

The BRIT School AEN Policy and School Information Report 2025/2026

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Claire Mullord, Vice Principal Student Experience SLT Line Manager	
Date of next review	November 2026

Role	Name(s)
SENCo	Lakshmy Rajah
SENCo line manager (Senior Leader)	Claire Mullord
Principal	Stuart Worden
AEN Trustee	Dr Josephine Valentine

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1. Aims

The BRIT School mission is to train and educate young people for future careers in Performance and Creative Arts industries. Our AEN policy and information report aims to outline how AEN provision at BRIT supports that mission. It also intends to:

- Set out how The BRIT School will support and make provision for pupils with Additional Educational Needs (AEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with AEN at The BRIT School

The BRIT School has a vocational focus with high academic rigour. As such, our aims for AEN support are:

- To ensure that the educational needs of all children are identified, assessed and provided for
- To ensure that no child is at a significant disadvantage when accessing the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that the children have a voice in this process

Please note that at The BRIT School we use Additional Educational Needs (AEN) in place of Special Educational Needs (SEN).

2. Our Vision

The BRIT School is deeply committed to providing equal opportunities to all students in our setting. Our vocational education options at KS4 and Post-16 are designed to bring the best out of the young people who attend the school. Our focus on the Creative and Performing Arts is the cornerstone of our work and the values of the school are thoroughly ingrained and aligned with the holistic ethos we hold. We are dedicated to providing an all round, inclusive education that allows all young people to thrive while with us and equipping them with an understanding of themselves that will enable them to succeed in the wider world.

We have a dedicated AEN Team with the following vision:

“The AEN Department is dedicated to the students it supports, taking a holistic approach to their wellbeing and success. They are an essential part of BRIT, offering specialist provision which recognises and celebrates our students’ talents and skills. The team has created a space which is safe and inclusive, where all our AEN students can feel secure in themselves, and in their potential.”

The BRIT School has a significant number of neurodiverse students (this academic years spread shown below) and recognises the valuable contribution they make to the schools creative environment. As a school, this recognition is celebrated and, as a community, we strive to destigmatize and reframe perceptions of neurodivergence and disability, and support students in becoming autonomous and resourceful young people.

The BRIT School embraces a whole-school approach to supporting students with AEN. The first step is Quality First Teaching and includes the adoption of reasonable adjustments to ensure that all young people can access a high quality education. The close interaction between these crucial strands is vital to the success of provision for students with AEN.

3. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with AEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the AEN information report

- [The Equalities Act 2010](#), which legally protects people from discrimination in the workplace and in wider society, including educational settings

4. Definitions

A pupil has AEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Lakshmy Rajah.

They will:

- Work with the SLT Line Manager and AEN Trustee to determine the strategic development of AEN policy and provision in the school
- Have day-to-day responsibility for the operation of this AEN policy and the coordination of specific provision made to support individual pupils with AEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with AEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing AEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with AEN up to date
- The SENCo is supported by a Deputy SENCo, Louise Powell

5.2. The Principal/SLT Line Manager

The Principal/SLT Line Manager will:

- Work with the SENCO and AEN Trustee to determine the strategic development of the AEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with AEN and/or a disability

5.3 The AEN Trustee

The AEN Trustee will:

- Help to raise awareness of AEN issues at Trustee board meetings
- Monitor the quality and effectiveness of AEN and disability provision within the school and update the governing board on this
- Work with the SLT Line Manager and SENCO to determine the strategic development of the AEN policy and provision in the school

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- The first tier of support through the use of Quality First Teaching to support each student in their care
- Working closely with any Learning Facilitator (LF) or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- To attend meetings/Annual Reviews where necessary
- Ensuring they follow this AEN policy

5.5 AEN Team

To support the work of these elements, the AEN Team is made up of a range of strategically deployed staff with additional responsibilities:

- KS4 Transition and Progression LF
- P16 Transition and Progression LF
- EHCP Co-Ordinator LF
- Emotional Literacy Support Assistant (ELSA)
- Social, Emotional and Mental Health LF
- Higher Level Teaching Assistant English and Science
- Learn
- Maths Intervention Specialist
- AEN Administrator
- Assistant AEN Administrator

These key staff work alongside the wider AEN Team of LFs to support the learning.

At BRIT, each subject area will have a link LF. Their role is to be a bridge between the AEN Team and the strand to ensure successful two way communication regarding students, progress and resources. We also have a core team of KS4 LF's who specialise in support at that key stage. Further, many members of the team are Co-Tutors at KS4 and a key part of the Pastoral support system. This spread has ensured that the team is well embedded across the school, crucial for impactful, holistic support.

6. SEN information report

6.1 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

6.2 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 STAR Reading/CAT4 testing
- English, Maths, Science baseline tests on entry
- Discussions with parents
- AEN links to each subject department
- 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 (see appendix 1)

The BRIT School 2025/26 AEN Summary of Primary Need (as of Oct 2025):

AEN Primary Needs - 2025/26						
Year Group	Y10	Y11	Y12	Y13	Y14	Total 2024
EHCP	16	6	26	19	0	67
SEN (K)	51	46	147	133	5	382
Total No. Students	67	52	173	152	5	449
Year Group (Primary needs)	Y10	Y11	Y12	Y13	Y14	Total 2024
Autistic Spectrum	14	5	32	24		75
Severe Learning Difficulty						0
Specific Learning Difficulty	33	26	82	70	4	215
Multi Sensory Impairment						0
Moderate Learning Difficulty	2					2
SEN support but no special assessment of type of need						0
Social, Emotional & Mental Health	11	17	49	39	1	117
Hearing Impairment	3	1	2	4		10
Visual Impairment				5		5
Other Difficulty/Disability						0
Speech, Language & Communication Needs	2	1		1		4
Profound Multiple Learning Difficulty						0
Physical Difficulty	2	2	8	9		21
Total No. Students	67	52	179	152	5	449

6.3 Consulting and involving pupils and parents

Through our 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.

6.4 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 and at KS4 will have a Pupil Profile. The appropriateness of an additional Pupil Profile for other students on the 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 iSAMS) to indicate a prior need. This movement will be communicated with parents/carers. The AEN Monitoring List is also 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.

6.5 Supporting pupils moving between phases and preparing for adulthood

To support students new to BRIT at KS4 and P16, the AEN Team has worked closely with Student Services to develop a robust Admissions process which includes contact with home, pre-meets and AEN presence at Admissions meetings for all EHCP students and where appropriate for students with a diagnosis. More broadly, the strands have worked consistently to ensure a baseline which levels the playing field while also staying true to the requirements of their discipline, course and industry.

To support BRIT 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. 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.

To support students moving on from P16 into Post-BRIT opportunities, the AEN Team works closely with strands and the Careers team to support applications, including UCAS, portfolio development, audition practice, DSA applications, etc.

At each point, 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.

6.6 Our approach to teaching 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' 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 LF attached to each Creative and Performing Arts strand at P16 and the SENCo/Deputy SENCo linked closely with Curriculum areas at KS4 supported by a dedicated team of LFs who specialise in KS4.

All AEN students also have access to the following Universal support from AEN:

- The AEN Space
- The AEN Hub
- Co-Tutors
- In class support
- Access Arrangements (as appropriate)
- Drop-in sessions
- Homework Club

Wave 2: Targeted

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 defined period of time
- AEN Needs Upskillers
- In class support
- Disapplication support
- Maths Intervention Specialist
- HLTA English and Science

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 (longer term)
- Emotional Regulation support via our ELSA
- Work with the SEMH LF
- Learning Mentor
- 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.

Students with an EHCP will have access to provisions noted in the plan, regardless of the tier. If we are unable to provide the resource at BRIT, we work with the Local Authority to ensure the commissioning of services.

6.7 Adaptations to the curriculum and learning environment

All teams within The BRIT School work together to 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.

6.8 Additional support for learning

We have 15 LFs who are deployed on a Key Stage basis and department basis. They are allocated based on the AEN need in each area.

LFs will support pupils on a 1:1 basis when:

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

LFs 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
- Croydon Visual Impairment Team
- Croydon Hearing Impairment Team

6.9 Expertise and training of staff

Our SENCO has 18 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 10 years and been a qualified teacher for 7. Having qualified in primary education, they have been a year lead, subject lead and completed the National SENCO Award. They are also one of the centre's Access Arrangements Assessors.

We have a team of 15 LFs, including 7 in specialist roles. They have a range of expertise including:

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

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

- ADHD
- Dyslexia
- Dyscalculia
- 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

6.10 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. Our Open Events are also designed with accessibility in mind, including quieter early sessions.

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.

6.11 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
- 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 with AEN focus
- Destinations tracking
- Work with Alumni
- AEN Partnership Reviews

6.12 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
 - They will all meet with a member of the AEN Team in a pre-meet ahead of their meeting
 - They 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 where AEN have space to meet with families as they may wish.
- 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
 - 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
 - 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.

6.13 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
- Professional Development
- BRIT School Counselling service
- The Student Forum
- BRIT FIT
- 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 Society

6.14 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. For example:

- Yearlong SALT support via WordsFirst (weekly)
- Yearlong EP support via Words First (12 visits)
- Yearlong EP support via Words First (8 visits)
- 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.

6.15 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

6.16 Contact details of support services for parents of pupils with AEN

Students at The BRIT School come from across London and the UK. The Local Offers are linked below.

6.17 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

6.18 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](#)

[Bexley](#)

[Brent](#)

[Bromley](#)

[Camden](#)

[Croydon](#)

[Ealing](#)

[Haringey](#)

[Kent](#)

[Kingston](#)

[Lambeth](#)

[Lewisham](#)

[Greenwich](#)

[Merton](#)

[Southwark](#)

[Surrey](#)

[Waltham Forest](#)

[Wandsworth](#)

7. Monitoring arrangements

This policy and information report will be reviewed by Lakshmy Rajah (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

8. Links with other policies and documents

This policy links to the following documents:

- Safeguarding Policy
- Admissions Policy
- Accessibility plan
- Behaviour policy

- Equality information and objectives
- Supporting pupils with medical conditions policy
- GDPR/Data Protection
- Access Arrangements Policy
- Word Processing Policy (for Exams)

Created and Reviewed by:	Policy Category:
Lakshmy Rajah, SENCo	School
Approved by:	Next Review:
SLT Line Manager: Claire Mullord	November 2026