Police and local Safer Neighbourhoods Team, Young Minds, Certitude, War Child, LGfL, Nasen and many other local and national charities.

“Outstanding support from X and Y, who have helped Z to progress during lockdown and upon his return to school.”

AEN Parents & Carers' Survey-June 2021

[Back to Top](#)

Communication and Interaction

These students have difficulty interacting with others. It may be because they have difficulty speaking, understanding what is being said or that they do not understand the social rules of communication. Young people with Autistic Spectrum Disorder are likely to have problems with social interaction and have difficulties with language, communication and imagination.

How we support this need

Meeting the students and guardian before placement and discuss what they feel is the appropriate support for them and feedback to staff.

The school gives these students structure which will make their day more predictable. We also build a safe environment, in turn offering them autonomy and independence. The school also believes that a positive approach and high expectations will give the student a growing self-confidence. The most essential quality which the school excels at is empathy and this is essential to underpin any approach to develop communication, trust and reduce anxiety.

The teacher will use a range of inclusive strategies and will adopt strategies and differentiated materials which have been identified as useful for the individual and groups. An example of a differentiated approach might be to allow a student to take active breaks in a lesson to aid concentration.

Staff like to build a very good relationship with all students from the start. The student needs to believe

that we are on their side and they need to feel part of a caring, friendly and supporting atmosphere. Students with ASD, ADHD or issues with memory or focus are likely to need help from you during class discussions and teachers have received training on strategies which best support this.

We hold regular INSET training sessions for staff across the whole school to learn more about this area of need.

"During the first lockdown, X's weekly chats and support from Y during his AEN time were extremely helpful in maintaining his sense of belonging and connection to the school. During the second lockdown, with a more structured timetable, he found the support and extra time to spend completing coursework very valuable. During lockdown, checking in with AEN helped keep him connected. I think this really helped keep him from feeling overwhelmed."

AEN Parents & Carers' Survey - June 2021

[Back to Top](#)

Sensory and/or Physical Needs

This area covers Visual Impairments, Hearing Impairments and Multi-sensory Impairments which require specialist support and equipment. It also covers young people who have a physical disability.

How we support this need

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary.

- Meeting the students and guardian before placement and discuss what they feel is the appropriate support for them; feedback to staff.
- The use of specialist technology which helps the student with sensory or physical needs be able to access their chosen course
- The school promotes flexible teaching arrangements and have made adaptations to the physical environment of the school
- Circulate a "Reasonable Adjustments" classroom check list to all staff and ensure all classrooms are organised in accordance with students' needs
- On-going training in disability awareness access to alternative or augmented forms of communication
- Provision of tactile and kinesthetic materials access in all areas of the curriculum through specialist aids, equipment or furniture; regular and frequent access to specialist support

Children's Services Sensory Support visit the school regularly to provide advice and assistance in cases where sensory support is needed. They provide Access Reports which are circulated to teaching and support staff.

The school will make provision to enable students with sensory support needs to access the full curriculum, for instance by providing documents in alternative formats, and by considering classroom seating and accommodation arrangements.

"X has been wonderful and really supportive thank you"

AEN Parents & Carers' Survey - June 2021

[Back to Top](#)

How are the curriculum and the learning environment adapted for students with AEN?

In KS4 we have 'Upskiller' classes that are designed to ensure that students with weak literacy and numeracy get extra teaching and support.

If a student, particularly an AEN student, is struggling to access the full curriculum and it's having a detrimental effect on their performance then there is an opportunity to reduce this stress by disapplying the student from a particular subject which he /she isn't performing at their potential, and get support.

We also offer small group interventions. Where appropriate, a member of the AEN department will work with a student on a 1:1 basis to help support them and improve their literacy or numeracy.

We assess the impact of all of these interventions through data as well as informed observations and the student voice. We then adapt the plan accordingly.



The Graduated Approach



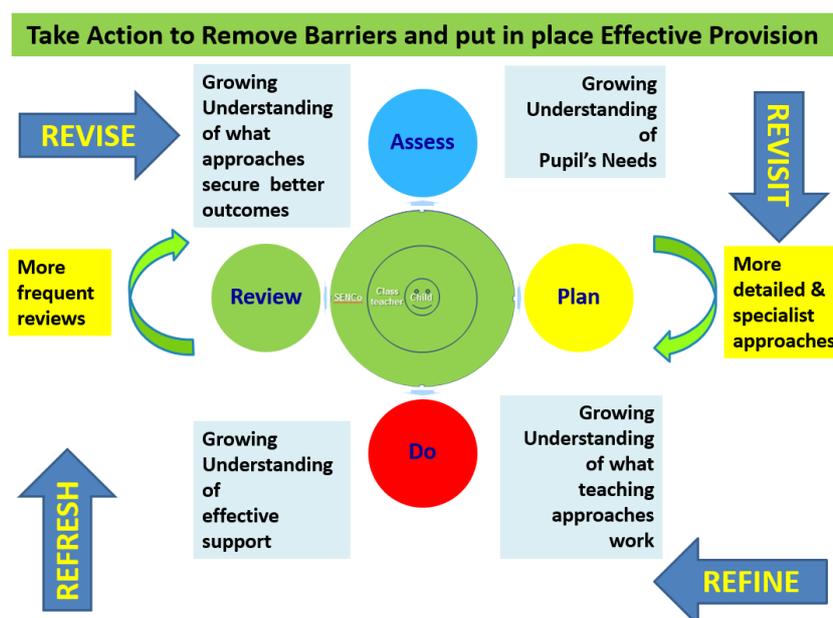
Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEN support should take the form of a **four-part cycle** through which earlier decisions and actions are **revisited, refined and revised** with a growing understanding of the pupil's needs and of what supports the pupil in making **good progress and securing good outcomes**.

This is known as the graduated approach.

It draws on **more detailed approaches, more frequent review and more specialist expertise** in successive cycles in order to match interventions to the SEN of children and young people.

SEND Code of Practice



Resource: SEND Consultancy

[Back to Top](#)

Which policies support AEN students across the school?

Our school policies are inclusive, and therefore support the needs of AEN students. Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Literacy Policy: The Keys to Success is a whole school literacy strategy

The 'Keys' represent 5 core principles of Literacy and Oracy taught in English lessons. Each classroom will be provided with laminated explanatory posters to refer to in lesson. This strategy has been rolled out to student planners. The goal is that these Keys will be referred to regularly (in lesson plans, resources and Power Points etc.) in all subjects.

This strategy is a way of formalising and encouraging consistency as required by Ofsted.

“You reviewed and restructured leadership responsibilities and focused on improving still further the quality of teaching in some GCSE subjects. As a result, pupils' attainment has improved and progress in subjects such as English is now significantly above the national average. However, you and your team are not complacent. You know that further work is needed to ensure that all pupils make consistently good progress from their starting points across all GCSE subjects.”

Short Inspection Ofsted Report January 2018

Keys act more as prompts for quick reminders about using core skills in all subjects. For example:

<p>Watch and review dance work. Split into groups, individually write notes, feedback to whole group key information.</p> <ul style="list-style-type: none"> • Speaking clearly and sharing observations with peers • Accurate use of dance specific vocab • Offering ideas / interpretations • Responding accurately to the type of question 	<p>Written analysis of the professional work</p> <ul style="list-style-type: none"> • Using dance specific vocabulary • Accurate spelling • Identifying and explaining the contribution of each feature to the overall dance intention
<p>Reading Handout to be given that offers support and information about the dance work e.g. Contextual information, choreographic ideas and/or review written by a dance critic.</p> <ul style="list-style-type: none"> • Analyse the language used which supports students own work - descriptive language. 	<p>Homework Use class notes to answer a practice exam question (10 marks) Explain how the physical setting is used effectively in the dance work. You may refer to camera effects, lighting, set design where relevant.</p>

From the BRIT School Anti bullying policy

We understand that bullying is harmful to students. We have an anti-bullying statement that sets out our aim of ensuring no student becomes a victim of bullying and the work that we carry out in school to foster an environment where bullying behaviour is known to be unacceptable. We understand that bullying may take different forms and may include racist or homophobic behaviour. Any such reported or observed incident will be dealt with in accordance with our anti-bullying policy. We will always take seriously any reports of bullying and respond appropriately. We

[Back to Top](#)

Medical

We have trained medical teams that respond to emergencies across the school. First aiders are not permitted to administer drugs unless it is an emergency Epi Pen. For students who keep medication in school e.g. ADHD, this is kept securely in the first aid room and students can access this by speaking to a member of staff in the Student Services department. Students administer the medication themselves. Parents are asked to complete a protocol for students with medical requirements that include epilepsy, diabetes etc. There are also details about all students who have allergies and this information is in the staff room and first aid room.

[Back to Top](#)

How do you track the progress of students with AEN?

If a student is identified as consistently falling behind his/her peers over a prolonged period and has had substantial support, then a Passport for Learning will be issued. This is a document giving a profile of the student's needs, strategies to overcome their barriers to learning and targets to help them move forward with each subject. It is written up by an assigned key worker from the AEN department and will be formally reviewed twice a year. All relevant teaching staff and tutors contribute to the Passport for Learning and these are regularly updated in order that the evidence of progress is live and accurate.

Parents of all students are invited to attend Parents Consultation Evenings and the extensive Academic Tutoring Day, at which members of the AEN department are present to discuss progress, support needs and concerns.

[Back to Top](#)

How do you evaluate the effectiveness of the provision made for pupils with AEN?

As a school we measure students' progress in learning against national and age related expectations. The subject specific teacher continually assesses each student and notes areas where they are improving and where further support is needed.

The AEN department use the SISRA database to inform their interventions and their impact, as well as other soft data methods such as questionnaires. This information feeds into the pupil progress meetings and helps the AEN department to assess the impact of their interventions.

The AEN department has pupil progress meetings where data and evidence from the team is shared and an evaluation about the impact of support/intervention is presented. From there, decisions on the best way forward are made and implemented.

[Back to Top](#)

How do you assess students for exam concessions?

Summary

Access Arrangements are in place to allow candidates with special educational needs, disabilities or temporary injuries to access an assessment by levelling the playing field. Access arrangements allow candidates/learners to show what they know and can do without changing the demands of the assessment: for example a scribe/reader and a word processor. In this way Awarding Bodies will comply with the duty of Equalities Act 2010 to make 'reasonable adjustments'. We are bound by the regulations of the JCQ which are updated every academic year.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Procedure

'In order to qualify, students need to demonstrate difficulties which have substantial impairment'. This means for example that a student who has a diagnosis of dyslexia is **not automatically** entitled to a particular arrangement. They need to fulfil the criteria set by the exam boards.

Some history of need, provision in the past or concerns raised by staff must be shown. Reports from Educational Psychologists, specialist assessors outside of the school, a history of difficulties developing literacy skills in school reports, all contribute to the history of need but do not automatically equate to arrangements being appropriate in this setting.

As the JCQ (Access arrangements handbook) indicates: 'The head of centre is responsible for the appointment of the specialist assessors who should 'ideally be employed within the centre or an external specialist assessor who has an established relationship with the centre'. The specialist assessor must sign the form 8.

[Back to Top](#)

Referral process

Students who may have a learning difficulty and may therefore require access arrangements are highlighted to the SENCo by teaching staff, parents or self-referred by a student. The following then happens:

1. Notice significant and persistent difficulty that a student is experiencing
2. Make a note of those observations
3. Find and copy evidence of the student's difficulties. For example: Photocopies of the student's work / Information from tutor or previous school, Emails
4. Send email to Deputy SENCo highlighting the student's difficulties and naming the evidence you have gathered. There are email templates available.
5. This information, in conjunction with any test results will be used to apply for Access Arrangements for the student if appropriate and if it is felt there is a substantial and long term impairment which has an adverse effect and is the student's normal way of working.

It is important to note that Access Arrangements from a previous school do not mean a student will automatically receive those arrangements in their new school. Students need to be re-tested and relevant evidence collected (which can include information from their previous school) in order to be granted Access Arrangements. All students who previously had Access Arrangements will need to re-apply for Access Arrangements.

[Back to Top](#)

How does the School offer pastoral care for Students?

At BRIT we think about the whole student and their experience of school inside and outside of the classroom, from the lessons taught to the food eaten in the canteen. The very nature of our courses mean that students spend a lot of time in their specialist subject area, exploring ideas and current issues that are often close to home. Students are absolutely encouraged to express themselves through their work so this leads to a close understanding of the individual.

Every child is supported by a tutor and co-tutor, who will remain with them (in most cases) throughout their key stage. This provides continuity in care and builds a strong relationship between tutors and students. In KS5 each Strand Director takes responsibility for their cohort's pastoral care, in conjunction with the KS5 Pastoral Team. We also have a Student Well-being Officer who oversees every aspect of our students' school life.

There are many additional members of staff at BRIT who are able to provide pastoral support, these include:

- The KS4 & KS5 Pastoral teams
- The school counselling team
- The AEN team (Some students are also allocated a mentor to check in with once a week)
- The Reception Desk team are often the first point of contact for many students
- Student Services
- The attendance & medical officer

We also have excellent relationships with a number of outside agencies including Child & Adolescent Mental Health Services, Children's Services, the Police and local Safer Neighborhoods Team.

Students are consulted on their views regularly, via the school council representatives and student satisfaction surveys.

[Back to Top](#)

Which outside agencies does the School have links with?

We often work with outside agencies to support students. Three years ago the BRIT School commissioned a Speech and Language Therapist through Words First to work with a selected group of students. (www.wordsfirst.uk). This work helped develop young people's understanding of themselves and help provide strategies for them and those around them to use to build self-awareness and confidence. The work proved to be so successful that we have renewed our collaboration with Words First for the current academic year.

Additionally, we have excellent relationships with a number of charities with whom we work in partnership. These include: Young Minds, Certitude, War Child, St Christopher's Hospice and other local and national charities.

As a school we can access a range of services including:

- Child and adolescent Mental Health Service
- Social Care
- Educational Welfare provision
- Educational Psychology Service
- Career Advisory Service
- Nafen
- London Grid for Learning (LGfL)
- EAL
- Croydon Sensory Support Service

These services are contacted when necessary and appropriate, according to your child's needs

Which Local Authorities do your students come from?

Due to our wide catchment area, we have students on our AEN Register who reside in a number of different boroughs. Here are the links to each of their local offers.

[Barnett](#)

[Brighton & Hove](#)

[Bromley](#)

[Camden](#)

[Croydon](#)

[Derby](#)

[Ealing](#)

[Hackney](#)

[Islington](#)

[Kensington & Chelsea](#)

Kingston

[Kingston Upon Thames](#)

[Lambeth](#)

Lewisham

[Merton](#)

[Redbridge](#)

[Richmond & Wandsworth](#)

Southwark

Surrey County Council

[Tower Hamlets](#)

[Wandsworth](#)

[Back to Top](#)

How are members of the AEN department and subject teachers trained and developed in their understanding of AEN?

Members of the AEN department receive regular CPD in a number of ways, such as in-school and external training.

In turn, the AEN department advises and trains other departments and staff across the school in the latest information and research about how best to help students with AEN to learn. For example, two years ago staff attended a training session on 'Effective Use of LSAs', the aim was to improve collaboration between teachers and LSAs thus having a more positive impact on students' support, particularly those with Additional Educational Needs.

Training for AEN Staff members in recent years include: Anxiety Training with Young Minds, Behaviour Management Training & Action Learning with John Bayley, Certificate of Mentoring with The Institute of Counselling and Drawing & Talking Therapy. Some staff also completed training which focused more on academic achievements and learning strategies including courses such as Maximising the Impact of TAs, The Advisor Fundamentals - UCAS and Verbal Feedback with Ross McGill. In previous years these have included Maths Training from Rebecca Turvill who came to deliver training on Maths intervention ideas and strategies and Jo Dillworth, a representative from London Grid for Learning (LGfL). Our Team will also be working closely with the Maths Lead Practitioner to develop further skills in this area.

In addition, we seek the help of specialists to train staff about a particular condition that a specific student suffers, to ensure we are giving them the best support. For example, our team received OCD Training with Dr Zoe Kindynis a Clinical Psychologist from South London and Maudsley in July 2019. This academic year we had specialist training on Tourette's Syndrome to address a growing need.

From time-to-time we arrange for an expert to deliver training to all staff. Previous speakers have included author Tricia Barthorpe and Jane Friswell. Tricia informed the whole school on teachers' legal requirements under the new SEN Code of Practice 2014, which is part of the Family and Children's Act 2014. Jane was from SEND Consultancy and covered the responsibilities of teachers and TAs on the graduated response Code of Practice 2014. This academic year, we had a whole school training session on Autism and Girls, delivered by Edyta Zjawiony.

Once a week, we send out a 'Tip of the Week' to all staff via email, giving them a reminder about an area of need and tips on how best to help students overcome or work with that need.

Here is an example of a 'Tip of the Week'

For the next few weeks of **Tip Of The Week**, we will be looking at what **Attention Deficit Hyperactivity "Disorder"** (see the gold star!) is and how we can adapt our teaching for the students with this condition.

There are three main types of ADHD:

- Combined (both inattentive and hyperactive-impulsive)
- Predominantly Inattentive
- Predominantly Hyperactive-Impulsive

Inattention includes things like:

- Difficulty sustaining attention
- Avoiding or disliking sustained mental effort

Hyperactivity includes things like:

- Leaving seat when not supposed to
- Talking excessively

Impulsivity includes things like:

- Blurting out answers before the person's finished asking the question
- Interrupting others



How can parents and students contribute their views?

From the moment a child is interested in The BRIT School we encourage open and positive communication with parents of a child with an additional educational need. The department is very present at Open Evenings to give bespoke advice about both the application process and the support a child can expect if they are successful in gaining a place at the School.

Throughout their relationship with The BRIT School, parents can expect open two-way communication between themselves and the School. This can take the form of e-mail, phone, face to face or more recently in light of covid19, Google Meet where necessary.

Teachers try to encourage student voice through different strategies; we need students to develop their own voice if they are going to have the tools to compete in the job market place, and strategies include:

- Developing professional practice
- Students supporting teaching and learning
- Student feedback on what they have learnt
- KS4 have the opportunity to develop interview techniques. Use this as a model for Post 16 students as well.
- Students encouraged to have input
- Peer mentors: Post 16 working with KS4
- Student questionnaire reviewed in department time
- Student destinations
- Opportunity to discuss coursework with tutors and classmates
- Provide written and verbal evaluations of work
- Students give demonstrations and talks during open evenings
- Group work to develop social and communication skills
- KS4 assemblies
- Community projects
- Student presentations
- Student leadership groups

A number of years ago, we introduced our first Open Day specifically for new AEN Students and their parents. This is an opportunity for new students and their parents to come and meet the AEN team, find out about our services and familiarise themselves with our bespoke learning offer. This was received so well that this initiative has continued. Even with Covid19, over 100 parents/carers/students attended our socially distanced AEN Open Day in July 2021. This has helped to open up communication channels between parents/students and our AEN department prior to the student(s) starting at the BRIT School.

[Back to Top](#)

What should I do if I'm not happy about an aspect of the provision made for my child?

Everyone at the school is constantly striving to improve the quality of education provided for pupils, so if you have an area of concern we'd like to hear from you. It helps to address it to the correct person. If it's a curriculum issue, the student's subject teacher or Tutor should be the first point of contact. If the complaint is about the lack of support for the needs of your child (AEN) then the SENCo should be contacted.

If your complaint has not, in your view, been dealt with satisfactorily by the member(s) of staff you have contacted, then the Principal is your next point of contact.

Should a parent feel that his/her complaint has not been dealt with satisfactorily by the Principal, he/she has the right to refer the matter to the Governing Board.

We welcome feedback from students and parents, and want to work with you to make your child's experience of education a fantastic one!

We'd like to share with you some communication sent to our AEN Department during the last year:

"Thank you for everything you have done."

"I am so grateful to the AEN team for supporting Alex so individually. I feel they are ambitious for him and this has helped confidence and self-esteem. Thank you."

Regarding support over Covid lockdown:

"1:1 sessions, constant email and video support from AEN staff, assignment and timetabling and support with deadlines. Support emotional well being."

"Honestly, it exceeded our expectations. The situation was unprecedented and the department responded with utmost care and attention."

"My child received weekly one to one meetings online with AEN dept and some email support plus while the school was shut he was able to physically go in which was a great help."

[Back to Top](#)