

SEN Strategy and Impact Summary, 2024-27

Intent

1. To ensure high quality inclusive teaching is available for all, allowing students with SEND to achieve at least their EAP grades
2. Ensure every teacher is aware and capable of adopting high-quality inclusive practices to support all students, but particularly those with SEND
3. Ensure high quality 'additional' support is implemented to those in need, in line with the graduated response
4. Ensure students with SEN recognise and benefit from the extra support they are provided, ensuring those students feel safe and cared for with high expectations, and are able to develop life-long independence
5. Ensure parents of children with SEN understand and recognise the extra support provided to their children

Implementation

- The development plan (below) demonstrates the implementation plan linked to each of the 5 EEF recommendations for schools, including time frames, intended impact and impact evidence sources
- *PRINT for internal/external verification: classroom provision evaluation documents and overview, intervention results/summary impact statements, progress data overview, recent governors presentations*

Impact

- The impact of the SEN development plan can be found using a range of different quantitative and qualitative data, as follows:
 - Academic progress data
 - Attendance data
 - Behaviour analysis data
 - Student Voice
 - Parental feedback
 - Staff Voice/feedback
 - Rewards summary
 - External SEN audit/evaluation
 - **SEN self-evaluation tools TBC**

SEN context

As of **January 2026**, the SEN context at Brighton Hill Community School is as follows:

	School numbers	% of NOR	County 'Secondary' Average	National 'Secondary' Average
Student Population	1289			
Students with an EHCP	74	5.7%	TBC	5.3%
Students with SEN support (SEN K)	184	14.3%	TBC	14.2%
Total students with SEN	258	20%	TBC	
Students on the SEN Awareness register (SEN A)	62	4.8%		

Breakdown of SEN by year group:

	Total students	SEN K	SEN E	SEN A
Year 7	255	38 (14% of cohort)	19 (7%)	5 (2%)
Year 8	259	52 (20%)	14 (6%)	3 (1%)
Year 9	278	37 (13%)	13 (5%)	12 (4%)
Year 10	255	38 (15%)	14 (5%)	21 (8%)
Year 11	242	19 (8%)	14 (6%)	21 (9%)

Breakdown of SEN by year group and primary 'Broad Area of Need' (including 'SEN A')

	C&I	C&L	SEMH	S&P	TBC	Total
Year 7	22	18	15	2	4	61
Year 8	13	24	27	5	0	69
Year 9	9	30	20	3	0	62
Year 10	14	35	22	2	0	73
Year 11	13	24	13	4	0	54
Total	71	131	97	16	4	315

Breakdown of SEN by year group and SEN category

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
ADHD	9	9	1	8	6	33
ASD	19	14	8	12	8	61
(DLD) Developmental Language Disorder	1	0	0	0	0	1
Down Syndrome	0	0	0	1	0	1
Dyscalculia	2	1	3	2	2	10
Dyslexia	8	18	12	13	11	62
Hearing Impairment	1	1	0	2	1	5
MLD (Moderate Learning Difficulty)	9	16	14	19	15	73
MSI (multi-sensory impairment)	0	1	1	1	1	4
Other disability	0	4	4	0	8	16
PDA (Pathological Demand Avoidance)	1	0	0	0	0	1
Physical Disability	1	1	0	0	1	3
SLD (Severe Learning Disability)	0	0	0	0	1	1
SLCN	14	16	14	19	17	80
SpLD (Specific Learning Difficulty – but not yet listed)	2	0	5	6	2	15
VI (Visual Impairment)	0	1	2	0	0	3

**please note, the numbers in the table below are higher than the number of students as some students have multiple SEN categories assigned. E.g. one student could have ASD, ADHD and dyslexia.*

SEN support team (as per September 2025):

The SEND Department



Guy Wilkinson
Deputy Headteacher



Helen Heath
KS4 SENDCO



Rachael Longshaw
KS3 SENDCO

Starts 22
September

Paula Lavender
SEND Practitioner



Annie Crow
SEND Catch Up
Teacher



Tracey Daly
HLTA –
SLCN/numeracy



Emma Harris
HLTA –
Dyslexia/literacy

Deputy Head - Guy Wilkinson

KS4 SENDCO- Ms. Helen Heath

KS3 SENDCO- Mrs. Rachael Longshaw

SEND Catch Up Teacher - Miss. Annie Crow

SEND Practitioner- Mrs. Paula Lavender

HLTA- Literacy/Dyslexia - Mrs. Emma Harris

HLTA- Numeracy/SLCN - Mrs. Tracey Daly

Specialist Learning Support (SLS)

Mrs. Suba Kanagachandran (C&L - science)

Ms. Gen Rogers (SEMH & ELSA- science)

Mr. Steve Ford (C&I - humanities)

Mrs. Flavia Abranches (S&P - maths)

Miss. Emily McBrayne (SEMH - EPA)

Faculty Learning Support (FLS)

Mrs. Saruchi Bala- maths

Miss. Catherine Palmer - maths

Miss. Emily Kay- English (and ELSA)

Mrs. Vanja Martyn - EPA

Mrs. Sarah-Jane Norman - FL

Miss. Rebecca Rowland - English

Miss. Jaimee-ann Wolvey - science

Miss. Molly Finklaire - English

Mr. Dave Allum - PE

Mrs. Natalie Lawrence - English

SEN Development Action Plan, 2024-27

All focus areas listed related to at least one of the SEN based EEF Objectives, as follows:

1. Create a positive and supportive environment for all pupils without exception
2. Build ongoing holistic understanding of your pupils and their needs
3. Ensure all pupils have access to high quality teaching
 - a. Flexible Grouping
 - b. Cognitive and Metacognitive Strategies
 - c. Explicit instruction
 - d. Assistive Technology
 - e. Scaffolding
4. Complement high quality teaching with carefully selected small-group one-to-one interventions
5. Work Effectively with Teaching Assistants

Focus Area: Data collection and sharing, including the SEN register (EEF2)

Action	Complete			Linked Documents
	R	A	G	
Passports - OPT				OPT - SEN
Removal of separate IEPs – utilise OPT Passports as ‘one-stop’ shop for staff				Learning Zone
SharePoint tidy, to increase efficiency of data ‘finding’				SEN, Hive
OPT development, including easy access to SEN register, Hive support, Aas, key adults, interventions				OPT - SEN
SEN register reviews				SEN register review
Key Adult allocation reviews				6. Key students - adults
Student Clinics				Student Clinics
Summarise key data for staff, including literacy levels from CAT data				OPT - SEN
Refine SEN register to reflect Broad Area of Need and sub-categories				N/a – BromCom
Refine SEN register to include SEN A code				N/a - BromCom

Focus Area: Classroom provision for all (EEF 1 – 5)

Action	Complete			Linked Documents
	R	A	G	
Hallmarks for all – linking HQT as the primary goal for improving SEN outcomes				Brighton Hill Hallmarks
SSIP – Classroom Provision improvements (universal support), using NASAN recommendations and ML evaluations				SEND classroom provision support docs ML meeting, SEN classroom provision, September 2025.pptx SEND classroom practice BHCS overview.xlsx
Seating Plans to OPT – inc, need to ensure SEN accessibility in the room				OPT - Class Info
Cover lessons – information sharing				d. Cover proformas
Lesson Looks				
A Day in the Life...				

Focus Area: Identification of needs (EEF 1, 2, 5)

Action	Complete			Linked Documents
	R	A	G	
Staff 'expression of concern' form				SEND- Initial cause for concern
Staff referral for Hive Support				Hive - Student Referral Form via HoY (Copy)
Dyslexia- increased screening opportunities				Dyslexia screener outcomes
SLCN - increased screening opportunities				SLCN screener outcomes
Dyscalculia – increased screening opportunities				Dyscalculia screener outcomes
EHCP review process – data collection from staff for SENDCOs to lead EHCP review meetings				

Focus Area: Interventions (EEF 4, 5)

Action	Complete			Linked Documents
	R	A	G	

Catalogues of Hive based 1-1 interventions				Hive Catalogue of Interventions (2).pdf
Effective monitoring of all Hive based support, including TO cards, fidgets, etc				2. Interventions and Support OPT - SEN
Tracking documents to track 1-1 interventions				3. 1-to-1 interventions
QA process (lesson look style) for 1-1 interventions				
BromCom tracking, to include costed provisions for EHCP reviews				
Small Group interventions – creation of ‘Catch-Up’ Teacher role to support Yr7-8 literacy and numeracy booster sessions				4. Curriculum interventions Summary of 2024-25 Curriculum Intervention - final.pdf
Additional ELSA capacity				
Catalogue of ‘reasonable adjustments’ that can be applied for students with SEN				
Time Out Review Processes, inc: <ul style="list-style-type: none"> • Movement breaks • Self-regulation breaks (and strategies) 				
Individual Intervention tracking and target sharing with teachers				
ADHD support group				
SLCN interventions and strategies for students/staff				
Increased Ed Psych capacity				

Focus Area: Access Arrangements (EEF 1, 5)

Action	Complete			Linked Documents
	R	A	G	
SENDCO trained as formal AA assessor for the school				
Strategic time framed windows for assessment				As per Outlook Calendar
Refinement of AA applications for staff				
Staff referral process to request informal AAs – possibly leading to assessment for formal AAs				ACCESS ARRANGEMENTS REFERRAL FORM
Strategic meetings between SENDCO and Exams Officer to support Aas during formal exam periods				As per Outlook Calendar
Mock JCQ inspection process				As per Outlook Calendar
New role to support SENDCO with admin and operational implementation of AAs for informal assessments				

Embed the use of TextHelp in all assessments to reduce human readers and scribes (see 'Assistive Technology')			
Alternative spaces for AAs – to ensure Hive remains open for all other students during assessments			
Parent Awareness stalls at KS4 parents evenings			

Focus Area: Assistive Technology (EEF 1, 3d)

Action	Complete			Linked Documents
	R	A	G	
Embed the use of TextHelp in all assessments to reduce human readers and scribes (see 'Assistive Technology')				
Hive laptops				9.4. Laptops
Tablets trial – to support those with MLD				Tablets trial document.docx
Use of online accessibility tools – to improve teaching for SEN (but also staff time management, efficiency and well-being)				Assistive Tech CPD schedule V2.docx

Focus Area: Student Voice (EEF 2)

Action	Complete			Linked Documents
	R	A	G	
Scheduled student voice groups				Student Voice
ASD (project – The Green Room, PIXL)				
Hive Ambassadors				
Reverse Parents Evening – students hold appointments, telling staff what they need				

Focus Area: Parent Collaboration (EEF 1/2)

Action	Complete			Linked Documents
	R	A	G	
Key Adult contact expectations				6. Key students - adults
Parents evening survey – refine questions to be in line with Ofsted				See impact info below for link
Parents evening survey – include branching question to increase accuracy of results (i.e. only SEN parents answer				See impact info below for link

SEN specific survey				SEN provision at BHCS - parent survey (December 2025)
Collaboration events – Dyslexia support				
Collaboration events – Key Adult meeting times/days				
Parent Awareness stalls at KS4 parents evenings				
SEN policies review – parent voice				
Website Development to explain SEN support at BHCS, including Hive services/offer, parent voice, student voice, OAPs, testimonials				Brighton Hill Community School - The SEND Department

Focus Area: Transition (EEF 2)

Action	Complete			Linked Documents
	R	A	G	
KS2-3 TPAs				6. Transition
Formalised SEN parents presentation during transition evening – to outline what SEN support looks like at BHCS				SEN support at BHCS, KS2-3 transition, parents presentation.pptx
Additional SEN transition visits				6. Transition
KS2-3 – AI generated ‘story books’				
Curriculum Access (KS3-4)				
KS4-5, Careers				

Focus Area: Staff capacity and CPD (EEF 1 - 5)

Action	Complete			Linked Documents
	R	A	G	
Hive team structure – adjust according to student numbers				As per info graphic above
Hive Team meeting schedule (Wednesday afternoons)				Hive team training
T&L Briefing topic inclusion, inc: <ul style="list-style-type: none"> Finding key student information (using OPT SEN button) Classroom environments Dyslexia support 				Staff briefings
INSET plans, inc: <ul style="list-style-type: none"> Use of Assecibility tools Text Help SLCN support 				INSET day

<ul style="list-style-type: none"> Working Effectively with TAs 				
Individual staff CPD opportunities, inc: <ul style="list-style-type: none"> Additional ELSA trained staff dyslexia 'expert' SLCN 'expert' 				
New staff Induction presentations				New Staff Induction
Training new teachers (SCITT) presentations				SCITT
Hive Team Building events				

Focus Area: Recognition and reward (EEF 1)

Action	Complete			Linked Documents
	R	A	G	
Sharing positive messages				
Sharing good practice, identified by TAs				
Sharing good practice, T&L spotlight briefings				
SEN specific rewards				
Hive Wall of Achievement				

Impact Summary

Academic Data found here: [SEN impact data.xlsx](#)

Attendance Data using FFT, found here: [FFT reports](#)

Academic Year	SEN K		SEN E		No SEN Support	
	BHCS	National	BHCS	National	BHCS	National
2022-23	88.3	85.9	84.3	82.9	92	91.8
2023-24	87.6	85.5	88.6	81.8	92.3	92.1
2024-25	89	86.1	85.7	80.9	93.6	92.7
2025-26						

Attendance Data using DfE reports, found here: [DfE reports](#)

Academic Year	SEN Support		No SEN support	
	BHCS	National	BHCS	National
2024-25	90.2	85.3	94.3	92.8
2025-26 (HT1)	91.5	87.9	95.2	94.2

Behaviour Data: The table below shows the total number of behaviour referrals across the school, detailing how many are from SEN students.

	Total	Referrals from SEN (% as a proportion of referrals from SEN)
2023-24 (minus Yr11 – historic data)	n/a	35%
2024-25 (term1 and 2 data only – SIMS change)	n/a	40%
2025-26 (at December 2025)	3220	36%

Student Voice:

SEN student voice group summary: [Student Voice](#)

Student voice, rewards feedback:

- [Cornerstones rewards feedback, HT1, 2025-26](#)
- [Cornerstones rewards feedback, HT2, 2025-26](#)

Parent Voice (SEN survey and parents evening survey): [SEN impact data.xlsx](#)

Parents Evening Survey Summary: “My child gets the SEN support they need to succeed”

2023/24	7.1	7.2	8.1	8.2	9.1	9.2	10.1	10.2	11.1	11.2	Total	%	
Strongly Agree	3	1	2	1	0	1	0	1	1	4	14	13.9	54.5
Agree	8	7	6	3	1	3	3	4	3	3	41	40.6	
Disagree	6	5	3	2	3	2	2	0	0	0	23	22.8	
Strongly Disagree	3	6	2	3	2	2	0	2	2	1	23	22.8	
											101		

2024/25	7.1	7.2	8.1	8.2	9.1	9.2	10.1	10.2	11.1	11.2	Total	%	
Strongly Agree	3	0	1	2	1	1	1	1	1	1	12	22.22222222	64.81481481
Agree	6	3	1	4	2	1	2	2	2	0	23	42.59259259	
Disagree	3	0	1	0	3	0	5	0	3	0	15	27.77777778	
Strongly Disagree	1	0	1	1	0	0	0	0	0	1	4	7.407407407	
											54		

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2025/26	7.1	7.2	8.1	8.2	9.1	9.2	10.1	10.2	11.1	11.2	Total	%	
Strongly Agree	0		0						0		0	0	84.61538462
Agree	3		4						4		11	84.61538462	
Neutral	1		0						0		1	7.692307692	
Disagree	0		0						1		1	7.692307692	
Strongly Disagree	0		0						0		0	0	
											13		

SEN Parents Survey

		Results (%)	
Response		Sep-24	Dec-25
Total responses		69	125
My child receives the SEND support they need to succeed in school	Strongly agree		13
	Agree		32
	Neutral		26
	Disagree		8
	Strongly disagree		6
	I'm not sure		14

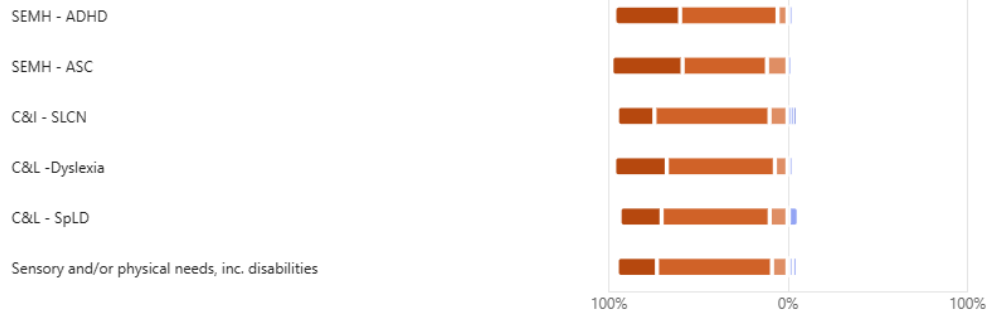
Staff Voice: [SEN impact data.xlsx](#)

Summary statements (November 2025 full staff survey):

23. I feel confident in supporting students with:

[More details](#)

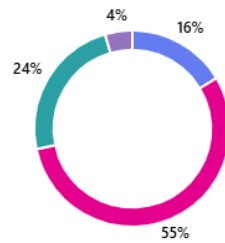
● Completely agree ● Partially agree ● Not sure ● Partially disagree ● Completely disagree ● I don't know what this is

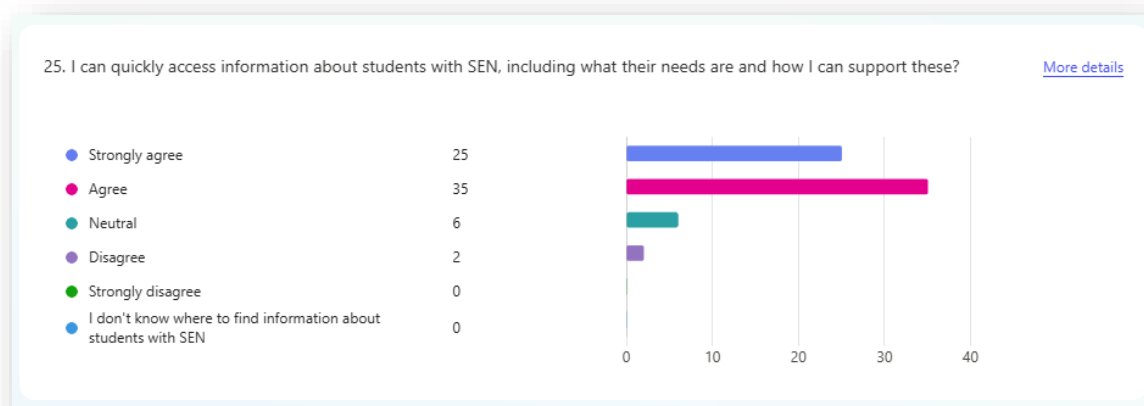


24. I feel well supported by the SEN support team, including the SENDCO and/or Hive staff?

[More details](#)

● Strongly agree 11
 ● Agree 37
 ● Neutral 16
 ● Disagree 3
 ● Strongly disagree 0





Governors Reports/Presentations: [Govs update, SEN and attendance, March 2025.pptx](#)

External SEN audit reports: [Brighton Hill Community School SEND review 24th and 25th September 2024.docx](#)

Rewards Summary:

	Total Cornerstone Awards	SEN	SEN %	SEN % Diff (vs. Proportion of cohort)
HT1	56	14	25	+5%
HT2	56	13	24	+4%
HT3	46	9	20	0%

Enrichment tracking: **TBC**