BURLINGTON
HOUSE SCHOOL

Special Educational Needs Policy

Responsible person: Nuala Dalton

Review Cycle: Annual

Last review date: September 2025

New review date: September 2026

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:

In all Burlington House School policies, the words "Burlington House School" refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

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

General Introduction:
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 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 that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Burlington House 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 re-publication 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.

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 places between the Head or other member of the leadership team and the parent(s) to discuss specific provision available to at Burlington House 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,
- KS2 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 Burlington House School pupils:

- All classes are comprised of twelve 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
- A Level/Btec 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 two 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 (Prep School) , SENCo, Michela Rotella (Senior Site), SENCo, Mary-Louise Jelen (Sixth Form).