



Brighton Forward SEND policy and information report

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Brighton Forward is committed to reviewing its policies and good practice annually.

Approved by: Laura Vallone
Review date: September 2025
Next review: September 2026

1. Aims

Our SEND information report aims to:

- Set out how Brighton Forward will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

At Brighton Forward, we are dedicated to delivering a well-rounded and stimulating programme for every student. We are committed to guaranteeing that all students have access to a high-quality, inclusive, and balanced education, regardless of their special educational needs, disabilities, or medical conditions. Additionally, we strive to offer exceptional opportunities that promote social growth, independence, and essential life skills, equipping our learners for successful adult lives.

All students currently enrolled at Brighton Forward have an Education, Health and Care Plan.

2. 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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators and the SEND information report

3. Definitions

A child or young person has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

4. Roles and responsibilities

4.1 The Senior Leadership Team will:

- Work with the Managing Director and governors to determine the development of SEND policy and provision in the college
- Have day-to-day responsibility for the operation of this SEND policy and provision and the coordination of specific provision made to support individual students.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students receive appropriate support and high quality teaching
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with prior and potential next-providers of education to ensure students and their families are informed about options and a smooth transition is planned
- Work with the Managing Director to ensure that Brighton Forward meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure Brighton Forward keeps the records of all students with SEND up to date

4.2 The Management The

Management will:

- Monitor the quality and effectiveness of SEND provision within Brighton Forward and update the senior leadership team on this
- Work with the senior leadership team to determine the strategic development of SEND policy and provision.

4.3 The Programme Lead The

Programme Lead will:

- Work with the governors and SLT to determine the strategic development of the SEND policy and provision in the college
- Have overall responsibility for the provision and progress of learners at Brighton Forward

4.4 Facilitator

Each facilitator is responsible for:

- The progress and development of every student in their group
- Working closely with any support facilitator or specialist staff to plan and assess the impact of support and interventions and how they can be linked to teaching
- Working with the SLT to review each student's progress and development and discuss any changes to provision
- Ensuring they follow the Brighton Forward SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for at Brighton Forward

Learners' needs may be categorised into four broad areas and are included in EHCPs:

- Communication and interaction
- Cognition and Learning

- Social, Emotional and Mental Health
- Sensory and/or Physical

Many of our learners have more complex difficulties and have a range of needs across more than one of these areas. Their provision is described in relation to these four categories and provided accordingly.

Brighton Forward is committed to fulfilling all aspects of provision as described in a learner's statement or EHCP.

5.2 Identifying students with SEND and assessing their needs

Every learner at Brighton Forward has an Education, Health and Care Plan (EHCP) that designates the College as the most suitable provision for their needs. The EHCP outlines the student's primary needs as well as any additional requirements. Through the annual review process, each student's current needs are regularly evaluated. Brighton Forward collaborates closely with therapists and external agencies to address the holistic needs of every learner. This review process allows staff and professionals to identify and implement additional strategies, resources, interventions, or therapies to support student progress as their needs evolve over time.

5.3 Consulting and involving students and parents

Brighton Forward is committed to building strong partnerships with parents and carers through a shared understanding of each learner's needs. This is supported by regular progress discussions during Annual Reviews, as well as ongoing conversations and updates throughout the year. We also provide a pastoral report at the end of the first term and a comprehensive end-of-year report.

We highly value the involvement and support of parents and carers and strive to respond promptly to any feedback or concerns they raise. The Annual Review process serves as an important forum for setting individual outcomes and agreeing on actions for the year ahead. Students are actively involved in their own learning, participate in the Annual Review process, and collaborate with staff teams to set and work towards their Next Steps targets wherever possible. Soldiering through

5.4 Assessing and reviewing students' progress towards outcomes

We have a robust system of reviewing our provision each term using a range of tools, including Earwig Academics, Adult Literacy and Numeracy and our self-evaluation and Brighton Forward Development Plan. This involves looking at:

1. Student progress
2. Next Steps
3. Behaviour and Safety (inc. medical provision)
4. Leadership and Management
5. Quality of Teaching
6. Programme
7. Social Moral Spiritual and Cultural Education
8. Attendance
9. Therapeutic input and interventions.

Management are involved in this process and receive regular reports.

All facilitators and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students in preparing for adulthood

Admissions to Brighton Forward are based on student and parent choice, as well as referrals from Local Authorities. We actively encourage parents and students to visit the College during this process to ascertain if needs can be met. Transition visits are arranged for every learner to help them become familiar with the environment and to meet staff and peers. A transition booklet is often provided to support learners as they visit and begin their attendance.

When students move on, we support their progression into future employment—whether paid or unpaid—or further education. Transition planning is an integral part of the annual review process starting from the Third Year, with learners encouraged to participate actively in shaping their future plans."

5.6 Our approach to teaching students with SEND

Every learner will follow Brighton Forward's personalised programme which is adapted to individual learning styles and needs.

Throughout Brighton Forward, students are grouped according to their needs and abilities. The level of support will depend on a their needs, as identified in their Statement or EHCP.

Our goal is to deliver a programme that is relevant, broad, and balanced, designed to maintain high levels of student interest and engagement while covering all essential areas to support student progress. Students at the College will be offered a diverse range of opportunities to develop as young adults. These opportunities encompass independent living, life skills, and community learning, alongside more academic subjects tailored to individual abilities and needs. All planning, whether long-term, medium-term, or short-term, is carefully differentiated to meet each student's unique requirements.

5.7 Adaptations to the programme and learning environment

Every learner will initially have their needs identified through their Education Health Care Plans. We constantly review this and use our expertise and experience to identify when and where additional support may be required. The Annual Review process is used to formally make changes to EHCPs, in consultation with the WSCC SENAT Team.

5.8 Additional support for learning

Resources are distributed to students based on their assessed needs. Staffing is assigned to classes with flexibility, allowing some individual students to receive

additional support as needed, sometimes for brief periods. Additionally, certain students are provided with personalised equipment to facilitate their access to the programme and the Brighton Forward environment

We have a robust safeguarding policy in place and the pastoral care of our learners is paramount at Brighton Forward. Students' health and well-being is our priority. Any personal care required is conducted discreetly, with dignity and whilst encouraging and maintaining child has a health need and will discuss with you a Health Care Plan and the administration of any prescribed medication. We also work closely with Social Care and the Child Disability Team, and our pastoral team work regularly with learners to support their well-being and personal development.

5.9 Expertise and training of staff

All our staff receive training and support to meet learners' educational, social and health needs. Every member of staff completes a course in safeguarding and child-protection, Moving and Handling and Positive Handling and De-escalation techniques (Price Training).

In addition to the statutory training within the college we have staff trained in attachment disorders, Sensory Processing, specialist medical and mobility needs, and a number of specialist Autistic Spectrum Condition trained staff.

5.10 Ensuring accessibility

Our Shoreham site is wheelchair accessible, and has an accessible toilet. Shoreham and Worthing have sensory rooms.

5.11 Evaluating the effectiveness of SEND provision

Brighton Forward facilitates a range of opportunities to discuss learner progress including parent/carer learning conversations. We also discuss progress at Annual Reviews and our expectations for each learner. We communicate with families regularly face-to-face and via telephone or email. As well as the Annual Review, we provide a Pastoral Report in the Autumn term and end of year report in the Summer term.

We use the Earwig Academics assessment systems to track and record progress against the Core, Life and Work Skills and EHCP outcomes for all of our learners. Staff teams also discuss and plan for those students who are not making expected progress at Student Progress Meetings termly meetings.

5.12 Enabling students with SEND to engage in off-site activities

At Brighton Forward students are provided with a wide range of experiences beyond those available on-site to promote independence, develop confidence and social understanding and to participate in the wider community. All visits and activities are risk assessed to ensure they are appropriate.

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving access, engagement and social-emotional development

Brighton Forward liaises with a range of external services regularly to support our learners' needs. Lead Facilitators and the Mental Health First Aider give ongoing pastoral support to students, colleagues and parents/carers.

5.14 Working with other agencies

We work closely with outside specialist services including Hearing Impairment, Visual Impairment and the Educational Psychology services, Music Therapy, CAMHS, Social Care and partnership schools and colleges in our local area.

5.15 Complaints about SEND provision

Complaints should be directed to the student's Lead Facilitator and, if necessary, can be escalated to the Programme Lead or Managing Director. If a resolution is still not found, the next stage will be to contact the Local Authority's Special Educational Needs Assessment Team.

Concerns regarding provision outlined in Statements and EHCPs can be shared with Brighton Forward, who can support families in approaching the Local Authority if necessary.

5.16 Contact details of support services for parents of students with SEND

A comprehensive list of local services to support students with SEND is published and maintained on The Local Offer. We recommend that families access the local offer to identify activities, services and expertise relevant to our learners.

The information in this report itself also forms a part of the Local Offer, which can be accessed at: West Sussex: <https://westsussex.local-offer.org/> East Sussex: <https://localoffer.eastsussex.gov.uk/> Brighton & Hove: <https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>