

Learning Support (SEND) Policy (Senior School)



CATERHAM
SCHOOL

Policy Author:

Maria Francis

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Reviewed by Maria Francis in September 2026

Next Review Due:

August 2027

Key Principles

The key objective of the school is to allow each pupil to fulfil their 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 Department plays a significant role in supporting any pupils who may have a learning difficulty or disability to achieve their learning potential. The department helps staff to develop an understanding of specific learning difficulties and disabilities, to support enabling them to deliver effective adaptive teaching and implement appropriate classroom and examination adjustments to maximise pupils' achievement.

In supporting our neurodivergent pupils including those with Attention Deficit Hyperactivity Disorder, Autism and Dyslexia, the department focuses 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, Equality, Diversity and Inclusion and Accessibility Policies.

Staff training

The Learning Support Department provides training to all teaching staff, as part of the INSET programme. Training is given on various special educational needs and disabilities, and how to support pupils with these needs in class. The Head of Learning Support gives 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 special educational needs and disabilities 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 Head of Learning Support, in consultation with pupil, parents/carers, teachers and Senior Managers, feels that a pupil requires an EHCP, a request will be made to the Local Authority that pupil is a resident in.

More information about EHCP's can be found here:

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

Senior School Procedures

Staff Responsibilities

Member of SLT with responsibility for SEND – Mr Rob Salem

Head of Learning Support (SEND Coordinator)–Miss Maria Griffin BA PGCE, NASENCO, PAPAA

Deputy SEND Coordinator and Learning Support Teacher – Ms Sophie Colman BA, 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 and/or special educational need. Please refer to the Admissions policy for the admissions criteria. Pupils who meet the criteria set out in the School's *Entrance Exams Access Arrangements 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/carers will be asked to provide full written details of their child's special educational needs and disabilities.

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/carers 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 special educational 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/carers and the pupil themselves, to establish if there could be a need for further investigation and/or assessment.

If a parent/carer 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 neurodivergence has full access to the curriculum and are included in a fully integrated teaching programme. Following our graduated approach, quality first teaching incorporating adaptive teaching strategies serve as the primary foundation for meeting pupil's special educational needs within the classroom. Where pupil's special educational needs require reasonable adjustments in class or examinations to support access the curriculum, their individual profiles and adjustments are shared with teaching staff via the school 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. We communicate with the pupil and parent/carer regarding this 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, specific learning difficulty or temporary injury which has a substantial 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, evidence of use 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/carers 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 and evidence of normal way of working.

Moving On

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

Advice is available to pupils and parents/carers 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.