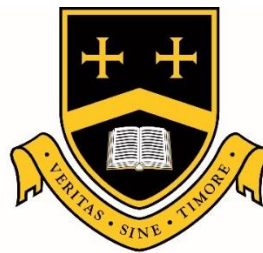


Learning Support Policy



CATERHAM
SCHOOL



CATERHAM
PREP

Policy Author:

Lucinda Charlesworth

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August 2026

Key Principles

The key objective of the school is to allow each pupil to fulfil his or her potential whatever their learning need, allowing full access to the curriculum, and supporting them to overcome any barriers to learning and achievement.

The Learning Support Departments play a significant role in supporting any pupils who may have a specific learning difficulty or disability to achieve their learning potential. The departments help staff to develop an understanding of specific learning difficulties and learning styles, and to implement any adjustments whether in class or in exams, which might be appropriate to maximise the achievement.

In supporting our neurodivergent pupils including those ADHD, ASD and dyslexia, the departments focus on encouraging greater self-awareness and understanding by pupils of their neurodivergence, and so helping them discover and develop strategies to optimise their learning, building on their strengths, and make their study more effective and efficient. We aim to develop our pupils' confidence, self-esteem and motivation as well as their independent learning skills.

Caterham School has a whole school approach to meet individual student needs with reference to the guidance outlined in the Equality Act 2010, The SEND Code of Practice (2015) and the Children and Families Act 2014.

According to the SEND Code of Practice (2015) a person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

This Policy should be read in conjunction with the Admissions, Curriculum, Equal Opportunity and Accessibility Policies

Staff training

The Learning Support Departments provide training to all teaching staff, as part of the INSET programme. Training is given on specific learning difficulties and other neurodivergent conditions, and how to support these pupils in class. The Heads of Learning Support give termly updates to staff. All new staff have at least one training session dedicated to learning support. Emphasis is given on how to access information on pupils with additional needs and how this information should be used to support the pupil's learning and achievement.

Education, Health and Care Plans (EHCPs)

At a national level it is recognised that despite high quality teaching and purposeful intervention, through the school-based provision, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with severe and complex special educational needs who require more highly specialised and personalised arrangements accessed through a statutory EHCP in order to achieve their outcomes.

If the Heads of Learning Support, in consultation with pupil, parents, teachers and Senior Managers, feels that a pupil requires an EHCP a request will be made to the Local Authority that pupil is resident in.

More information about EHCPs can be found here:

<https://www.surreylocaloffer.org.uk/parents-and-carers/ehcp/overview>

Prep School Procedures

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have additional needs.

Current Staff

- Head of the Prep School - Mr Ben Purkiss
- Deputy Head – Mrs Rebecca Moore
- Head of Pre - Prep School / Early Years Coordinator Joanna Cole

Head of Learning Support – Laura Evans

The Head of Learning Support's timetable is governed by the Prep School Headmaster. The Head of Learning Support, with the support of the Prep Headmaster and Senior Management Team, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND and provides professional guidance about SEND to secure high-quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

A Graduated Approach

Caterham Prep School has ambitious academic expectations and average 'standards' are generally higher than the national average throughout the school. It is recognised that young children progress at different rates and that many factors can affect their attainments and general development. We have robust assessment and monitoring procedures in place to ensure that all pupils make good progress across the academic curriculum as well as in all areas of personal development and that any specific needs are identified at an early stage.

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of pupils. Most pupils will learn and progress within these arrangements. Over the course of their primary education some pupils may require a short-term 'boost' of planned Learning Support to bring their attainments up to expected standards. A smaller number of pupils might have special educational needs and disabilities requiring more specialist support over a longer-term period. Provision for pupils with SEND is a matter for the whole school.

The school uses a graduated approach to meeting SEND as outlined in the 2015 SEND Code of Practice 0-25 years, represented by the Assess-Plan-Do-Review framework.

ASSESS

Teacher observation and assessment of pupils within a class setting is central to the identification of any specific learning needs. In addition to this, standardised assessments of pupil attainment are carried out so that any specific areas of difficulty can be identified and investigated further as appropriate. Standardised cognitive, reading and spelling assessments are conducted each year.

The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance. This will establish whether the problems they have in the classroom are due to limitations in their command of the English language, or arise from SEND. Some pupils with English as an additional language may also have SEND.

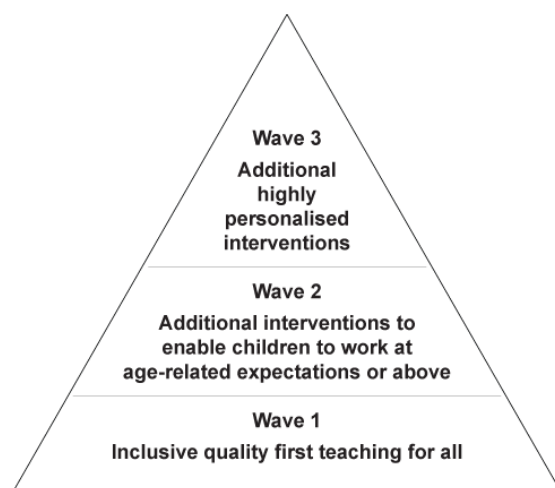
Teachers in the Pre-Prep and Prep School can discuss pupils directly with the Head of Learning Support at any time so that any concerns can be investigated and assessed at the earliest possible stage. In addition to this, termly class monitoring meetings are held between the Head of Learning Support and each class teacher/Form Tutor where detailed pupil discussions take place.

In addition to school and class-based assessments, the Prep Head of Learning Support is able to undertake specialist psychological assessments when required and parents will be involved at all stages of this assessment process. Written reports will be provided to staff and parents following these assessments.

At times it might be necessary to seek specialist assessments from external professionals such as Speech and Language Therapists or Occupational Therapists (these are commissioned and paid for by parents/carers).

PLAN

The Head of Learning Support maintains a whole school 'Provision Map' which outlines the types of support available to pupils with SEND or who require short-term support to bring their levels of attainment in line with their Caterham Prep School peers. When planning this support the school uses a 'Wave' model of intervention:



Following the process of assessment outlined above, a decision will be made as to whether the pupil requires ongoing 'Learning Support' at Wave 2/3 and the nature of this support will be discussed with key members of staff, the pupil and their parents/carers. If additional support is not required, clear advice will be provided to subject teachers in relation to Wave 1 to ensure that the pupil's needs are being provided for appropriately in class.

If Wave 2/3 provision is required the pupil will be placed on the 'Learning Support Register' so that their support programme is recorded and progress monitored. Pupils receiving specialist support at Wave 3 will have a one-page Pupil Passport outlining desired outcomes, specific targets, strategies, approaches and review arrangements. At Caterham Prep School Wave 3 provision equates to the 'SEN Support' provision outlined in the national 2015 SEND Code of Practice 0-25 years. Some pupils at Wave 2 will have a profile to outline appropriate class strategies.

DO

Provision at Waves 2 and 3 will be designed to meet the individual needs of each pupil on the Learning Support Register, and might include:

- Targeted support in lessons
- Small group withdrawal sessions for handwriting, speech and language, social skills etc.
- Individual withdrawal lessons for specialist teaching

Some sessions are used to implement specialist programmes devised by a Speech and Language Therapist or an Occupational Therapist.

REVIEW

Regular formal and informal reviews take place so that progress can be closely monitored and support adapted. Informal reviews include regular discussions between the Head of Learning Support and class teachers, meetings with parents/carers, adaptations to 'Pupil Passport' information and discussion with Senior Managers. There are formal reviews at parent evenings and as such Pupil Passports are reviewed at least twice a year with parents and pupils.

Senior School Procedures

Staff Responsibilities

Member of SLT with responsibility for SEND – Mr Rob Salem

Head of Learning Support and SEND Coordinator – Miss Maria Griffin BA PGCE
NASENCO

(Deputy SEND Coordinator and Learning Support Teacher – Ms Sophie Colman BA,
Dip SpLD, PAPAA) – on maternity leave

Mrs Lucinda Charlesworth – MA (Oxon), Dip SpLD, APC (PATOSS)

Learning Support Teacher (part-time) – Mrs Zena Sargent BA(Oxon), Dip SpLD, PAPAA

Learning Support Teacher (part-time) - Mrs Hannah Cundill BA, Dip SpLD

Learning Support and Access Arrangements Administrator (part-time) – Mrs Kasia Janes BSc

Admissions

Caterham School welcomes applications from candidates with a disability, long-term medical condition or special educational need. Admission is based on the results of the entrance examinations, and pupils who meet the criteria set out in the School's *Access Arrangements in Entrance Examinations Policy*, will be given suitable reasonable adjustments in these examinations. This Policy is available on the school website.

As part of the registration process, parents will be asked to provide full written details of their child's condition and needs. This enables the school to investigate and make arrangements for any access arrangements required by the candidate in the entrance examinations, following consultation with the SEND Coordinator at the child's current school. It also allows the school to evaluate any adjustments required by the prospective pupil in school, and the school's ability to provide those adjustments for them as a pupil of the school, so that they will be able to take full advantage of the education provided in the event that the candidate is offered a place.

If parents of a prospective pupil fail to disclose this information at the time of registration the school may be unable to accommodate access arrangements when the candidate sits the entrance exam. In addition, the school may be unable to offer an adequate level of support for the pupil should they be offered a place, and, in some circumstances, this may result in the offer of a place being withdrawn.

For more information, please see the school's *Admissions Policy* available on the school website.

Identifying pupils who may have additional learning needs

Group screening assessments and baseline testing is carried out at various points throughout the school to help identify if there could be any underlying learning difficulties which might affect a pupil's achievement. This information is used in conjunction with other data, including information from a pupil's previous school, subject teachers, form tutors, lesson observations, discussions with parents and the pupil themselves, to establish if there could be a need for further investigation or assessment.

If a parent is considering an educational or psychological assessment for their child, for example for possible dyslexic type difficulties, or for attention difficulties, it is important that they contact the Learning Support Department for advice on the type and nature of assessment required, and for details of approved specialists; see below under Access Arrangements for further information

Support, Referrals and Communication

It is the school's policy that any pupil with a specific learning difficulty or other neurodiversity has full access to the curriculum and are included in a fully integrated teaching programme. For by far the majority of our pupils with specific learning difficulties or other conditions, their needs are met by the provision of high-quality class teaching, appropriately differentiated for individual pupils. For any pupils who need adjustments in class to help access the curriculum or need specific support to fulfil their learning potential, detailed information and advice is provided to teaching staff via the school's database. This information is reviewed and updated regularly following consultation with teaching staff and the pupil themselves.

The academic progress and wellbeing of all our pupils is carefully monitored by Heads of Year, who meet regularly with the Head of Learning Support. If it is felt that a pupil may benefit from a short period of individual or small group support this will be discussed with the Head of Learning Support. Any support is usually scheduled outside the pupil's timetabled lessons and may be at lunchtime or before or after school.

Access Arrangements in Examinations

Access arrangements are 'reasonable adjustments' available for pupils who have a disability, long-term medical condition or specific learning difficulty which has a significant and persistent effect on their performance in examinations. For these pupils access arrangements can be granted in strict adherence to the rules set out in the Joint Council for Qualification's (JCQ) booklet *Access Arrangements and Reasonable Adjustments* which is updated annually. In line with the JCQ rules, the school's SENDCo decides, based on evidence of need and an approved assessment, whether an application can be made.

Under JCQ regulations the school is required to recommend and approve suitably qualified specialist assessors or psychologists to carry out assessments which can be used as evidence for access arrangements. The specialist is also required to have evidence of need from the school prior to the assessment. We are not allowed to accept independently arranged assessments, so parents should seek advice from the Learning Support Department if they are considering any type of educational or psychological assessment.

A psychologist's, psychiatrist's or other medical specialist's recommendations cannot be used to award access arrangements. In line with JCQ rules, this has to be decided by the SENDCo, based on detailed and long-term evidence of need for those arrangements from the pupil's teachers.

Moving On

The Learning Support Department will liaise and cooperate with other schools if pupils move schools (following consent from students or parents as appropriate).

Advice is available to pupils and parents about SEND provision in tertiary education, and the steps which need to be taken when making applications to university, including making an application for a Disabled Student's Allowance if appropriate.