

SEND Information Report - 2025-26

Benjamin Britten Music Academy is an inclusive school. We welcome pupils with a wide range of Special Educational Needs and Disabilities (SEND) and work hard to ensure that every child can access a broad, ambitious curriculum and thrive as part of our community.

This report explains how we identify and support pupils with SEND, how we work with families, and what you can expect from us. It meets the statutory requirements set out in the **SEND Code of Practice (2015)** and forms part of the school's Local Offer.

How we identify SEND

We identify SEND as early as possible so pupils receive the right support at the right time. We follow the **Assess–Plan–Do–Review** cycle from the SEND Code of Practice. A pupil may be identified as having SEND if they have significantly greater difficulty in learning than others of the same age, or if a disability affects their ability to access the curriculum.

We gather information from:

- Primary schools during transition
- Teachers who raise concerns
- Parents and carers
- The pupil themselves
- Assessment data and screening tools

We use a wide range of assessments, including reading, spelling, language, cognitive and emotional-literacy screeners. These help us understand a pupil's strengths and barriers to learning.

What to do if you think your child has SEND

We encourage parents to contact us as soon as they have a concern.

You can speak to:

- The SENDCo
- Your child's Head of Year
- Your child's form tutor

We will listen carefully, gather information, and agree next steps with you. This may include classroom strategies, further assessment, or targeted intervention.

How we monitor your child's progress

All pupils' progress is monitored throughout the year. For pupils with SEND, we also:

- Review interventions regularly
- Share outcomes with parents
- Update SEND Individual Profiles (SENDIPs)
- Adjust support based on what is working

Parents receive updates through reports, emails, phone calls, and meetings where needed. We aim to work in partnership with you at every stage.

The types of need we provide for.

We provide support for pupils with needs across all four broad areas of the SEND Code of Practice (2015)

- **Communication and Interaction** (including Autism Spectrum Condition, speech and language needs)
- **Cognition and Learning** (including dyslexia, dyspraxia, dyscalculia, and moderate learning difficulties)
- **Social, Emotional and Mental Health (SEMH)**
- **Sensory and/or Physical Needs** (hearing impairment, visual impairment, physical disabilities)

We welcome pupils with a wide range of needs and work closely with families to ensure appropriate provision is in place.

How we support pupils in the classroom

High-quality teaching is the first and most important part of SEND support.

Teachers receive training on how to adapt lessons for pupils with different needs. Every pupil with SEND has a **SEND Individual Profile (SENDIP)** which outlines:

- Their screening data
- Their needs
- Strategies that help them learn
- Any additional information teachers need to know

These profiles are visible to staff every lesson so that reasonable adjustments can be made consistently.

Learning Support Assistants (LSAs) do not “velcro” to pupils. Instead, they provide **targeted, structured intervention** that builds independence and supports progress.

How we decide what support a pupil receives

Most pupils’ needs can be met through high-quality teaching and reasonable adjustments.

If a pupil needs more help, we may offer:

- Small-group or 1:1 intervention
- Support with literacy, language, social skills or emotional regulation
- Assistive technology
- Additional transition support
- Pastoral mentoring

If a pupil has significant and long-term needs that require more support than the school can provide from its own resources, we may discuss applying for an **Education, Health and Care Plan (EHCP)**.

Where provision exceeds a threshold, we may apply for **High Needs Funding**.

How pupils with SEND are included in wider school life

Pupils with SEND are encouraged and supported to take part in:

- School trips
- Clubs and extracurricular activities
- Performances and events
- Leadership roles

Risk assessments are completed where needed, and reasonable adjustments are put in place so pupils can participate safely and confidently.

Only in very rare cases would a pupil be unable to attend an activity, and this would always be discussed with parents.

Support for wellbeing, mental health and behaviour

We take a holistic approach to supporting pupils with SEND.

Support may include:

- Pastoral mentoring
- Emotional-literacy sessions
- Anxiety or self-regulation programmes
- Access to the school counsellor or Mental Health Support Team
- Support from external agencies where appropriate

We work closely with families to ensure pupils feel safe, understood and supported.

Specialist services and external agencies

We work with a range of professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Education Services (SES)
- CAMHS
- Early Help and Social Care
- Medical professionals

SES now provide advice and consultation rather than direct intervention. Their guidance helps us ensure our provision reflects current best practice.

Staff training

All staff receive regular training on SEND, including how to adapt teaching for the four broad areas of need.

Our LSAs are trained to at least Level 3, with many holding additional specialist qualifications in:

- Autism
- Dyslexia
- Speech and language
- Mental health
- Emotional literacy

This ensures pupils receive high-quality, evidence-based support.

Accessibility

Our school is fully accessible. We provide:

- Wheelchair access
- Disabled toilets and changing facilities
- Adjusted classroom locations for sensory needs
- Enlarged print
- Coloured overlays and paper
- Assistive technology such as laptops, reader pens and Immersive Reader

We work with families and professionals to ensure pupils with disabilities can access all aspects of school life.

Accessibility and how we provide equipment to support pupils

Our Accessibility Plan (available on the school website) sets out how we improve access to the curriculum, environment and information for pupils with disabilities.

We secure specialist equipment and facilities through:

- SEND funding
- Top-up / High Needs Funding
- EHCP-specified provision
- Advice from external professionals (e.g., SES, medical teams)
- Regular review of individual needs with families

Provision may include:

- Assistive technology
- Alternative seating or workspace adaptations
- Enlarged or coloured print
- Sensory adjustments
- Physical accessibility arrangements

How we admit disabled pupils

Benjamin Britten Music Academy follows the Local Authority admissions policy for all pupils, including those with SEND.

We do not discriminate against disabled pupils in our admissions process, and we make reasonable adjustments in line with the **Equality Act 2010**.

Where a pupil has an EHCP, the Local Authority consults with the school to ensure we can meet their needs.

Working with parents

We value strong relationships with parents and carers. You know your child best, and your insight is essential.

We involve parents in:

- SENDIPs

- Intervention reviews
- EHCP processes
- Transition planning

We aim to communicate clearly, honestly and promptly.

Supporting transition

We plan transition carefully for pupils joining, moving through, or leaving the school.

This includes:

Year 6 → Year 7

- Visits to primary schools
- Attendance at EHCP reviews
- Enhanced transition sessions
- Early assessment

Mid-year admissions

- Baseline testing
- SENDCo meeting with parents
- Tailored support

Post-16 transition

- Careers guidance
- College liaison
- Support with applications and visits

How we evaluate the effectiveness of our SEND provision

We use a range of measures to ensure our support is effective, including:

- Progress tracking (academic and pastoral)
- Reviewing intervention outcomes
- Monitoring classroom adjustments and SENDIPs
- Learning walks and observations
- Feedback from pupils, parents and teachers
- Annual reviews for pupils with EHCPs
- Trust wide mechanisms

Provision is adapted where needed through the **Assess–Plan–Do–Review** cycle.

Support services

We work with a range of external agencies who support pupils with SEND. These include:

- Educational Psychology
- Speech and Language Therapy
- Specialist Education Services (SES)
- CAMHS and mental health support teams
- Early Help and Social Care
- School Nursing and medical professionals

These services offer guidance, assessment and expertise to help us meet pupils' needs effectively.

Disagreements, Mediation and Tribunals

In the first instance, the Learning Support team are happy to advocate where possible for pupils.

Parents can access SEND mediation and disagreement-resolution support through the Local Authority's mediation service. Information and contact details for mediation, SENDIASS and other support services can be found through the Local Authority's Local Offer website <https://www.suffolklocaloffer.org.uk/>.

Complaints procedure

If parents have concerns about SEND provision, they should first contact the SENDCo. If concerns remain, the school's Complaints Procedure outlines the steps to follow. The procedure can be located here: <https://www.benjaminbritten.school/Information/Policies>

Local Authority local offer

Information about SEND support available across the county can be found on the Local Authority's Local Offer website <https://www.suffolklocaloffer.org.uk/>. This SEND Information Report forms part of the school's contribution to the Local Offer.

SEND policy

Our SEND Policy can be located on the school website here: <https://www.benjaminbritten.school/Information/Policies>

Key contacts

SENDCo:

Jerrie Poole

J.Poole@benjaminbritten.school

Headteachers:

Dr. A. Ridley and Ms I. Thurbon

Parents are welcome to contact the SENDCo with any questions, concerns or requests for support.