Special Educational Needs (SEN) Policy

Prepared by: Burlington House School

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1. Introduction

Burlington House School is owned and operated by **Cavendish Education.**

In all Burlington House School policies, the words "Burlington House School" refer to both Burlington House Bishops Avenue Campus and Burlington House Sixth Form Campus unless stated otherwise.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: that all children can achieve

While this current policy document may be referred to elsewhere in Burlington House School's documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Burlington House School.

The policy documents of Burlington House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS AND POLICY SCOPE

This policy is informed by the **relevant legislation, standards, and statutory guidance, including the SEND Code of Practice: 0–25 years**, the **Children and Families Act 2014**, the **Education (Independent School Standards) Regulations 2014,** and **Keeping Children Safe in Education (KCSIE), September 2026**. It sets out Burlington House School's approach to meeting pupils' special educational needs, supporting their progress and safeguarding their welfare.

This policy also takes account of section 16LA of the Children Act 2004 and the September 2026 Information Sharing Duty statutory guidance. It should be read alongside the school's Safeguarding and Child Protection Policy and data protection procedures.

As a specialist provision for pupils with Specific Learning Difficulties (SpLDs), Burlington House School recognises all pupils as having Special Educational Needs (SEN), as they experience learning difficulties which require special educational provision. The school provides a broad and balanced education for all pupils, tailored to their individual needs, in accordance with its curriculum and teaching and learning policies. This policy applies across all phases and sites and should be read alongside these policies and the school's safeguarding policy.

3. IDENTIFICATION OF SEN

Pupils join Burlington House School following diagnostic investigation and an assessment of whether the school can meet their needs. Information from parents, pupils, previous settings and external professionals, alongside admissions and baseline assessments, informs personalised provision and initial assessment considers educational, communication, social, emotional, sensory, physical and therapeutic needs, as appropriate.

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.

Although pupils' SEN will usually have been identified before admission, the school continues to identify new or changing needs through a graduated approach:

- Assess: review assessment information, classroom observations, pupil and parent views, and relevant professional advice.
- Plan: agree intended outcomes, appropriate support, staff responsibilities and a review date.
- Do: implement the agreed provision through teaching, targeted support and therapy, as appropriate.
- Review: evaluate progress and the pupil's experience of support, then maintain or adapt provision.

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. Difficulties associated with EAL, attendance, safeguarding or other circumstances are considered alongside assessment evidence and are not automatically treated as SEN. These factors may, however, coexist with SEN and require a coordinated response.

An annual timetable of assessment is in place to identify progress and inform provision as part of an ongoing process.

Assessment and review may identify emerging welfare concerns or unmet needs requiring coordinated support. The SENCo works with the Designated Safeguarding Lead (DSL) and relevant professionals to ensure appropriate information is shared promptly, including for early help and prevention, in accordance with the school's safeguarding procedures.

4. PARENT AND PUPIL CONSULTATION

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

- Preliminary meetings: as part of the admissions process, a meeting takes place between the Headteacher or other member of the leadership team and the parent(s) to discuss specific provision available at Burlington House School,
- Pupil profile: prior to the 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.
- 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 can contact the SENCo,
- Parents attend annual parents' evenings, where progress and provision are discussed with form tutors, LSAs and subject teachers.

The school is transparent with pupils and parents about information sharing wherever appropriate and safe. Keeping families informed is distinct from seeking consent: consent is not required for sharing under section 16LA where the duty applies. Parental objection alone does not prevent such sharing.

Pupils' views, wishes and aspirations contribute to the review of provision. Staff support pupils to contribute in ways appropriate to their communication needs, including supported discussion or written responses.

Parents and pupils are involved in agreeing individual outcomes and reviewing whether support is helpful. Parents may raise concerns or request a discussion with the SENCo between scheduled reviews.

5. ASSESSMENT AND REVIEWING PROGRESS

There are several 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 termly and 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 a biannual basis by therapists, SENCOs, and Skills For Learning mentors, in accordance with the assessment schedule; for example, all pupils at KS3-KS4 (Year 7 – Year 11) will be tested for their Reading and Spelling ages at regular intervals to measure progress and impact of intervention.
- 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/or Data Lead and used to inform therapy, provision and targeted curriculum support.
- In Year 10 and Year 12, pupils complete Access Arrangement testing to identify what Access Arrangements are required for public examinations.
- CAT baseline assessments (and ALPS at KS5) are completed in Year 7, Year 9 and upon admission to the Sixth Form to ascertain baseline ability data and predicted grades for Ks4/5 study, which allows us to calculate a value-added score for each pupil once they have completed their programme of study.

Annual Reviews consider academic progress, progress towards individual outcomes, wellbeing and engagement, drawing on pupil and parent feedback alongside assessment evidence.

New or changing needs identified through assessment, observation or consultation are referred to the SENCo, who coordinates any further assessment and changes to provision with relevant staff and professionals.

6. TEACHING, ACCESS TO, AND ADAPTATION OF THE CURRICULUM

6.1 - Accessibility and the School Curriculum:

An accessibility plan policy is in place to ensure that the school makes regular reviews of all its facilities to enable access for pupils, parents, visitors and staff in order to comply with and to fully support the Equality Act 2010. This accessibility plan is reviewed triennially.

The school recognises that SEN and disability are related but distinct: a pupil may have SEN, a disability, or both. Support and reasonable adjustments are considered according to individual needs and barriers to participation.

The SENCo works with pupils, parents, teachers and relevant professionals to identify reasonable adjustments to teaching, resources, communication, assessment and the physical environment. Agreed adjustments are recorded and shared with staff. Their effectiveness is reviewed alongside individual provision and whenever needs or circumstances change.

Pupils are supported to participate in educational visits, co-curricular activities, recreation and social opportunities. Planning considers individual communication, sensory, physical, emotional and supervision needs. Staff consult pupils, parents and relevant professionals where appropriate and arrange suitable adjustments and support to enable participation.

Due to the specialist nature of the school, the following universal provision is in place for all Burlington House School pupils:

- All classes are comprised of twelve pupils or fewer
- Specialist teaching staff trained to meet the needs of learners with SpLD at postgraduate level
- Academic mentoring by specialist teachers
- 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 the 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 an 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. This is set out further in the separate EAL policy.

6.2 - Transition and Preparation for Adulthood:

Transition support is planned according to each pupil's needs. Before admission, staff review relevant information from parents, the previous setting and professionals, and agree any preparation needed, such as visits, familiarisation materials or an individual settling-in plan.

When pupils move between year groups, phases or campuses, relevant staff share information about their needs, successful strategies, outcomes and adjustments. Pupils receive preparation for changes in routines, staff and expectations, with additional support where required.

For pupils moving to another school, college, training provider or employment, the school works with the pupil, parents, receiving setting and local authority where appropriate to support continuity of provision and share relevant information securely.

Preparation for adulthood is informed by pupils' aspirations and individual needs. It includes careers guidance and opportunities to develop independence, self-advocacy, healthy relationships, community participation and skills for further study or employment. Relevant goals are reflected in individual planning and EHCP reviews.

7. EXPERTISE AND STAFF TRAINING

All of the permanent teaching staff at Burlington House School have either completed an approved Level 3+ 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.

The Teaching and Learning programme of staff development has an ongoing focus on practices of adaptive teaching, metacognition, restorative and relational behaviour strategies and has direct input from therapeutic staff.

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.

New staff receive induction on the school's SEN approach, relevant policies and the needs of pupils they will support. Staff receive pupil information through ICMs, relevant support records and liaison with the SENCo and therapeutic team.

The SENCo and school leaders identify training needs through pupil reviews, staff feedback and monitoring of practice. Leaders evaluate how effectively staff apply agreed strategies and adjustments through lesson visits, planning and work scrutiny, and review of pupil progress and feedback. Findings inform further training and support.

Staff induction and training cover secure information sharing, relevant local pathways and when to seek advice from the DSL. Information shared must be relevant, necessary, proportionate and accurate, and transmitted securely. Records document decisions to share or not share safeguarding information, including the rationale, recipients and any follow-up required.

8. FUNDING OF SEN PROVISION

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

9. EVALUATION OF EFFECTIVENESS OF PROVISION

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

- GCSE, A Level/Btec results and Value-Added progress measures
- English and Maths assessments and CAT baseline testing
- Post-16 destinations
- Annual reporting from Classroom Teachers and Heads of Department
- Results from annual specialist standardised testing (eg reading and spelling age gains)

Individual interventions are evaluated against their agreed starting points and intended outcomes. Reviews consider assessment information, classroom evidence, therapeutic feedback and the views of the pupil and parents.

Where progress is insufficient, or support is ineffective, the SENCo and relevant staff review how provision has been delivered, whether outcomes remain appropriate and whether further assessment is needed. Strategies, frequency or type of support are adjusted as appropriate, with a further review date agreed. External advice is sought where necessary

10. THE SOCIAL AND EMOTIONAL DEVELOPMENT OF PUPILS WITH SEN

The school employs three full-time counsellors who see pupils individually.
Additionally, a 'Come and Talk' drop-in service 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.

A programme of Social and Emotional Development is delivered through PSHE lessons and to the whole school through gatherings. Pupils are in small nurturing 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.

Staff recognise that pupils with SEN may face additional safeguarding vulnerabilities, including bullying, isolation, exploitation and difficulties communicating concerns. Changes in behaviour, attendance or presentation are considered carefully and are not automatically attributed to SEN. Safeguarding concerns are reported promptly through the school's safeguarding procedures.

Where section 16LA applies, the school must share relevant information with another organisation covered by the duty when this may support that organisation's safeguarding or welfare functions. This includes responding to requests; no particular safeguarding or statutory intervention threshold must first be reached.

The duty does not apply where sharing would be more detrimental to the child than not sharing. Any reliance on this limited exception is carefully considered with the DSL, documented and reviewed. Sharing must remain consistent with data protection law.

Behaviour support takes account of individual needs and agreed reasonable adjustments, in line with the Behaviour Policy. Where attendance or wellbeing is a concern, pastoral staff, the SENCo and relevant professionals work with the pupil and parents to identify barriers and coordinate support.

11. 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.

The SENCo coordinates timely liaison with local authorities and other relevant agencies, including proactive information sharing and responses to requests where the Section 16LA criteria are met. EHCP and annual-review processes do not delay necessary safeguarding or welfare information sharing.

12. 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. Burlington House 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.

13. COMPLAINTS, GOVERNANCE AND OVERSIGHT OF SEN PRACTICE

Any concerns or complaints about SEN provision should be raised and addressed through the school's Complaints Policy.

The Headteacher and SENCo oversee the implementation of this policy, with scrutiny and challenge provided by the local governing body, comprising headteachers from other schools within the Cavendish Education group.

Governors monitor the effectiveness of SEN provision through regular reporting on pupil progress and outcomes, the delivery of support and EHCP provision, staff training, and feedback from pupils and parents. This oversight informs the review of the policy and priorities for improvement, supporting accountability for the quality of provision and compliance with relevant statutory requirements.

Contact Information

For any questions or concerns regarding this policy, please contact:
Nuala Dalton: **Lead SENCo** - daltonn@burlingtonhouseschool.com
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Monitoring, Approval & Policy Review

This Policy has been reviewed and approved by:

Policy Approver(s)	Burlington House School - Senior Leadership Team **Responsible Person(s)** Nuala Dalton: **Lead SENCo**
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Revision History

Version	Change	Author	Date of Change
1	First published and aligned with Cavendish Education Policy Checklist	Nuala Dalton, Adam Ford	September 2026
1.1	Added references to the September 2026 Information Sharing Duty and clarified arrangements for timely sharing of SEND-related safeguarding and welfare information, including early help, consent, the limited detriment exception, secure handling, staff training and recording decisions.	Adam Ford	October 2026