

Benjamin Britten School

SEND Information Report

2023-24

Benjamin Britten School is a large, mainstream secondary setting. The school is inclusive of those with Special Education Needs and Disabilities (SEND) and, as far as possible, those needs are met within the classroom with reasonable adjustments, adequate differentiation and Quality First Teaching.

Those pupils with a statutory document known as an Education Health and Care Plan (EHCP) are supported through the learning support department with close liaising with parents and pastoral support within the school.

Where pupils have been identified as needing further intervention, that is above and beyond what can be provided in the classroom, then the Teaching Assistants (TAs) will carry out interventions.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The SENCo and SEN team liaise with Partner primary schools in the summer term before admission, to pass over any information about the needs of those attending. We also run a transition group in the summer term before admission. This allows those pupils, identified by the primary school, to have a period of transfer and to get to know the school a little better. We also then develop an understanding of those pupils, which enables us to put provision into place as soon as they start in September.

We have a procedure which we adhere to when identifying any new SEN, this is based on the Assess, Plan, Do, Review cycle outlined in the SEND code of practice (2015). We also work to the 'Identification of pupils with additional needs and monitoring of progress' flow chart, which includes the below steps.

There are many ways in which a pupil may be assessed for SEN working through the cycle.

- In the first instance, the SENCo will investigate any difficulties identified by staff, parents or sometimes even the young person themselves, by gathering information with any staff that work with the pupil. Including what is currently being put into place with the classroom to allow them to access the curriculum.
- The school has a battery of in house tests that can be used to assess the abilities of any pupil. Ranging from Dyslexic type difficulties testing to receptive language skills. These are carried out by the SENCo and Learning Support team. The SENCo has a qualification to allow use of psychometric tests within the school setting.
- When information has been gathered, it will be decided, along with parents, what the best course of action might be. It could be strategies within the classroom, support within lessons or seeking advice from an external agency.
- Depending on the difficulty, a targeted intervention programme may be put into place. This will also be carried out using the Assess, Plan, Do, Review cycle. Any feedback will be shared with staff as well as the young person and parents.
- If the difficulty is deemed to be impacting on the young person's education and they are unable to make progress because of it then a statutory assessment may be applied for.

The school works closely with a variety of external agencies to promote a holistic view of education.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

In addition to the usual report cycle that is present within school, there is information shared with parents about the outcomes of interventions. This will be done on a termly basis or when the intervention programme has run its course. All interventions are run to be personalised and therefore can take longer/less time depending on the needs of the pupil. Any further information is always available from the SENCo. Telephone conversations and updates are regular between parents and the SENCo. There is the facility to have more regular contact through email as and when appropriate.

How will my child be involved in their education? When will they be consulted?

As expressed in the SEND Code of Practice (2015) we use a person centred approach. The child (and family) are at the centre of decision making for their own provision. The SEND Individual Profiles are created with the young person (in some circumstances, the parents), taking their views and reporting them to staff. The pupils also have final say over their interventions and how they are administered by working with the Advanced Skills Teaching Assistants. At all points of their provision the stakeholders views are sought and considered carefully.

How will the school staff support my child and how will the curriculum be matched to my child's needs?

We have an inclusive environment at Benjamin Britten School, this means that within the classroom all pupils have to be differentiated for, meaning that the work is pitched at a level appropriate to their ability. This is part of Quality First Teaching. Staff receive personalised information to allow them to understand specific pupil's needs, as well as more wide ranging guides on areas of difficulty and how to adapt teaching to include those difficulties. The Programmes of Study for the range of subjects are adapted for the differing needs of the pupils using the Four Broad Areas of Need from the SEND Code of Practice. Whenever an external agency has been involved with a pupil and suggested strategies are an outcome of the involvement, these are always shared with the staff that work with that child as well as the wider staff. This includes staff such as Midday Supervising Assistants, Teaching Assistants, support staff, office staff etc. Where a TA is deployed within a particular group they will work with those pupils to support their learning in a way that will promote and develop independence. This support may take the form of one to one, small group work or more of a floating presence around the room. It has been proven time and time again through empirical studies that sitting a TA next to a pupil does not have a good effect on the pupil and can actually have a detrimental impact on their independence in some cases. At Benjamin Britten School, all pupils have the right to learn within the classroom and this is mirrored by the teacher standards that outline the need for differentiation and reasonable adjustments being made. We adapt work to meet the needs of the pupils so all have the opportunity to progress and achieve.

How is the decision made about the type and how much support my child will receive?

The level of support available to a pupil will depend on the outcome of many investigations and meetings with a variety of agencies. We foster independence at Benjamin Britten School and mostly the needs of the pupil can be met with adequate differentiation and reasonable adjustments put in place by the teacher with the support of the SENCo.

Interventions run for those with specific difficulties in certain areas and this has several criteria to assess who is most relevant to receive the intervention. These are designated by the use of several testing methods, these can include;

- Cognitive Abilities Testing (CAT) standardised scores carried out upon intake in year 7 – give a baseline of cognitive ability.
- New Group Reading Test (NGRT) and New Group Spelling Test (NGST) – this allows us to screen Year 7s as they enter the school. This screens for Reading, Reading Comprehension and Spelling.
- Dyslexia Portfolio – as well as testing for possible signs of dyslexia, it also tests word literacy, Processing Speed, Working Memory, Phonological Knowledge, Freewriting Speed and overall underlying ability.
- Comprehensive Test of Phonological Processing – 2nd Edition (CToPP2) – tests different types of processing.
- Test of Memory and Learning – 2nd Edition (ToMaL) – tests different types of memory including Working Memory skills.
- Detailed Analysis of Speed of Handwriting (DASH) – tests legibility as well as speed of handwriting.
- Wide Range Achievement Test 5th Edition – Tests include, word reading accuracy, sentence comprehension, Spelling, Maths computation.
- Dyscalculia Screener
- British Picture Vocabulary Scale (BPVS) – tests receptive language and how many words a pupil has at their disposal.

This can then guide when and if the pupil needs support and in what area.

How will my child be included in activities outside the classroom including school trips?

All pupils at Benjamin Britten School have the opportunity to attend extra-curricular activities and off site trips etc. For all pupils attending any such provision a risk assessment is carried out. Occasionally a risk assessment will be carried out for specific pupils to attend trips, adequate provision is then put into place for them to attend. Only on very rare occasions a pupil may not be able to attend if it is deemed that the risks are too great to themselves or others. For the vast majority of pupils, parents will be contacted so that we can understand exactly what provision needs to be put into place for the pupil to attend the activity and how we do that.

What support will there be for my child's overall wellbeing?

At Benjamin Britten School we have a year system with there being a Head of Year, which is a teaching member of staff, and then an Assistant Head of Year to support. This allows pupils to access support whenever they will need it. We pride ourselves on our pastoral care.

All intervention provided by Benjamin Britten is personalised and there is no 'one size fits all' type intervention.

In addition to this there are a variety of clubs that are run during unstructured time with the specific aim of developing social skills and friendships. Targeted pupils are invited to attend but others can access these if they wish to.

We also have a counsellor who attends the school to speak with any pupils who have more developed mental health needs or are dealing with something at home that may require some extra support.

What specialist services and expertise are available at or accessed by the school?

We regularly access a variety of specialist external agencies as well as having some staff that have been trained by these external agencies. Below is a list of a few that have been involved more recently however we contact agencies based on the needs of the pupils we have at the time, this is not an exhaustive list.

- Specialist Education Services (Four services aligned with the 4 broad areas of need)
- Speech and Language Therapist
- Careers advisor
- Occupational Therapist
- Physiotherapist
- Educational Welfare Officer
- Community Nurse team
- Educational Psychologist
- Clinical Psychologist
- Various colleges and further education staff

We work closely with all outside agencies and work together to provide the best provision possible inside a mainstream setting.

We also use Valuing SEND, the local authority's tool to assess school readiness to meet need and the pupil's needs.

This allows us to match our provision appropriately where we can as a mainstream setting.

What training have the staff supporting SEND had or what training are they having?

Staff at Benjamin Britten School are all expected to attend training that is relevant to their post, including Teaching Assistants. This means that all staff have a good level of understanding about the different SEND and how to support them best. Staff of all levels take their Continuing Professional Development very seriously and through the usual performance management schedule their strengths and areas for development will be taken into consideration and acted upon.

We have specific INSET sessions around certain difficulties and how they link to our whole school focus.

The SENDCo is highly qualified and is also continuing their professional development further.

BSc Psychology

MA Education

National Award for SEND Co-ordination

Advanced SENCo Award

SENcos as Leaders Award

MA SEND and Inclusion

Postgraduate Award of the Assessment for Access Arrangements

Currently completing Accredited Level 5 – Dyslexia; Literacy, Support and Intervention through the British Dyslexia Association.

How accessible is the school both indoors and outdoors?

The school is fully accessible by wheelchair. There are disabled changing rooms as well as disabled toilets throughout the school. Disabled parking bays are available at both sites. Visual and Hearing impairments are taken into consideration when allocating classrooms, to get the best acoustics and lighting possible.

Parents are always involved when developing an SEND Individual Profile of how a pupil with a disability will be provided for at school. We take the advice of other external agencies when providing equipment etc.

What if my child has a physical disability?

All pupils are admitted to school through the local admissions service. Once they have been allocated a place then the transitional process can start.

Disabled pupils are able to access any activity whether curricular or extra-curricular that any other child can. Where physical adaptations need to be put into place, they are.

We have a plethora of accessible equipment from suitable seating to multi-level science and food tech tables.

We actively encourage disabled pupils access to all clubs, trips and productions.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

Benjamin Britten School is always happy to receive input from parents and has various platforms for this to be shared. The SENCo is always happy to meet with, chat on the phone or receive emails and will respond in a timely fashion.

The SENCo is always happy to speak with any parent who may have a concern or question about their child or their SEND. This could be concerning provision, ways to help at home, signposting to agencies for help outside school or supporting families in dealing with SEND.

As a first port of call, the Assistant heads of year are always available.

Complaints from parents of pupils with special educational needs concerning the provision made at the school will be addressed through the school's Complaints Policy and Procedure, available on the school website.

How are Looked After Children or Children in Care with SEND provided for specifically?

The SENDCo works closely with the Lead Teacher for CiC/LAC to ensure that the pupil's past and current situation are taken into consideration during the pupil's time here.

See documentation around LAC/CiC for more details.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Pupils who join the school mid-term are supported by the Lower or Upper school office in the first instance. This allows them to be welcomed into the school and have a buddy to help them settle into their new setting. We liaise with other schools when pupils transfer to make sure they have the most up-to-date information available. In some cases some testing is carried out to ascertain if there is anything we can do for a particular pupil.

If a pupil is joining through the normal transfer process then please see section above.

We also have specific sessions available with our careers advisors for pupils who may require more support in choosing courses at college or simply being aware of what the options are for them.

The school's local offer is currently available on Infolink here [Benjamin Britten Local Offer Page](#)
It can also be found by carrying out a web search for 'Benjamin Britten School Infolink'.

What kinds of differences does the school support?

The school supports all differences that can be met within a mainstream setting.

Some examples are;

Autistic spectrum conditions

Communication difficulties

Health conditions

Learning difficulties

Mental health conditions

Physical disabilities

Special Educational Needs and Disabilities Policy available here [SEND Policy](#)

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