

## **Burlington House School refers to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form**

### **Special Educational Needs Policy**

**Responsible person:** Nuala Dalton

**Last review date:** August 2022

**New review date:** September 2023

In all Burlington House School policies, the words “Burlington House School” refer to Burlington House School Bishop’s Avenue and Burlington House School Sixth Form at Beavor Lane. This includes the new Prep school, Burlington House School, 59 Fulham High Street, Fulham, SW6 3JJ.

The school gives regard to the advice contained in the updated [SEN Code of Practice 2015](#), but has its own systems and facilities in relation to the following practices:

#### **SEN provided for and identification of SEN**

Due to its nature as a specialist provision for pupils with Specific Learning Difficulties (SpLDs), all pupils at Burlington House School are defined by the school as having Special Educational Needs (SEN) as they experience a learning difficulty which requires a special educational provision. The school provides a broad and balanced education for all pupils in accordance with its curriculum and teaching and learning policies.

As all pupils come to Burlington House School having undergone a process of diagnostic investigation, it is not necessary for us to have a complex staged process for identification of need. Individual assessments of each pupil are made as part of the admissions process (see admissions policy). Upon entering the school, baseline screening for literacy, speech and language, occupational therapy and numeracy is completed by the Speech and Language Therapists (SaLTs), the Occupational Therapists (OTs) and Special Educational Needs Coordinator (SENCo), which, in addition to The Education, Health and Care Plans (EHCPs) and Educational Psychologist and Specialist Reports, will inform the specific provision put in place for the pupil. An annual timetable of assessment is in place to identify progress and inform provision as part of an ongoing process. Statutory assessments of special educational needs are supported and managed by the school as necessary, and, in this instance, the SENCo will liaise with the pupil’s parents and Local Authority and provide relevant information to support the process.

#### **Parents and pupil consultation**

There are a number of opportunities throughout the year for parent and pupil consultation with regards provision for SEN as follows:

- preliminary meetings; as part of the admissions process a meeting takes place between the Head or other member of the leadership team and the parent(s) to discuss specific provision available to at The Most School,
- Pupil profile; prior to Annual Review meeting, each pupil completes or updates a 'pupil profile', aided by the LSA, Form Tutor or SENCo. This profile helps promote a 'pupil voice' during the Annual Review meeting,
- Annual Reviews take place for every pupil in the school with an Education, Health and Care Plan. The focus of Annual Reviews is to discuss the provision in place to support the pupil's SEN, review the outcomes of the Plan and whether the placement should continue at the school. The SENCo chairs the Annual Review and the pupil, parents and form tutor are invited to attend along with the pupil's LSA, SaLT, OT and LA representative where relevant,
- twice yearly Individual Curriculum Maps (ICMs), which outline the provision in place for pupils and the outcomes set for that term, are sent to parents at the beginning of each term. If parents wish to make an enquiry or amendment to the ICM, then they are able to contact the SENCo,
- parents attend annual parents' evenings, where progress and provision is discussed with form tutors, LSAs and subject teachers.

### **Assessing and reviewing progress**

There are a number of measures in place at Burlington House School which help assess and review progress related to SEN as follows:

- outcomes set on ICMs which are reviewed twice yearly in academic reports by the relevant teacher or therapist and used to inform the next set of ICM targets,
- a number of standardised tests are administered on an annual/biannual basis by therapists, SENCos, and Skills For Learning mentors, in accordance with the assessment schedule. A tracking spreadsheet is kept for each pupil, where standardised test scores and age equivalences are recorded. Areas where significant or insufficient progress is being made are highlighted by the SENCo and used to inform therapy and provision,
- in Year 10, all pupils complete Access Arrangement testing to identify what Access Arrangements are required for public examinations for them to achieve their full potential,
- Lower School to complete INCAS testing in September. All pupils at KS3 (Year 7 – Year 9) will be tested for their Reading and Spelling ages.
- Year 7 will also be tested for English, Maths and Science.
- CATS testing is completed at the start of Year 9 to ascertain baseline ability data and predicted grades for GCSE, which allows us to calculate a value added score for each pupil once they have completed their GCSE exams.

### **Teaching, access and adaptation to curriculum**

An SENDA plan is in place to ensure that the school makes regular review of all its facilities to enable access for pupils, parents, visitors and staff in order to comply and to fully support the Equality Act 2010.

Due to the specialist nature of the school the following provision is in place for all Moat School pupils:

- All classes are comprised of ten pupils or fewer
- Specialist teaching staff trained to meet needs of learners with SpLD at postgraduate level
- Academic mentoring by specialist teaching in a group of 5 pupils or less
- Access to direct, on site Speech and Language Therapy
- Access to direct, on site Occupational Therapy
- Open Door therapeutic offer, 'Come and Talk'
- Specialist Learning Support Assistants
- Annual progress review meetings
- Enrichment programme of creative, sporting, community and technological activities
- Assessments for and provision of Access Arrangements for public examinations
- Specialist careers advice and Connexions interviews
- Wireless enabled laptop computer
- Access to specialist software e.g. Google dictation, Rapid Plus, KAZ touch typing, Read & Write Gold

Additional provision available to pupils may include;

- 1:1 / small group Speech and Language Therapy
- 1:1 / small group Occupational Therapy
- Group Communication Therapy
- Handwriting Club
- Homework (Literacy Support) Club
- Access to Specialist Agencies from outside of the school
- Use of large print for visually impaired pupils
- Use of technology to help support hearing impaired pupils

All lessons are taught to meet needs of learners with SpLD, and therefore all teachers structure lessons which are:

- multi –sensory
- include scaffolding
- use technology where relevant
- are informed by therapy (SaLT & OT)
- pre-teach vocabulary
- are high challenge & low risk

Due to the nature of teaching and learning at Burlington House School, pupils with English as Additional Language (EAL) are required to be fluent in English in order to meet the admissions requirements. Pupils with EAL who are admitted into the school receive appropriate Speech and Language Therapy provision which may be targeted to their individual EAL needs

### **Expertise and training of staff**

All of the permanent teaching staff at Burlington House School have either completed an approved Level 5+ SpLD Certificate or Diploma, or are required to complete this training within the first two years of their employment. Learning Support Assistants are also all qualified having taken and passed the Dyslexia Action or Helen Arkell 10-week course in supporting the needs of Learners with SpLDs.

Speech and Language Therapists, Occupational Therapists and School Councillors employed by the school all hold relevant qualifications in their field. The SENCos will either hold or be working towards the 'National Award for SENCos' and a Level 5/7 qualification in teaching learners with SPLDs.

### **Funding of SEN provision**

Burlington House School operates on the basis of a standard termly fee which covers and includes all provision outlined in the pupil's EHCP. As such, the provision listed above (including 1:1 or group therapy, small groups mentoring and specialist technology or software) is included in the termly fee.

In exceptional circumstances, where the school and parents agree that further additional provision is necessary, this may be negotiated.

### **Evaluation of effectiveness of provision**

The effectiveness of SEN provision is monitored and analysed in the following ways:

- GCSE results
- English, Maths and Science testing in Year 7 and CATS testing in Year 9
- Post-16 destinations
- Annual reporting from Classroom Teachers and Heads of Department
- Results from annual specialist standardised testing (eg reading and spelling age gains)

### **The social and emotional development of pupils with SEN**

The school employs one full-time and two part-time school counsellor who see pupils individually. Additionally, 'Come and Talk' is available to all pupils and is designed to provide an opportunity for all pupils to access the counselling service in a practical and immediate way. For more information see the [Counselling Policy](#).

A programme of Social and Emotional Development is delivered through PSHE lessons and to the whole school through gatherings. Pupils are in small form groups and there is a strong pastoral focus within the school with form tutors and LSAs regularly liaising with classroom teachers, therapists, members of the leadership team, parents and the school counsellors.

### **Use of external agencies**

On a case-by-case basis it may be in the interest of the child to work in collaboration with specialists outside the school in assessing or addressing needs as they arise. In this case the SENCo would liaise

with the professional, parents of the pupil and other relevant members of staff (eg. Form Tutor, LSA, Therapists). This may include working with both private and public Health, Social or Educational services.

### **Arrangements for handling complaints about provision**

Please see the complaints policy.

### **Arrangements for supporting pupils who are looked after**

A termly 'Personal Education Plan' (PEP) meeting takes place which is attended by the Looked After Children (LACs), their guardians/foster parents, the SENCo and a representative from the Local Authority. These meetings are used to review whether the needs of the looked after child are being met and to set realistic and achievable targets for the forthcoming term. Moat School pupils do not receive a Pupil Premium since the school is independent, however all pupils receive school meals as part of the termly fee.

### **SEN Contact**

If parents have any concerns about issues relating to SEN, in the first instance they should contact the SENCo, Nuala Dalton or Deputy SENCo, Michela Rotell.