

The BRIT School SEN Information Report 2023/24

Role	Name(s)
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This plan is reviewed annually to ensure compliance with current regulations

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SEN information report

1. The kinds of AEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with AEN and assessing their needs

AEN pupils are identified through a range of methods prior to starting at The BRIT School including, but not limited to:

- The BRIT School application form
- Admissions paperwork and process
- AEN Open Days
- Initial Lucid screening
- English, Maths, Science baseline tests on entry
- Discussions with parents
- AEN presence in subject departments
- Progress tracking
- Summative assessment
- Diagnostic assessment
- Observational assessment
- Team Around the Child Meetings
- Referrals from external agencies

Additionally, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having AEN.

All staff should follow The BRIT School AEN Referral Process. Following that, when deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This is illustrated in our AEN Flow Chart of support.

The BRIT School 2022/23 AEN Summary of Primary Need:

Year Group	Y10	Y11	Y12	Y13	Y14	Total
EHCP	2	3	17	26	0	48
Non-EHCP	41	23	91	87	3	245
Total No. Students	43	26	108	113	3	293
Year Group/Primary Need	Y10	Y11	Y12	Y13	Y14	Total
Autistic Spectrum	4	4	27	18		53
Severe Learning Difficulty				1		1
Specific Learning Difficulty	23		44	50	1	118
Multi Sensory Impairment						0
Moderate Learning Difficulty		2		9		11
SEN support but no special assessment of type of need						0
Social, Emotional & Mental Health	11	7	26	23	1	68
Hearing Impairment			3	1		4
Visual Impairment						0
Other Difficulty/Disability						0
Speech, Language & Communication Needs			1	2		3
Profound Multiple Learning Difficulty						0
Physical Difficulty	5	13	7	9	1	35
Total No. Students	43	26	108	113	3	293

3. Consulting and involving pupils and parents

Through the Admissions process, we offer early discussions with pupils and their parents in relation to AEN support. Where offers of a place are issued, these conversations will drill down to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

For concerns around new students that emerge through the academic year, we ensure we have an early discussion with the pupil and parents to determine the nature of the AEN provision.

We will formally notify parents when it is decided that a pupil will receive AEN support.

In addition to being able to contact us as needed, it will always be possible to arrange appointments with the SENCo/Deputy SENCo at Parent Consultation Days which occur throughout the year.

Where students have an EHCP, there is an additional opportunity for discussion and planning at the statutory Annual Review.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. More detail will be noted below.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. These are additionally informed by specific training and strategies advised by our external agencies. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

All students with an EHCP will have a Passport for Learning. The appropriateness of an additional Pupil Profile for other students on the AEN Client List will be determined on a case by case basis, with the views of the young person and parent/carer playing a large role in this.

The AEN Client List is monitored on a termly basis, with a holistic approach being utilised in this process. If a student is being moved off the Client List, they will move onto the Monitor List (also flagged on the school iSAMS system) to indicate a prior need. This movement will be communicated with parents/carers. The AEN Monitoring List is for students where we have concerns about a possible need and are in the process of working with the family and external agencies to determine.

5. Supporting pupils moving between phases and preparing for adulthood

To support students moving from KS4 to P16, the AEN Team works closely with the Pastoral and Careers team to support students with their applications and the transition process.

The AEN Team also works closely with the strands and Careers Team to support students' Post-BRIT applications and opportunities, including UCAS, portfolio development, audition practice, DSA applications, etc. As needed, we will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6. Our approach to working with pupils with AEN

Wave 1: Universal

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have AEN. This will be differentiated for individual pupils. Teachers are made aware of the students AEN needs via the AEN Client List and also on their registers via iSAMS. They will have access to students' Passports for Learning/Pupil Profiles to support their application of reasonable adjustments. These strategies will be informed by training of the AEN Team, teaching staff and the work of our commissioned external services.

Underpinning all of this is an LSA attached to each Creative and Performing Arts strand at P16 and a dedicated team of LSAs who specialise in KS4, supported by the SENCo and Deputy SENCo through their line management of each team of LSAs.

Wave 2: Targetted

If progress at Wave 1 is not sufficient we will move into Wave 2. At this point, our AEN Team will also provide the following interventions on a case by case basis to support the work of the teachers:

- Regular meetings with KS4 or P16 Transition LSA for a short period of time
- AEN Needs Upskillers
- In class support
- Disapplication support
- Maths and English Intervention Specialist
- Access Arrangement Testing

The duration of Wave 2 would vary depending on the type of intervention. Best case scenario, this support will be effective and students will move back into Wave 1. If this has still not had the desired impact, we move into Wave 3.

Wave 3: Specialist

We have a range of AEN Specialist Interventions that consistently feed back into Waves 1 & 2 via training and supervision. If those interventions alone have not been successful, we can examine the following possibilities:

- 1:1 Interventions
- Drop-in sessions
- Homework Club
- Emotional Regulation support via our ELSA
- Work with the SEMH LSA
- HLTA Support
- Speech and Language Therapy - *strategies provided for staff*
- Educational Psychology Consultations - *strategies provided for staff*
- Occupational Therapy Consultations - *strategies provided for staff*

These interventions will rarely run yearlong but over set periods of time to ensure that strategies are embedded, practised and evaluated.

For most students, we are able to manage their needs by moving between Waves 1, 2 and 3.

However, in some cases, despite our best efforts, we need to examine alternative strategies.

Wave 4: Further Options

At this stage we could be looking at an Education Health and Care Plan and working with the Local Authority as needed.

The allocation of these will be determined on a case by case basis. The provision is monitored regularly by the SENCo, Deputy SENCo and the staff in the KS4 and P16 transition roles. We also work closely with the Pastoral Team to ensure a holistic approach to student wellbeing and attainment.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

● 8. Additional support for learning

We have 11 Learning Support Assistants who are deployed on a Key Stage basis and department basis. They are allocated based on the AEN need in each area.

Learning Support Assistants will support pupils on a 1:1 basis when:

- An EHC Plan states it as a requirement
- For short term interventions with an LSA

Learning Support Assistants will support pupils in small groups when:

- They have common needs - eg. organisation, coursework support, social skills groups
- They are working together in Disapplication

We work with the following agencies to provide support for pupils with AEN:

- Words First - Speech and Language Therapy
- Words First - Occupational Therapy
- Words First - Educational Psychology

9. Expertise and training of staff

Our SENCO has 11 years experience in working within AEN and has previously worked as a Deputy SENCO, Child Protection Lead and Designated Teacher alongside teaching History and Humanities. They are also the centre's Access Arrangements Assessor and hold the National SENCO Award.

Our Deputy SENCO has worked in education for 8 years and been a qualified teacher for 5. Having qualified in primary education, they have been a year lead, subject lead and completed the National SENCO Award.

We have a team of 11 Learning Support Assistants, including 6 in specialist roles. They have a range of expertise including:

- Class teachers
- PHD students
- Mentor support
- Small business owners
- Youth Workers

In the last academic year, staff have been trained in:

- Autism in Girls
- Dyslexia
- Levelling Up
- Zones of Regulation
- AEN Induction for PGCE students, NQTs and new to BRIT staff

All of our teachers hold the relevant teacher training and have regular CPD opportunities via the AEN Team and external service providers.

We use specialist, external, staff for

- Speech and Language Therapy
- Educational Psychology
- Specialist Counselling
- ADHD Coaching

10. Securing equipment and facilities

We work closely with the Site Team to ensure the wider site is accessible to students and members of the public with physical disabilities. We have disabled toilets and lifts in each of our buildings.

We work closely with the Local Authority Hearing and Visual Impairment Teams to support our students with those needs. They visit the site regularly to ensure it is accessible for the student and prepare specialist reports which are shared with staff. Additionally, they support the provision of specialist equipment for the student, the cost of which is supported by their service or the AEN budget.

11. Evaluating the effectiveness of AEN provision

We evaluate the effectiveness of provision for pupils with AEN by:

- Reviewing pupils' individual progress towards their goals each term
- Core Group with AEN, Pastoral and HODs with oversight by SLT
- Tracking and monitoring by the KS4 and P16 Transition LSAs
- Oversight monitoring by the SENCO and Deputy SENCO
- Liaising with parents
- Liaising with teachers
- Liaising with Trustees
- Learning walks
- Destinations tracking
- Work with Alumni

12. Enabling pupils with SEND to apply for The BRIT School, transition smoothly and access activities available to those in the school who do not have SEND

It is vital to The BRIT School that students represent the wider community, particularly in regards to a range of AEN needs. The AEN Team is deeply involved in the journey of a BRIT student, from candidate to student and then to their Post-BRIT futures.

- Admissions:
 - All students with an EHC Plan will be progressed to the meeting stage automatically
 - All students with an EHC Plan will meet with a member of the AEN Team in a pre-meet ahead of their meeting
 - All students with an EHC Plan will be supported in the Workshop/meeting
 - All other AEN students will be offered support through the process if they wish
 - Places will be offered on conclusion of the Admissions process (outlined in the Admissions Policy)
 - We hold an additional AEN Open Morning to support this process alongside the two general Open Events in an academic year
- On allocation and acceptance of a place:
 - Students with an EHCP, and their parents/carers, will be invited to a meeting with the AEN Team and their strand ahead of starting to ensure that the provision is in place ahead of their start in the Autumn Term

- o All students with a reported AEN need, and their parents/carers, will be invited to an AEN Open Day onsite ahead of their start in the Autumn Term
- o Meetings are held with previous settings as needed

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If a risk assessment is required, we work with the trip leads and Pastoral Team to ensure all needs are addressed, providing personnel support if needed.

No pupil is ever excluded from taking part in these activities because of their AEN or disability.

13. Support for improving emotional and social development

Some of the ways we provide support for pupils to improve their emotional and social development include:

- PPD Programme
- BRIT School Counselling service
- The School Council
- BRIT Fit activities
- The Thrive Programme
- The Neurodiversity Discussion Group
- Dungeons and Dragons Club
- Assemblies - LGBTQ, Mental Health, Black History, Neurodiversity, Literary Festival
- Afro-Asian Caribbean Society
- Venus

14. Working with other agencies

We are committed to accessing external support as needed to ensure our students are able to have their needs met. We are clear on our mission and able to commission external services. If required these services are reviewed on a case by case basis. For example:

- Yearlong SALT support via WordsFirst
- Yearlong EP support via Words First
- Yearlong EP support via Words First
- Commissioning ADHD/ASD coaches
- External, specialist counselling services
- Croydon Visual Impairment Team
- Croydon Hearing Impairment Team

We also access the Croydon Local Offer.

Additionally, we work closely with CAMHS, Private Therapists and Social Care on a case by case basis.

15. Complaints about AEN provision

Complaints about AEN provision in our school should be made to the SENCo in the first instance. If the complaint cannot be resolved through the usual means (which could include phone conversations, meeting or emails), they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with AEN

Students at The BRIT School come from across London and the UK. We signpost parents to support in their local area where possible on request.

17. Contact details of the AEN Team

SENCo: lrajah@brit.croydon.sch.uk

Deputy SENCo: lpowell2@brit.croydon.sch.uk

General AEN Queries: aen@brit.croydon.sch.uk

General Access Arrangements Queries: accessarrangements@brit.croydon.sch.uk

18. The local authority local offer

Students at The BRIT School come from across London and the UK. We signpost parents to support in their local area where possible on request. See below for the Local Offer of each Local Authority we work with.

Our local authority's local offer is published here:

[Barnet](#)

[Brent](#)

[Brighton-Hove](#)

[Bromley](#)

[Camden](#)

[Croydon](#)

[Derby](#)

[Ealing](#)

[Hammersmith and Fulham](#)

[Islington](#)

[Lambeth](#)

[Lewisham](#)

[Greenwich](#)

[Merton](#)

[Redbridge](#)

[Richmond upon Thames](#)

[Southwark](#)

[Surrey](#)