BENFIELD PRIMARY SCHOOL

COMPASS EKO TRUST

SEND INFORMATION REPORT

ACADEMIC YEAR 2026 - 27

This official statutory report details how Benfield Primary School implements our special educational needs and disability provisions. As an inclusive mainstream setting within the Compass Eko Trust, we ensure all pupils are fully supported to belong, explore, and achieve their full potential.

Part of the Brighton & Hove Local Authority Statutory SEND Offer

BELONG • EXPLORE • SOAR

Approved by:	Governing Board / Lead Trust
Associated Policy:	School SEND Policy (2026)
Last Reviewed:	November 2026
Next Review Due:	September 2027

1. Statutory Foundations & Core Frameworks

The framework for how Benfield Primary School identifies and supports pupils with special educational needs and disabilities is governed by the statutory **SEND Code of Practice (2015)** and the **Children and Families Act (2014)**. Within a mainstream school context, SEND is defined by two key criteria:

Learning Difficulty Markers

A child has a learning difficulty if they present with a significantly greater difficulty in learning progress than the majority of others of the same age group.

Facility Hindrances

A child has a disability if it prevents or hinders them from making full use of standard educational facilities of a kind generally provided for peers in mainstream schools.

> ***"Special educational provision"*** *represents any form of educational instruction, environmental modification, or tailored practitioner training that is explicitly designed to be* ***"additional to and different from"*** *the universal delivery model provided to mainstream learners.*

Schools have a statutory duty under the **Equality Act 2010** to make proactive **"reasonable adjustments"** (including auxiliary learning devices, visual aids, or adjusted seating) to prevent pupils with disabilities from being put at any form of substantial disadvantage compared to their peers.

2. Broad Areas of Need & System Updates

In compliance with national statutory frameworks, the school maps individual pupil profiles across four established, distinct operational areas to target support accurately:

Operational Area of Need	In-School Criteria & Core Conditions Monitored
Communication & Interaction	Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC/ASD), and baseline language barriers.
Cognition & Learning	Moderate Learning Difficulties (MLD), Severe Learning Difficulties, and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.
Social, Emotional & Mental Health	Underlying anxiety systems, diagnostic ADHD tracking, depression indicators, or emotional regulation difficulties manifesting as withdrawn or challenging behaviors.
Sensory and/or Physical Needs	Visual Impairments (VI), Hearing Impairments (HI), multi-sensory processing difficulties, and physical mobility variations requiring specialized workplace equipment.

White Paper Modernisation Framework

The 2026 Schools White Paper *Every Child Achieving and Thriving* outlines a upcoming national structural reform to refresh these definitions into five distinct areas of development to clarify and standardize needs across all educational settings. However, until a revised national SEND Code of Practice is officially legislated and enacted, the 2015 statutory guidelines remain fully in force and unchanged across our current delivery.

3. The 6-Stage Identification Pathway & Graduated Approach

Benfield operates an continuous, circular **Graduated Approach** built around the four distinct phases: **Assess, Plan, Do, and Review**. Support is an iterative process of refining and stripping away learning barriers over time.

1 High Quality Teaching

Universal baseline classroom delivery. In-house adaptive methods ensure lesson content matches differing baseline profiles natively.

2 Focus Group Tracking

Class teachers monitor standard progress gaps. Initial Concern Forms are generated to engage early SEND screening trails.

3 Additional Interventions

Pupil placed on the internal SEN Register. Individual Support Plans (ISPs) track highly explicit, evidence-based targets.

4 High Needs Support

Deep involvement of external specialist networks. Application of intensive diagnostic sensory and behavioral profiling.

5 Needs Assessment Cycle

Multi-agency evidence synthesis submitted to the Local Authority. Active diagnostic support from the Educational Psychology team.

6 Statutory EHCP Delivery

Enactment of a binding legal document outlining long-term funding provisions. Governed by mandatory statutory annual reviews.

Diagnostic Screening Tools in Use:

Curriculum Tracking: Termly AFL progress matrix updates and national statutory checks.

Cognitive Screeners: Digital DyslexiaGold software to isolate specific literacy processing blocks.

SEMH Profiles: Boxall Profiling matrices deployed via childtherapyservice.org.uk channels.

Sensory Matrix: Local authority profiles to identify environmental learning triggers.

4. Environmental Adaptations & Specialized Resource Hubs

We implement comprehensive physical and learning adjustments to ensure that our school community remains totally inclusive. Mainstream curriculum structures are altered dynamically to safeguard progress.

Classroom & Learning Adaptations

- Dynamic task engineering with multi-layered challenge paths.
- Deployment of social scripts, visual timetables, and Makaton frameworks.
- Integration of specialized ICT resources and text-to-speech technologies.
- Tailored reading aids, colored book overlays, large font sheets, and adapted chairs.
- Structured 1-to-1 or precision small-group intervention support loops.

Physical Building Accessibility

Benfield Primary is constructed entirely on **one horizontal flat level**, providing completely **step-free access** across all main building areas.

- Accessible toilets and fully integrated personal hygiene suites.
- Modesty-first specialized changing tables.
- High-visibility visual markers on structural step transitions.
- Double wide automated entry doors spanning high-traffic segments.
- Emergency evacuation chairs, ramps, and lift bypass systems.

Dedicated Specialized Environments:

The Lighthouse (KS2 Hub): An intensive learning space crafted specifically to support Key Stage 2 pupils with Autism Spectrum conditions and complex communication needs.

The Reef (EYFS / KS1 Hub): A specialized Early Years and Key Stage 1 spatial resource providing enhanced practitioner ratios for foundational autism tracking.

The Haven (Intervention Hub): A dedicated, distraction-free quiet zone utilized specifically for individualized 1-to-1 learning modules and behavioral coaching.

5. Specialist Inclusion Leadership & Team

Our dedicated inclusion team coordinates closely with external professional networks to optimize pupil outcomes. All staff members can be contacted directly via the main administrative office at **01273 294 950**.

Miss S Broome

Special Educational Needs Co-ordinator (SENCo)

> **The General SENCo Role:** The SENCo is directly responsible for the operational day-to-day management of the school's statutory SEND policy. This includes coordinating specialized intervention provisions across all year groups, delivering high-impact advice and training to classroom teaching staff, monitoring target logs, and serving as the primary central point of contact for external medical, psychological, and familial networks to ensure seamless, inclusive education.

Siobhan has been a dedicated educator for over 10 years spanning EYFS, KS1, and KS2. She is currently gaining her NPQSENCO qualification and leads our multi-agency integration pathways alongside local support networks.

Key Inclusion Personnel

Miss M Bird	**Inclusion Mentor & Designated Safeguarding Lead (DSL)**
Mr. Richard Dargavel	Deputy Headteacher & Designated Teacher for Looked-After Children (LAC)
Lisa Williams	SENCo Administrative Lead | lisa.williams@ekotrust.org.uk
Clara Daly	Executive Headteacher

Specialist Classroom Support Staff:

Specialist Dyslexia TAs: Delivering structured, targeted reading and writing intervention programs.

Speech & Language TAs: Implementing explicit language modules designed by speech therapists.

Attention Autism TAs: Staff trained to lead structured focus group concentration mechanics.

Learning Mentors: Delivering pastoral SEMH care, self-regulation toolkits, and student welfare monitoring.

6. Financial Resource Allocation & Local Authority Funding

In alignment with the Brighton & Hove City Council school funding structures, financial resources supporting special educational needs and disability provisions within mainstream settings are distributed across three core operational tiers:

Tier 1: Core AWPU Funding

Represented by the standard **Age Weighted Pupil Unit (AWPU)** core budget allocated by Brighton & Hove for every pupil on the school roll. This funding applies equally to all learners regardless of need status, covering baseline classroom teacher delivery and general school infrastructure costs.

Tier 2: Additional Support Funding

Known as our school's **Notional SEN Budget**, this allocation provides up to **£6,000 per pupil** annually to deliver targeted interventions. In Brighton & Hove, this is based on a centralized, school-wide notional calculation of historical need rather than an individual child count, requiring flexible, needs-led school deployment.

Tier 3: Local Authority Top-Up

For children presenting with higher, complex levels of need requiring an active statutory **Education, Health and Care Plan (EHCP)**, individual top-up funding is allocated directly by the local authority. This funding is tied directly to outcomes mandated in the plan and "follows the child" on a pro-rata basis if they transfer settings.

Additionally, Benfield Primary utilizes newly available **Inclusive Mainstream Funding (IMF)** and capital streams under the Brighton & Hove three-year Local SEND Reform Plan to build up our mainstream specialized inclusion hubs and target local early support initiatives.

7. Multi-Agency Partnerships & Community Accountability

Benfield operates in close partnership with local authority specialists and healthcare networks to deliver targeted care pathways. We actively integrate recommendations into our daily cycles:

Mental Health & Well-being	Therapy & Medical Support	Specialist Education Teams	Care & Family Networks
• Child & Adolescent Mental Health Services (CAMHS) • Educational Psychology Networks	• Speech & Language Therapy (SaLT) • Seaside View Assessment Centre (OT & Physio)	• Brighton & Hove Inclusion Support Service (BHISS) • Specialist ASC Outreach & STEPS Literacy	• School Nursing & Health Visitors • Local Hub Social Workers & Family Support

Complaints Escalation

If you are dissatisfied with the SEND support your child is receiving, we encourage you to discuss this directly with the classroom teacher or the SENCo in the first instance. If your concern remains unresolved, a formal meeting can be arranged with the Headteacher via the school office, as outlined in our **Complaints Policy**.

Governance & Oversight

Our provisions undergo systematic statutory monitoring. An independent **SEN Link Governor** conducts regular strategic reviews alongside our SENCo to inspect budgeting frameworks, check resource equity, and verify full compliance with national code structures.

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