

Benjamin Britten School



Special Educational Needs and Disabilities Policy

Special Educational Needs Policy 2025-26

Benjamin Britten Music Academy

This policy outlines how Benjamin Britten Music Academy (BBMA) identifies, assesses, and supports pupils with Special Educational Needs and Disabilities (SEND). It complies with:

- The Children and Families Act 2014
- The SEND Code of Practice (2015)
- The Equality Act 2010
- The school's statutory duties as part of the Local Offer

BBMA is committed to ensuring that pupils with SEND achieve positive outcomes, access a broad and ambitious curriculum, and participate fully in school life.

Aims

Our aims are to:

- Ensure pupils with SEND receive high- quality, evidence- based provision
- Promote inclusion through strong Quality First Teaching (QFT)
- Identify needs early and accurately
- Provide support that is “additional to or different from” the universal offer
- Work collaboratively with pupils, families, staff, and external agencies
- Deploy resources efficiently and transparently
- Ensure statutory processes (EHCPs, reviews, access arrangements) are completed accurately and on time
- Monitor and evaluate the impact of SEND provision across the school

Definition of SEND

A pupil has SEND if they have a learning difficulty or disability that requires provision that is additional to or different from that normally available to pupils of the same age.

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Roles and Responsibilities

SENDCo (Learning Support Coordinator)

The SENDCo (Mrs Jerrie Poole) is responsible for:

- Strategic leadership of SEND provision
- Maintaining the SEND register and SEND Individual Profiles (SENDIPs)
- Coordinating assessment, intervention, and statutory processes
- Leading the Learning Support team
- Liaising with external agencies
- Ensuring staff receive appropriate training

- Overseeing High Needs Funding and EHCP applications
- Quality assuring SEND provision across the school

Learning Support Assistants (LSAs)

LSAs:

- Deliver structured, evidence- based interventions
- Support pupils' independence
- Maintain records of intervention and progress
- Contribute to SENDIPs and reviews
- Support access arrangements
- Work within their specialist areas of need

Subject Teachers

Teachers are responsible for:

- Delivering high- quality, inclusive teaching
- Implementing strategies from SENDIPs
- Monitoring progress of pupils with SEND
- Raising concerns promptly
- Working with the SENDCo to review provision

Senior Leadership Team

SLT ensures:

- SEND is prioritised within school improvement
- Resources are allocated appropriately
- Statutory duties are met

Trustees

Trustees monitor:

- SEND provision
- Staffing
- Funding
- Impact and outcomes

Staffing and Specialist Expertise

The Learning Support team includes trained LSAs with specialist skills across the four areas of need. Staff hold qualifications including:

- Level 3 Supporting Teaching and Learning
- ELSA
- ELKLAN
- Dyslexia accreditation
- Mental health qualifications

The SENDCo is a qualified Access Arrangements Assessor (PAPAA).

Identification of Need

BBMA uses a robust, multi- layered identification process, including:

Transition (Year 6 → 7)

- Liaison with primary schools

- Attendance at EHCP reviews
- Additional transition visits
- Early screening

Mid- year admissions

- Baseline reading and spelling assessments
- Attitude and wellbeing screening
- Review of previous provision

In- school identification

Pupils may be identified through:

- Teacher referral
- Parental concern
- Pupil self- referral
- Assessment data
- External agency advice

Assessment tools include:

- NGRT, NGST
- CATs
- Dyslexia and dyscalculia screeners
- BPVS3, TALC2, Language Link
- PASS
- SEMH tools (Rosenberg, 7Cs, sensory suggesters)

Where further investigation is required, referrals may be made to:

- Educational Psychology
- Speech and Language Therapy
- CAMHS
- Specialist Education Services (SES)

Consulting Parents and Pupils

BBMA is committed to working in partnership with parents, carers, and pupils. We ensure that:

- Parents are consulted when a pupil is identified as having SEND
- Parents contribute to SEND Individual Profiles (SENDIPs)
- Pupil views are gathered and recorded as part of SENDIPs, Annual Reviews, and intervention planning
- Pupils are supported to express their views in a way that is appropriate to their age and need

This approach reflects the SEND Code of Practice requirement to place children, young people, and families at the centre of SEND decision- making.

Local Offer

BBMA works in partnership with Suffolk County Council to contribute to the Local Offer. The Local Offer outlines the provision available across education, health, and social care for children and young people with SEND.

Suffolk’s Local Offer can be accessed at:

<https://infolink.suffolk.gov.uk/localoffer>

The SEND Register and SEND Individual Profiles (SENDIPs)

Pupils identified with SEND are added to the SEND register under:

- **E** (EHCP)
- **K** (SEN Support)
- **M** (Monitored)

Every pupil with SEND has a **SENDIP**, which includes:

- Area(s) of need
- Strengths and barriers
- Recommended strategies
- Pupil and parent views
- External agency advice

SENDIPs are visible to staff on BromCom every lesson.

Provision

Universal Offer (Stage 1)

All pupils receive:

- High- quality teaching
- Reasonable adjustments
- Adaptive teaching strategies
- Access to assistive technology where appropriate

Targeted Support (Stage 2)

Pupils requiring additional support may receive:

- Small- group or 1:1 intervention
- Literacy programmes (e.g., Catch- Up Literacy, Nessy, Routes to Reading)
- Speech and language support
- SEMH interventions (ELSA, Talkabout, CBT- based activities)
- Social communication programmes (Lego Therapy, Zones of Regulation)
- Assistive technology support

Specialist Support (Stage 3)

For pupils with significant needs:

- High Needs Funding applications
- EHCP Needs Assessments
- Annual Reviews
- Multi- agency involvement

Integrated Curriculum Pathways

Key Stage 3 – Routes to Reading

For pupils with significant literacy needs, replacing MFL.

Key Stage 4 – Certificate Pathway

A personalised curriculum including:

- Functional literacy and numeracy
- Life skills
- AQA Unit Award Scheme

Menu of Support

BBMA provides a comprehensive Menu of Support across:

Pastoral Support

- Mentoring
- Behaviour contracts
- Restorative work
- Attendance plans
- Leadership programmes

Inclusion Team Programmes

- Anger management
- Self-regulation
- Peer pressure
- Bullying
- Harmful sexual behaviour

Health and Wellbeing

- School counsellor
- Mental Health Support Team
- School nursing
- Young Carer support
- Medical plans

External Agencies

- SES
- Early Help
- Social Care
- Police programmes (County Lines, Knife Awareness, Online Safety)
- Alternative Provision referrals

Learning Support Provision

Testing and assessment across all four areas of need

Interventions tailored to Cognition & Learning, Communication & Interaction, SEMH, and Sensory & Physical needs

Additional SEND support including transition, SENDIPs, EHCP processes

Access Arrangements

The SENDCo conducts assessments and authorises arrangements in line with JCQ regulations. Pupils are supported to use arrangements as part of their normal way of working.

Monitoring and Evaluation

SEND provision is monitored through:

- Pupil progress data
- Intervention impact reviews
- Lesson visits
- SENDIPs
- Annual Reviews
- Staff feedback
- Trustee oversight

Admission Arrangements

BBMA is fully inclusive and follows the Local Authority admissions process. No pupil is refused admission on the basis of SEND.

Accessibility

The school complies with the Equality Act 2010 and maintains an Accessibility Plan. Adjustments include:

- Wheelchair access
- Disabled toilets and changing facilities
- Adjusted classroom locations
- Assistive technology

Medical Needs and SEND

The school recognises that some pupils have medical conditions that may require additional support, care plans, or reasonable adjustments. However, in line with the SEND Code of Practice (2015), medical needs alone do not constitute Special Educational Needs and Disabilities (SEND).

A pupil is identified as having SEND only where their medical condition gives rise to a learning difficulty or disability that requires provision that is “additional to or different from” the support normally available to pupils of the same age.

BBMA complies with the statutory guidance *Supporting Pupils at School with Medical Conditions* (DfE, 2015). For pupils with medical needs, the school will:

- Develop Individual Healthcare Plans where appropriate
- Ensure staff receive relevant training
- Work with medical professionals, parents, and the school nursing team
- Make reasonable adjustments to support access to the curriculum

Where a pupil has both medical needs and SEND, the SENDCo and medical professionals work together to ensure provision is coordinated and holistic.

Supporting Pupils with Medical Needs

BBMA complies with the statutory guidance *Supporting Pupils at School with Medical Conditions* (DfE, 2015).

We ensure that:

- **Pupils with medical needs have Individual Healthcare Plans where required**
- **Staff receive appropriate training to meet medical needs**
- **Medication is stored and administered safely**
- **Medical needs are considered as part of SEND provision where relevant**
- **The SENDCo works closely with the school nurse, medical professionals, and families**

Where a pupil has both SEND and medical needs, provision is coordinated to ensure a consistent and holistic approach.

Complaints Procedure

Complaints about SEND provision should be raised with:

- 1. The SENDCo**
- 2. The Head of Year**
- 3. The Assistant Headteacher**
- 4. The Headteacher**

If unresolved, the complaint may be escalated to the Trustees.

Policy Review

This policy is reviewed annually by the SENDCo, Governors and Trustees.