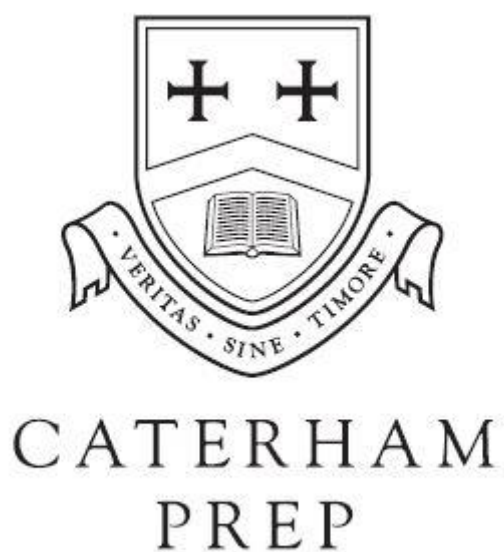




SEND (Learning Support) Policy

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

Contents

1. Policy Statement and Aims.....	2
2. Definition of SEND	3
3. Leadership and Accountability	4
4. A Graduated Approach	4
5. SEND in EYFS	5
6. Education, Health and Care Plans (EHCPs)	6
7. Admissions	6
8. Inclusion and Equality	6
9. Monitoring and Review	6

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:

- Special educational needs and disability code of practice: 0 to 25 years (January 2015, updated September 2024)
- The Children and Families Act 2014
- The Equality Act 2010
- The EYFS Statutory Framework (2026)
- The Independent School Standards

2. Definition of SEND

In accordance with the SEND Code of Practice, a child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Special educational provision is educational provision that is additional to or different from that made generally for children of the same age.

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These areas are used to help identify and plan appropriate support; individual pupils may have needs across more than one area.

A pupil will not be identified as having SEND solely because they have English as an Additional Language or because their progress or attainment is lower than expected. The school will consider the individual pupil and the range of factors that may be affecting their learning and development.

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

Caterham Prep adopts a graduated approach to identifying and meeting pupils' needs. High-quality, inclusive teaching is the starting point for all pupils. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access additional support from the Learning Support team.

Ordinarily available and inclusive provision

Many pupils will require adaptations, additional explanation, targeted classroom support or short-term intervention at different points in their education. This forms part of the school's ordinarily available, inclusive provision and does not in itself mean that a pupil has SEND or requires SEN Support.

Where a pupil continues to experience difficulties despite appropriate high-quality teaching, adaptations and targeted support, the teacher will work with the SENCO to assess whether the pupil may have SEN and whether special educational provision is required.

SEN Support

Where it is determined that a pupil has SEN and requires provision that is additional to or different from that ordinarily available, the pupil will receive SEN Support. Support will be planned according to the pupil's individual needs and may include targeted or individual intervention, specialist teaching, reasonable adjustments and/or advice from external professionals.

Parents will be involved in decisions about SEN Support and pupils will be involved in an age-appropriate way. Provision and intended outcomes will be recorded appropriately, which may include a Pupil Passport and/or Individual Education Plan (IEP).

SEN Support follows a four-part cycle of Assess–Plan–Do–Review. This is a continuous and graduated process: earlier decisions and actions are revisited, refined and revised in response to a growing understanding of the pupil's needs and the impact of support provided.

ASSESS

The pupil's needs are considered using a range of evidence, which may include teacher assessment and observation, progress and attainment information, pupil and parent views, standardised assessments and specialist screening or professional advice where appropriate.

Assessment considers the pupil's strengths as well as their needs and seeks to identify any factors that may be affecting learning, development or wellbeing.

PLAN

Where SEN Support is required, the teacher and SENCO, in consultation with parents and the pupil where appropriate, agree the outcomes sought, the provision and adjustments to be made, who will provide the support and how and when its impact will be reviewed.

DO

The class or subject teacher retains responsibility for the pupil's progress and for working with the pupil on a day-to-day basis, including where interventions involve the Learning Support team or external specialists.

Provision may include classroom adaptations, targeted small-group or individual support, specialist teaching and programmes or strategies recommended by external professionals.

REVIEW

The effectiveness and impact of provision are reviewed against the agreed outcomes. The views of the pupil and parents are taken into account. Support is then continued, adjusted, intensified or reduced according to the pupil's needs and progress, beginning a further cycle of Assess–Plan–Do–Review where appropriate.

5. SEND in EYFS

Early identification is central in Reception. Practitioners monitor children's learning and development closely and work in partnership with parents to identify and respond to emerging additional needs.

Reasonable adjustments are made to EYFS assessment processes for children with SEND where appropriate, and specialist advice or assistance is sought where necessary.

Provision aligns with the current EYFS Statutory Framework and includes:

- Ongoing observation and assessment
- Close partnership with parents
- Early intervention across relevant areas of learning and development

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

6. Education, Health and Care Plans (EHCPs)

Most pupils with SEND will have their needs met through the school's graduated approach and SEN Support. Where, despite relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil requires a level or type of provision that may require an Education, Health and Care needs assessment, the school will work with parents and relevant professionals as appropriate.

Where a pupil has an EHCP, the school will make the special educational provision specified in the plan for which it is responsible and will contribute to the statutory review process. Provision will continue to be monitored through the school's graduated approach.

7. Admissions

The school welcomes applications from pupils with SEND.

Admission decisions are made in accordance with the Admissions Policy, the Equality Act 2010 and the School's duty to make reasonable adjustments. The School considers the individual needs of the pupil and whether those needs can be met appropriately.

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.