Birkett House School

SEND Policy

STATUS: DUE FOR REVIEW / AWAITING APPROVAL / IMPLEMENTED (HIGHLIGHT AS APPROPRIATE)	
Reviewed date:	8th September 2026
Reviewer:	Tom Harrup
Implementation date:	June 2016
Next review:	7th September 2027
Headteacher:	Tom Harrup
Date of review by Governors:	22nd September 2026
Chair of Governors or Committee:	Tim Pearce

Special Educational Needs Policy

Birkett House School is committed to ensuring that all pupils receive the support they need to achieve their full potential and access a broad, balanced and relevant education.

This policy is based on and has been developed with reference to the following legislation and statutory guidance:

- The Children and Families Act 2014, which sets out schools' responsibilities for children and young people with Special Educational Needs and Disabilities (SEND).
- The Special Educational Needs and Disability Regulations 2014, which outline the duties of schools, local authorities and other agencies in relation to SEND.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), which provides statutory guidance on identifying, assessing and making provision for children and young people with SEND.
- The Equality Act 2010, which requires schools to make reasonable adjustments and ensure that disabled pupils are not disadvantaged or discriminated against.
- The Public Sector Equality Duty under the Equality Act 2010, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations.
- The most recent edition of Keeping Children Safe in Education (KCSIE), which recognises that children with SEND may face additional safeguarding challenges and vulnerabilities.
- The Department for Education guidance Working Together to Improve School Attendance, which promotes a supportive approach to attendance for all pupils, including those with SEND.
- The school's Funding Agreement and Articles of Association as an Academy.

As a specialist academy for pupils with Education, Health and Care Plans (EHCPs), Birkett House School works closely with families, the Local Authority, health services, social care professionals and other partner agencies to ensure that pupils receive high-quality provision that meets their individual needs and prepares them for adulthood, independence and participation in their communities.

This policy should be read alongside other school policies available on our website.

This policy will be reviewed regularly to ensure it remains compliant with current legislation, statutory guidance and the evolving needs of pupils at Birkett House School.

Roles and Responsibilities

The Governing Body

The Governing Body has a strategic responsibility for ensuring that Birkett House School meets its statutory duties in relation to Special Educational Needs and Disabilities (SEND). Governors will:

- Ensure that appropriate provision is made for all pupils attending the school.
- Monitor the quality and effectiveness of SEND provision throughout the school.
- Ensure that sufficient resources are allocated to meet pupils' educational, health and care needs.
- Review the effectiveness of this policy and the school's SEND Information Report.
- Ensure that the school meets its duties under the Equality Act 2010 and promotes equality of opportunity for all pupils.
- Support leaders in maintaining high standards of teaching, learning, safeguarding and wellbeing for pupils with SEND.

The Headteacher

The Headteacher has overall responsibility for SEND provision across the school and for ensuring that the requirements of Education, Health and Care Plans are effectively implemented. The Headteacher will:

- Provide strategic leadership for SEND across all school sites.
- Ensure that pupils receive high-quality teaching and appropriate support.

- Monitor the quality and impact of SEND provision.
- Ensure that staffing, resources and training are sufficient to meet pupils' needs.
- Work closely with governors, families, local authority officers and external professionals.
- Promote a culture of inclusion, high expectations and positive outcomes for all pupils.
- Ensure that safeguarding arrangements take account of the additional vulnerabilities that may affect children and young people with SEND.

Senior Leaders and SEND Leadership
Members of the Senior Leadership Team share responsibility for monitoring and developing provision across the school. They will:

- Support staff in meeting the needs identified within pupils' EHCPs.
- Monitor the quality of teaching and learning.
- Lead professional development and quality assurance activities.
- Coordinate support from external agencies where appropriate.
- Ensure consistency of provision across all Birkett House sites.
- Support transition arrangements between classes, departments and post-school destinations.

Class Teachers
Every teacher is responsible for the progress, development and wellbeing of pupils within their class. Teachers will:

- Deliver a broad, balanced and appropriately personalised curriculum.
- Plan learning experiences that reflect pupils' individual needs, strengths and EHCP outcomes.
- Monitor and assess progress regularly.
- Set and review individual learning targets.
- Work closely with support staff and external professionals.
- Communicate regularly with parents and carers regarding progress and provision.
- Contribute to Annual Reviews and other multi-agency meetings.
- Promote pupils' independence, communication and preparation for adulthood.

Support Staff
Support staff play an essential role in delivering high-quality provision and promoting pupil progress. They will:

- Support teaching and learning under the direction of class teachers.
- Deliver agreed interventions and programmes.
- Promote communication, independence and social development.
- Assist with personal care, medical and therapeutic needs where required.
- Contribute to assessment, record keeping and review processes.
- Participate in relevant training and professional development.

Alongisde designated Teaching Assistants, the term Support Staff would also include school based colleagues with areas of specialism eg. Communication Team, Sensory Specialists.

Parents and Carers
Birkett House School values the important role that parents and carers play in supporting their child's education. Parents and carers are encouraged to:

- Work collaboratively with school staff and external professionals.
- Attend Annual Reviews, parents' evenings and other meetings.
- Share relevant information about their child's strengths, needs and aspirations.
- Support agreed targets and outcomes where appropriate.
- Raise concerns promptly so that they can be addressed effectively.
- Contribute to the ongoing review of provision and progress.

Pupils
Birkett House School believes that every pupil has a right to be heard and involved in decisions affecting their education. Pupils will be supported to:

- Express their views, wishes and feelings using their preferred methods of communication.
- Contribute to reviews of their progress and future goals.
- Participate in setting personal targets and outcomes where appropriate.
- Make choices about their learning and wider school experiences.
- Develop increasing independence and self-advocacy skills.
- Contribute to school life through activities such as School Council and pupil voice initiatives.

Working with Other Agencies
The school works closely with a wide range of external professionals and agencies to ensure that pupils receive coordinated support. This includes colleagues from education, social care, health and community services.

Partnership working ensures that educational, health and social care needs are considered holistically and that pupils receive consistent support across services

Safeguarding and Promoting the Welfare of Pupils
Birkett House School recognises that pupils with SEND may face additional safeguarding vulnerabilities. All safeguarding arrangements are implemented in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Staff are trained to recognise and respond to safeguarding concerns and work closely with external agencies where required.

Attendance
The school promotes good attendance and works with families and other agencies to address barriers to attendance. Where attendance is affected by SEND, medical needs or emotional wellbeing, reasonable adjustments and personalised support arrangements may be implemented. Full details are contained within the school's Attendance Policy.

Assessment and Review of Need
All pupils attending Birkett House School have an Education, Health and Care Plan (EHCP). Pupils are placed at the school following consultation with the Local Authority and assessment of whether the specialist provision offered by the school can meet their identified needs. Assessment information from parents, previous settings, health professionals and external agencies is used to establish a detailed understanding of each pupil's strengths, needs and aspirations. Baseline assessment on entry informs planning, target setting and provision.
Prior to admission, the school carefully reviews information provided by the Local Authority, parents/carers, previous settings and relevant professionals. Following admission, ongoing assessment, observation, review meetings and multi-agency involvement ensure that pupils' needs continue to be accurately identified and provision adjusted as required. Progress towards EHCP outcomes is reviewed regularly through classroom assessment, pupil review meetings, annual reviews and multi-agency evaluation.

Basic information about the school's special educational provision

Birkett House School is a co-educational Academy catering for a wide range of special needs. It includes the age range 4 – 19. The aims of Birkett House School are reviewed annually and are available on the website.

The school provides a broad and balanced curriculum for all our pupils taking into account individual specialised needs to ensure whole curriculum entitlement and access. This includes the National Curriculum. We are committed to providing the highest quality of education for all students commensurate with the efficient use of resources.

This policy will reflect the key elements of the Equality Act with a commitment to promoting equality in disability, race, gender, socio economic circumstances, pregnancy and maternity.

The Headteacher serves as the designated lead for SEND provision across the school. Responsibility for day-to-day coordination is delegated to senior leaders with responsibility for SEND, who work closely with teaching staff, support staff and external professionals.

The Headteacher has overall responsibility for the management of provision. Day to day operation is the responsibility of all teachers and support staff. The class teacher also has key responsibility for co-ordinating individual pupil's educational provision through I.E.Ps and in consultation with all who support or provide advice. Birkett House seeks to ensure that parents are informed and involved where their child is receiving support.

Admissions arrangements are the responsibility of the school (academy) in liaison with SENA and in consultation with parents and governors. Criteria are recommendations on a pupil's Education, Health Care plan or for assessment purposes. In addition to the usual facilities offered by schools for pupils with special needs, Birkett House has expertise and specialist equipment to meet the needs of pupils with multisensory and physical impairment, those who require alternative and augmentative communication (A.A.C.) and those with associated medical needs. There are well equipped white and dark rooms, lights and sound in the swimming pool and a soft play area.
More information can be found in the school's Admission Policy.

The main Wigston site is a purpose built school which opened in August 2017. The senior department based at Countesthorpe is purpose built with full wheelchair access. The Centre at Thomas Estley Community College is based in a mainstream school which has provided lifts etc. to increase access however some access does need to be well planned. Special diets can be catered for. There is also a warm water pool on the Wigston site.
Birkett House School has specialist provision at Little Hill Primary and Thistly Meadown Primay School.

Staff Training
The governing body of Birkett House School supports and invests in the professional development of all staff in order to maintain a qualified and trained staff and improve the quality of learning in the classroom.

All staff receive training in safeguarding, communication, positive behaviour and moving and handling. Funding for in-service training is allocated according to the needs of individuals and the school as outlined in the School Improvement Plan. All staff are encouraged to help identify and meet their development needs through discussions with the Headteacher and through Performance Management.

Information about Birkett House School's policy for on-going assessment and provision
The budget is monitored regularly throughout the year by the governing body and Headteacher to ensure there is efficient and effective management to meet the special educational needs of the students attending Birkett House School. The budget is set to ensure the safe and effective inclusive learning of all pupils at all times.

Internal assessment arrangements are continuously updated. Each pupil has an Individual Education Plan (I.E.P.) which is regularly reviewed and amended written based on the the needs and outcomes identified in the individual EHCP. Recommendations arising out of assessment by external specialists are incorporated into pupils I.E.Ps.

We believe all children have a right to be heard and to be involved in decision making at an appropriate level. Their support is crucial to the success of educational programmes. In practice students at Birkett House are encouraged to be involved in the following ways:

- Wherever possible being given a choice and a means of communication.
- Recognising their own achievements and where appropriate commenting on progress
- Where appropriate discussing their own problems, feelings and difficulties with sensitive adults and other children.
- The School Council, who meet each term to have agency and influence on the operational aspects of the school.

Annual Reviews are conducted according to the guidance provided in the Code of Practice and by the LA. Appropriate supporting professionals are invited to attend annual Reviews as appropriate e.g. Health, Social Care, Transition Teams etc.

Access to the National Curriculum is provided by a small steps curriculum. The school curriculum provides continuous education for children and young people from the very early levels of learning to the more formal approaches. Lateral, vertical and holistic learning are taken into account when reviewing progress and reporting to parents. Subsequent levels are broken down into small steps to enable pupils to demonstrate success.

Inclusion

The school aims to be as inclusive as possible in all areas of its work. A large portion of the pupils are based or co-located on mainstream sites.

The governors of Birkett House are committed to the inclusion of all students within the community as far as is reasonably practical and within the efficient use of resources for the good of the whole school.

Inclusion is organised as follows:

- A class of Key Stage 1 students in a primary school where there are some opportunities for inclusion.
- A class of Key Stage 2 students in primary are based in a fully inclusive, mainstream primary school.
- Two classes in KS3 are based in the Centre – an inclusive base at a local High School
- The senior department provides for students from Key Stage 3-5 whose main learning need is not sensory are based in our purpose-built department sited on a mainstream campus.
- Visits to mainstream schools are also made for specific purposes e.g., celebrating festivals, drama productions Carol Concerts, working alongside mainstream classes in a planned activity.
- An important element in inclusion is the number of mainstream pupils including those on work experience who support within the school and visit and use the school's facilities.
- All class teachers provide inclusive learning opportunities across the school.

Confidence in participating in wider community life is developed by regular visits to community settings such as local shops, shopping centres, museums, restaurants, leisure centres, libraries and attendance at local churches – this list is not exhaustive.

Accessibility Arrangements
Preventing Less Favourable Treatment
Birkett House School is committed to ensuring that pupils with disabilities are not treated less favourably than their peers. We achieve this by:

- Providing an inclusive learning environment where all pupils are valued and respected.
- Making reasonable adjustments to teaching approaches, learning activities, resources and the physical environment where required.
- Ensuring that individual needs identified within Education, Health and Care Plans (EHCPs), medical plans and other assessments are reflected in day-to-day practice.
- Providing personalised programmes of support to enable pupils to access the curriculum, enrichment activities, educational visits and wider school opportunities.
- Delivering regular staff training to promote understanding of disability, equality legislation, communication needs, medical conditions and inclusive practice.
- Monitoring participation, attendance, progress and wellbeing to identify and address any barriers to inclusion or achievement.
- Promoting positive attitudes towards diversity, equality and inclusion throughout the curriculum and wider school community.
- Following the principles of the Equality Act 2010 and making reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Facilities and Support Available
Accessibility Plan
The school maintains and regularly reviews an Accessibility Plan which sets out how it will:

- Increase access to the curriculum for pupils with disabilities.

- Improve the physical environment of the school to enhance access to education and services.
- Improve the availability of information for pupils, parents, carers and visitors with disabilities.

The Accessibility Plan is available on the school website or on request from the school office.

Criteria for evaluating success of SEN policy.

The governing body will use its best efforts to ensure the best possible provision for SEND (Special Educational Needs and Disabilities) in this school. All governors are aware of their responsibilities for SEND and discuss the issues regularly.

The governing body evaluates the success of the education we provide, using the following criteria:

- Monitoring the allocated budget
- Progress and achievement of pupils through presentation of data
- Monitoring impact of teaching and learning
- Monitoring behaviour and safeguarding
- The existence of detailed individual educational plans linked to policy documents and schemes of work which contain targets, review arrangements and success criteria.
- Views of parents and students inform planning and target setting .
- Regular completion of reviews within required time-scales.
- Parents feeling involved in their son or daughter's education programme and achievements.
- Accurate up to date record keeping.
- Regular collaborative meetings involving all of the class team, to review pupil progress.
- The number as % attendance by parents at Annual Review
- Increase in pupil attainment particularly through our target setting process .
- CPD (Continuing Professional Development) opportunities of staff and PMR (Performance Management Review) targets achieved.
- Links with mainstream and special schools to increase student contact/staff development.
- Website
- Responses on Facebook page
- Annual S.E.N. policy review
- OFSTED inspection reports and the monitoring and evaluation processes
- Oral and written feedback from pupils/students/parents and visitors
- Attendance at/involvement in/or leadership of inset courses by all staff
- Feedback from partner professionals

Birkett House believes parents and carers play a vital role in the success of their son or daughter's education. We are committed to working in partnership with parents through, annual reviews and daily home-school communication and the website. All sites operate an open-door policy and parents are welcome in school at any time.

Parents are encouraged to discuss any problems with school. These should be raised initially with the pupil's class teacher, SLT then the Headteacher, most problems can be resolved in this way. If this does not happen, parents are advised of the official Complaints Procedure.

GDPR

Data will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

This policy has been developed by the Headteacher and senior leaders in consultation with governors, staff, parents/carers and, where appropriate, pupils. It reflects statutory requirements and local authority guidance. The policy is shared with stakeholders through the school website and reviewed annually.

Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body, or sooner if required due to:

- Changes in legislation or statutory guidance.

- Changes to Local Authority procedures.
- Recommendations arising from policy monitoring activities.
- Significant changes to the school's organisation, provision or pupil cohort.

The review process will take account of the views of staff, pupils, parents and carers, governors and relevant external professionals where appropriate.