



THE
BRITTONS
ACADEMY

Consultation on the proposed establishment
of a Special Educational Needs & Disabilities
Unit for young people with Communication &
Interaction needs

Consultation Feedback Report

April 2026

Contents

Section	Heading	Page
Section 1	Introduction	3
Section 2	Consultation Process	3
Section 3	Consultation Responses	4
Section 4	Conclusion and Next Steps	7
Section 5	Survey Demographics	7
Appendix 1	Consultation Stakeholder List	12

Section 1: Introduction

The corporate plan for Havering ‘The Havering you want to be part of’, includes the priority to offer inclusive services that raise aspiration and meet the needs of our growing population of children, families, and young adults, including those in our care.

The Havering Strategic Education Vision 2021 – 2025 emphasises all children and young people thrive and achieve through accessing high-quality education provision and are supported to live safe and healthy lives.

Havering’s SEND and Alternative Provision Strategy 2024 – 2028 highlights Havering is committed to its partnership with families to improve outcomes for all children and young people with Special Educational Needs and/or Disabilities (SEND). Havering will maintain strong outcomes for Havering children and young people with SEND and will continue to grow the number of specialist units attached to mainstream schools in line with the growing demand for SEND places.

Section 2: Consultation Process

The consultation process covered by this report ran from 23 February 2026 to 23 March 2026. The objective was to inform and gather views regarding the proposal from key stakeholders, particularly parents/carers of pupils and staff at The Brittons Academy, school governing bodies and other schools within the borough.

An electric copy of the consultation document outlining the proposal, process and feedback questionnaire was made available as part of the online consultation feedback, published via Citizen Space, the Local Authorities dedicated consultation system. Emails informing key stakeholders which included the link to the consultation, were circulated to as many stakeholders as possible including all the primary, secondary and special schools in the borough, Councillors, MPs, Church Diocesan representatives, all early years provisions and unions; all were encouraged to respond online via the Havering Citizen Space or by sending an email to the school on any specific questions on the proposal. Appendix 1 contains a full list of stakeholders who were emailed, notifying them of this consultation.

The consultation document was also posted on The Brittons Academy website throughout the consultation period.

Section 3: Consultation Responses

This section of the report summarises the responses received from the consultation questionnaire. The questionnaire provided an opportunity for stakeholders to respond to specific questions regarding the proposal as well as allowing for general comments.

In total, 104 responses were received; 102 were responses to the online questionnaire and 2 were emails in support of the proposed SEND Unit.

The categories of the 102 respondents to the online questionnaire according to the role they defined on the questionnaire are shown below;

Question 1: Are You?

Option	Total	Percent
A parent/carer of a pupil at The Brittons Academy	30	29.41%
A parent/carer of a pupil at another School	49	48.04%
Teacher/other staff at The Brittons Academy	6	5.88%
Teacher/other staff at another school	10	9.80%
Governor at The Brittons Academy	0	0.00%
Governor at another school	0	0.00%
Trust member of Empower Learning Academy Trust	0	0.00%
Member of an Academy Trust at another school	0	0.00%
Local resident	4	3.92%
Other	3	2.94%
Not Answered	0	0.00%
Total	102	100%

Question 2: Do you have a child or young person with an Education, Health and Care (EHC) Plan?

Option	Total	Percent
Yes	37	36.27%
No	65	63.73%
Not Answered	0	0.00%
Total	102	100%

Question 3: Do you support the proposal to establish a SEND unit for Communication and Interaction needs at The Brittons Academy?

102 online questionnaire responses were received in respect of the proposed SEND unit, of this:

- 98 respondents were in favour of the proposal (96.08%)
- 4 respondents were not in favour of the proposal (3.92%)

The table below shows the responses for and against received for each category of respondent.

Respondent	Yes	No
A parent/carer of a pupil at The Brittons Academy	27	3
A parent/carer of a pupil at another School	48	1
Teacher/other staff at The Brittons Academy	6	0
Teacher/other staff at another school	10	0
Governor at The Brittons Academy	0	0
Governor at another school	0	0
Trust member of Empower Learning Academy Trust	0	0
Member of an Academy Trust at another school	0	0
Local resident	4	0
Other	3	0
Total	98	4

Please state why you support/do not support the proposal:

There were 67 responses to this part of the question.

Respondents were invited to comment or raise questions for or against the proposed establishment of the SEND Unit.

The main themes from the comments received in support of the proposal are below:

There is a shortage of places in Havering for pupils with special needs.
This would be beneficial to the community and open up opportunities.
There are more students with complex needs entering schools, a SEND unit would be beneficial.
Every pupil should have access to education and to be able to access the support required.
The more support available the better.
There is already a high need for SEND places, so more SEND units are needed.
It is important that SEND pupils needs are met.

The main themes from the issues, comments and questions received against the proposal are as shown in the table below with the Local Authority's/School response to the issues/concerns:

Concerns around current SEND support.	The SEND Unit at The Brittons Academy will provide specialist, small-group teaching and targeted support for pupils with complex communication and interaction needs who require support beyond what can typically be provided through mainstream SEND support alone. Pupils whose needs do not require specialist provision will continue to be supported effectively within the mainstream school setting.
Establishing a SEND unit within a mainstream school is often ineffective unless there is a high level of specialist expertise and meaningful adaptation across the whole setting.	The staff in this unit will all be highly trained and have SEND experience. They receive training specifically for children with complex Communication and Interaction needs. Other pupils whose needs do not require specialist provision will continue to be supported effectively within the mainstream school setting.
Concerned if Brittons is the best suited school for a SEND unit.	The establishment of a SEND Unit at The Brittons Academy will build on the good education already being delivered at this school and will further enhance the education offer to children with SEND.

Question 4: Do you have any other comments in respect of this proposal?

17 responses were submitted in respect of this question with the main themes below:

Support the proposal to go ahead.
There is a growing need for SEND placements.
Not enough good provisions available in Havering resulting in children being education outside the area.
Children will benefit from the unit without being isolated.
There are not enough places for children with SEND.
The provision will be beneficial for the community.
This unit would be great support for children with SEND.
There are not many Secondary Schools with a SEND unit.

Section 4: Conclusion and Next steps

In Summary, the issues raised will be addressed and there is no compelling evidence for The Brittons Academy not to proceed to the next stage of the process which is to submit the significant changes to an academy: tier 1 application form to the Department for Education.

As the School is an academy, the final decision as to whether this proposal is approved for implementation will be made by the Department for Education Regions Group (this refers to the Department for Education's local delivery teams).

Thank you to all parents, staff, residents and families who have responded and taken time to submit the feedback questionnaire.

The Governing Body and the Academy Trust of the school fully support the proposal to establish a SEND Unit at the school.

Section 5: Survey Demographics

As part of our approach in ensuring a best assessment of the impact of our proposed activity and that we are hearing from a wide cross-section of our stakeholders, the consultation questionnaire included additional questions to capture this information.

The information is as follows:

Question 5: I am happy to answer equalities questions.

Option	Total	Percent
Yes	90	88.24%
No	12	11.76%
Not Answered	0	0.00%
Total	102	100%

Question 6: How old are you?

Option	Total	Percent
Under 18	1	0.98%
18-24	2	1.96%
25-34	11	10.78%
35-44	49	48.04%
45-54	21	20.59%
55-64	5	4.90%
65-74	1	0.98%
75-84	0	0.00%
85+	0	0.00%
Prefer not to say	0	0.00%
Not Answered	12	11.76%
Total	102	100%

Question 7: How would you describe your gender identity?

Option	Total	Percent
Male	10	9.80%
Female	79	77.45%
Non-binary	0	0.00%
Another description	0	0.00%
Prefer not to say	1	0.98%
Not Answered	12	11.76%
Total	102	100%

Question 8: Which of the following best describes your sexual orientation?

Option	Total	Percent
Bisexual	3	2.94%
Gay or Lesbian	0	0.00%
Straight or Heterosexual	79	77.45%
Another description	0	0.00%
Prefer not to say	8	7.84%
Not Answered	12	11.76%
Total	102	100%

Question 9: What is your marital or civil partnership status?

Option	Total	Percent
Single	29	28.43%
Married	46	45.10%
Civil Partnership	0	0.00%
Co-habiting	8	7.84%
Widowed	0	0.00%
Another description	0	0.00%
Prefer not to say	5	4.90%
Not Answered	14	13.73%
Total	102	100%

Question 10: Ethnic origin is not about nationality, place of birth or citizenship. It is about the group to which you perceive you belong.

Asian/Asian British

Option	Total	Percent
Asian/Asian British - Indian	2	1.96%
Asian/Asian British - Pakistani	1	0.98%
Asian/Asian British - Bangladeshi	1	0.98%
Asian/Asian British - Chinese	0	0.00%
Asian/Asian British - Other Asian background	0	0.00%
Not Answered	98	96.08%
Total	102	100%

Black/Black British

Option	Total	Percent
Black/Black British - African	4	3.92%
Black/Black British - Caribbean	1	0.98%
Black/Black British - Any other Black/African/Caribbean background	1	0.98%
Not Answered	96	94.12%
Total	102	100%

Mixed/multiple groups

Option	Total	Percent
Mixed/multiple groups - White and Black Caribbean	1	0.98%
Mixed/multiple groups - White and Black African	2	1.96%
Mixed/multiple groups - White and Asian	0	0.00%
Mixed/multiple groups - Other mixed background	3	2.94%
Not Answered	96	94.12%
Total	102	100%

Other ethnic group

Option	Total	Percent
Other ethnic group - Arab	1	0.98%
Any other ethnic group	1	0.98%
Not Answered	100	98.04%
Total	102	100%

Prefer not to say ethnicity

Option	Total	Percent
Yes	3	2.94%
No	99	97.06%
Total	102	100%

White

Option	Total	Percent
White - British	62	60.78%
White - Irish	0	0.00%
White - Gypsy or Irish Traveller	0	0.00%
White - European	9	8.82%
Other - White background	1	0.98%
Not Answered	30	29.41%
Total	102	100%

Question 11: Faith, Religion or Belief

Option	Total	Percent
Buddhist	1	0.98%
Christian	33	32.35%
Hindu	1	0.98%
Jewish	0	0.00%
Muslim	4	3.92%
No Religion	35	34.31%
Sikh	1	0.98%
Other religion	6	5.88%
Prefer not to say	7	6.86%
Not Answered	14	13.73%
Total	102	100%

Question 12: Do you consider yourself to have a disability, impairment or health condition?

Disability

Option	Total	Percent
Yes	26	25.49%
No	63	61.76%
Prefer not to say	1	0.98%
Not Answered	12	11.76%
Total	102	100%

Impairment

Option	Total	Percent
Sensory - e.g. mild deafness; partially sighted; blindness	2	1.96%
Physical - e.g. wheelchair user	5	4.90%
Mental Illness - e.g. bi-polar disorder; schizophrenia; depression	11	10.78%
Development or Educational - e.g. autistic spectrum disorders (ASD); dyslexia and dyspraxia, neurodiversity	6	5.88%
Learning Disability / Condition - e.g. Down's syndrome; Cerebral palsy	1	0.98%
Long-term Illness / Health Condition - e.g. cancer, HIV, diabetes, chronic heart disease, stroke	8	7.84%
Other	1	0.98%
Not Answered	77	75.49%

Appendix 1: Consultation Stakeholder List

Consultees
The governing body of The Brittons Academy
Parents/ Carers of pupils at The Brittons Academy
Teachers and other staff at The Brittons Academy
The governing bodies of all schools in the borough
Trust Members of Empower Learning Academy Trust
Teachers and staff of all maintained primary, secondary, special schools and academies in the Borough
Early Years Providers in the borough
Voluntary organisations and Community groups who work with children with SEND
Representatives of trade unions of any staff at schools who may be affected by the proposal.
Diocesan representatives
All Havering Councillors
MPs whose constituencies include the schools that are subject of the proposal or who constituents are likely to be affected by the proposals. • Julia Lopez • Andrew Rosindell • Margaret Mullane
Neighbouring local authorities where there may be significant cross-border movement of pupils. • London Borough of Barking and Dagenham • London Borough of Newham • London Borough of Redbridge • Essex County Council • Thurrock Council