



CATERHAM  
PREP

## SEND (Learning Support) Policy

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<i>This policy is reviewed annually</i>	

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# 1. Policy Statement and Aims

*(Independent School Standards – Part 1, Part 2 and Part 8)*

Caterham Prep School is committed to enabling every pupil to fulfil their potential, whatever their learning need. We aim to ensure that pupils with Special Educational Needs and Disabilities (SEND):

- Have full access to a broad and balanced curriculum
- Receive appropriate and proportionate support
- Make sustained academic and personal progress
- Develop confidence, independence and self-advocacy

This policy is written in accordance with:

- The SEND Code of Practice (2015)
- The Children and Families Act 2014
- The Equality Act 2010
- The EYFS Statutory Framework (2025)
- The Independent School Standards

## 2. Definition of SEND

In line with the SEND Code of Practice (2015):

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

This may include:

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health needs
- Sensory and/or physical needs
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Special educational provision is provision that is additional to or different from that normally available.

## 3. Leadership and Accountability

*(ISSR Part 8)*

Overall responsibility for SEND provision rests with the Head of Prep.

Day-to-day responsibility is delegated to:  
Head of Learning Support (SENCO)

The Head of Learning Support (SENCO):

- Maintains the SEND Register
- Oversees assessment and intervention

- Advises staff
- Monitors impact and progress
- Liaises with parents and external professionals

Teachers remain responsible and accountable for the progress and development of pupils in their class.

## 4. A Graduated Approach

*(Assess – Plan – Do – Review)*

Provision for SEND follows the graduated approach outlined in the SEND Code of Practice.

### **ASSESS**

Identification is informed by:

- Teacher observation
- Standardised assessments
- Progress tracking
- Parent consultation
- Specialist screening where appropriate

Care is taken to distinguish between SEND and English as an Additional Language.

### **PLAN**

Provision may include:

#### **Wave 1 – Quality First Teaching**

- Inclusive, differentiated classroom practice

#### **Wave 2 – Targeted Support**

- Small group intervention
- Short-term programmes

#### **Wave 3 – Specialist Support (SEN Support)**

- Individualised intervention
- Pupil Passport and Individual Education Plan (IEP)
- Specific targets and review dates

Parents and pupils are involved in planning support.

### **DO**

Intervention may include:

- In-class support
- Small group withdrawal
- Individual specialist teaching
- Programmes recommended by external professionals

Provision is time-limited and outcome-focused.

## **REVIEW**

Progress is reviewed regularly through:

- Teacher feedback
- Parent meetings
- Pupil voice
- IEP reviews (minimum twice yearly)

Provision is adjusted where necessary.

## **5. SEND in EYFS**

Early identification is central in Reception.

Provision aligns with the EYFS Statutory Framework (2025) and includes:

- Ongoing observation
- Baseline assessments
- Close partnership with parents
- Early intervention in Prime Areas

Where necessary, external professionals may be consulted with parental consent.

## **6. Education, Health and Care Plans (EHCPs)**

Where pupils have complex and significant needs, an EHCP may be appropriate.

Requests for assessment are made in consultation with:

- Parents
- Pupil (where appropriate)
- Senior leadership

EHCP provision is implemented in full.

## **7. Admissions**

The school welcomes applications from pupils with SEND.

Admission decisions are made in line with the Admissions Policy and after careful consideration of:

- The pupil's needs
- The school's ability to make reasonable adjustments
- The impact on existing pupils

## 8. Inclusion and Equality

*(Equality Act 2010)*

The school has due regard to the protected characteristics set out in the Equality Act 2010.

Reasonable adjustments are made to ensure fair access to:

- Teaching
- Assessment
- Facilities
- School life

## 9. Monitoring and Review

Provision is monitored by the Head of Learning Support (SENCO) and senior leadership.