

United Learning – Independent Schools SEND Policy

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Banstead Prep SEND Policy

Banstead Prep – United Learning Independent School

1. Policy Statement

Banstead Prep, in line with the Independent Schools Standards Regulations (ISSRs) Part 1/Paragraph 2), is committed to ensuring that the aptitude and needs of all students within the school are catered for, including those with special educational needs (SEN) or an Educational Health and Care Plan (EHCP). The School is also committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the *Equality Act 2010*. We value transparency and partnership with families, and we encourage open dialogue about any concerns regarding your child's development or learning needs. Failure to disclose relevant information may affect the school's ability to provide appropriate support.

This policy was developed having regard to the following legislation and guidance (as far as they apply to Banstead Prep (the School)) :

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010
- The Education (Independent School Standards) Regulations 2014
- Statutory framework for the early years foundation stage (September 2025)

This policy should be read in conjunction with the following policies and guidelines:

- Admissions Policy
- Accessibility Plan
- Child Protection and Safeguarding Policy
- EAL Policy
- Equal opportunities policy
- Medical policy
- SEND Financial Charging Policy
- Teaching and learning policy

The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). Oversight of the School's SEND arrangements is led by the named Local Governing Body (LGB) member with responsibility for SEND. All three will work closely to ensure that this policy is working effectively.



Key Personnel

Lead Governor for SEND (member of Local Governing Body)	Jeremy Monsen
SENCO	Fiona Miles
SENCO Qualifications	NASENCO (2014) Master in SEN (June 2023) PAPAA. SEN is represented on SLT by Hannah Law, Assistant Head - Head of Pre-prep
Designated teacher responsible for coordinating SEN provision in the EYFS provision	Fiona Miles

2. Aims and Objectives

2.1 Aims

The School aims to provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEN and/or disabilities.

The School will adhere to the principle that ‘every teacher is a teacher of SEN’ and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEN and to make reasonable adjustments for pupils with a disability. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEN and/or a disability is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents, pupils, local authorities, specialist providers, and other external agencies required to meet the individual needs of our pupils.

At Banstead Preo our SEND ethos is embedded in every aspect of teaching and learning, ensuring an inclusive and supportive environment for all children. High-quality teaching in the classroom is at the heart of this ethos, underpinned by staff's deep understanding of neurodiversity and their commitment to meeting the needs of every learner.

Staff are well-equipped with up-to-date SEND training, enabling them to implement effective strategies that support diverse learning needs. Their dedication to the children is evident in their proactive approach to



differentiation, ensuring that lessons and activities are carefully designed to accommodate all learning styles. Through clear and effective communication, staff work collaboratively to ensure that every child's needs are known, understood, and met with tailored support.

By removing barriers to learning and fostering an inclusive approach, we create an environment where every child can access their education with confidence, feel valued, and reach their full potential, all whilst being free to be me!

2.2 Objectives

The objectives of this policy are to work towards eliminating disadvantages for pupils with SEN and/or disabilities (including pupils with medical conditions) by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that all pupils get the support they need to access the School's educational provision and those with a SEN and/or disability are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEN and/or disability.
- having regard to the statutory guidance the SEND Code of Practice (2015), as far as it applies to the School.
- operating a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- implementing a graduated approach to meeting the needs of pupils identified as needing SEN Support.
- appointing a teacher responsible for the coordination of SEN provision (SENCO) and ensuring they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- Ensuring that all pupils with SEN are offered full access to a broad, balanced, and appropriate curriculum that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents to enable them to make an active, empowered, and informed contribution to their child's education.
- ensuring that parents are informed when special educational provision is made for their child and are kept up to date on their child's progress and development.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involving them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not discriminating unlawfully against disabled pupils less favourably than their peers and making reasonable adjustments so that



disabled pupils are not put at a substantial disadvantage in matters of admission and education or access to a benefit, facility of service.

- in conjunction with the Medical Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions, having regard to any other guidance issued by the United Learning Trust.

3. Definitions

3.1 Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and mental health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category -we identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. Banstead Prep will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

3.2 Special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

3.3 Disability



A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). It is important to note that a pupil who has a disability may not necessarily have a special educational need and vice versa not all pupils with SEN will have a disability.

3.4 Parent

In this document the term 'parent' is to refer to a parent, carer, guardian, or anyone with legal responsibility for the pupil.

4. Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work and assessment framework take proper account of the needs of all pupils, including those with SEN and/or disabilities.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class/subject teacher. This information will be shared with parents in order that they are kept up to date.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class/subject teacher will seek advice from the SENCO. Slow progress and low attainment will not automatically mean a pupil has SEN. However, where the School reasonably considers that a pupil may have a learning difficulty or disability, for example where there are early indicators that a pupil is not making expected progress, the School will do all that is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support, the cost of which must be borne by the parents, or by the local authority in the context of an education, health, and care needs assessment. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

Where a pupil is identified as having SEN, or there are significant emerging concerns, the SENCO and the class/subject teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place taking into account any advice from relevant external agencies and professionals. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity, and capability). Parents will be notified where their child is receiving SEN Support, and the School will share with them the provision that is being put in place. This will be regularly reviewed including termly (three



times per year) with the parents, the child and teacher at Pupil Progress Meetings. Pupils' SEN support will be documented in the Learner Profile and SEND Register.

4.1 The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class/subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.

the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

At this stage, following consultation with parents, external agencies and professionals may be engaged to help assess the child's needs and advise on any support needed. Parents will meet the cost of any such assessments. Any specialist advice received will be discussed with the child's parents.

Plan: The School will carry out an analysis of a pupil's needs so that the plan of support can be matched to need. As part of this, parents, with their child, will meet with the class/subject teacher and the SENCO to discuss the adjustments, interventions, teaching strategies, and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced and shared with parents. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with appropriate skills and knowledge.

Where learning support outside the School's universal offer is part of the plan, there may be an additional charge, please refer to the School's terms and conditions and to the SEND Financial Charging Policy for further information.



Do: The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of the targeted plan of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class/subject teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed to decide if any changes to the support are required. This review will evaluate the impact and quality of the support and interventions in light of the pupil's progress and development and include the views of the pupil (as appropriate) and their parents.

Parents will be given information about the impact of the support and interventions provided, enabling them to be involved with discussing the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class/subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil (where appropriate).

Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion with parents, the pupil will be removed from the School's SEN register.

The School recognises that some pupils with a SEN may also have a disability, and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

5. SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- A broad and balanced curriculum
- Explicit instruction within lessons
- Cognitive & meta-cognitive approaches to learning
- Scaffolding on independent tasks



- Flexible grouping for post-teaching
- One-page profiles for SEND learners
- Assess, Plan, Do, Review cycle
- Regular formal assessment
- Social time calm space
- Pastoral support
- Appropriate co-curricular activities
- Homework/Study support

To determine the level of support our children require we continue to use and review the graduated response plan detailed below. This ensures we to continue to assess, plan, do, review, ensuring children are accessing the appropriate level of support for their individual needs.



Blue KEO - The class teacher assessing, differentiating and monitoring a child. Mentioned on Pupil Progress. Children below ARE or stages of development, recorded on Keeping an Eye on list (KEO).



Grey - small groups - Additional intervention/ booster groups occur, with the SENCO or Learning support staff or specialist subject teachers. This support would be beyond ordinarily available provision (OAP).



Orange – No diagnosis, child is on the SEND register, as their progress remains significantly below expectations despite targeted and tracked interventions.



Yellow – Child has been assessed and gained a diagnosis of an educational or medical need. They are on the SEND Register. Additional support may occur; for example, with a peri teacher or SALT (speech and language therapist), who work with the children 1:1. Support could also include medication.



Green – SEMH - Any child who is either receiving emotional support (ELSA, counselling) or is presenting with behaviours that cause concerns regarding their mental health and wellbeing. They are on the SEND Register.



Red – Children who have an EHCP or who's level of need requires support or intervention beyond those set out in previous SEND categories or at the discretion of the Headteacher. They are on the SEND Register.

SEND register

A child can be added to the SEND register if they have **significant and long-term difficulties** in one or more of these areas:



Communication and Interaction

Speech, language, or communication difficulties

Autism spectrum condition (ASC)

Cognition and Learning

Difficulties in learning basic skills or making expected progress

Includes specific learning difficulties (SpLDs) such as dyslexia, dyscalculia, or dyspraxia

Social, Emotional and Mental Health (SEMH)

Persistent emotional or behavioural difficulties

Conditions such as ADHD, anxiety disorders, or attachment difficulties

Sensory and/or Physical Needs

Visual or hearing impairments

Physical disabilities that affect access to education

A child should be added to the register when:

They require **provision that is “different from or additional to”** what is normally available for other pupils of the same age.

Their **progress remains significantly below expectations** despite targeted interventions. – This intervention is recorded and tracked.

There is **clear evidence** of an ongoing need that affects access to learning.

External agencies (e.g., Speech and Language Therapy, Educational Psychology) are involved or recommended.

BPS will review the SEND register termly **with class teachers and SENCOs**.

Always record reasons for adding or removing a **pupil**.

Ensure **parental communication** is logged at every stage.

6. Statutory Assessment of Needs (EHC Plan)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health, and Care Needs Assessment. This may result in an Education, Health and Care Plan (EHC Plan) being provided. The School will follow their local authority's guidance for this process and involve parent and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School.



Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. Further information can be found in the SEND Financial Charging Policy.

7. Education Health and Care Plans

There are a small number of pupils in our school who currently have EHC Plans. The School co-operates with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

8. Pupils with medical conditions

The School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children who have medical conditions may be disabled and where this is the case the School will comply with its duties under the Equality Act 2010. Such pupils may have an EHCP which brings together health and social care need, as well as their special educational provision: the School will work in conjunction with the pupil, parents and external agencies and specialists in relation to the pupil's medical needs when at school. Please refer to the Supporting Children with Medical Needs for further information.

9. Accessibility plan

The School's Accessibility Plan sets out our plan to: increase the extent to which disabled pupils can participate in our curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

10. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEN and/or disabilities, follows the School's assessment and monitoring calendar. The School's SEND Governor maintains oversight with termly meetings with the School SENCO and discussions and LGB meetings. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEN and/or disabilities have their individual provision reviewed regularly, at least termly. Additional training, advice, and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken, as set out in this policy.

11. Supporting Pupils and Families

We value and accept the positive role and contribution parents can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.



In order that they play an active part in their child's development, the School endeavours to provide parents with the relevant information so they can reinforce learning in the home.

We endeavour to support parents so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents of a child with SEN support will have the opportunity to meet with the class teacher at least 3 times a year formally. The SENCO is happy to meet with parents, without prior arrangement, whenever possible.

More information about the support offered to parents from our local authority can be found within their local offer via the links below:

Surrey County Council - [Surrey Local Offer](#)

London Borough of Sutton - [Sutton Local Offer](#)

London Borough of Croydon – [Croydon Local Offer](#)

London Borough of Merton – [Merton Local Offer](#)

Parents are, in turn, required to disclose to the School any matters which affect, or may affect, their child, including any disabilities, special educational needs, learning difficulties, health or medical conditions (see Admissions Policy and Terms and Conditions of the Parent Contract. Such information will be shared with the SENCO and relevant staff on a “need to know” basis.

11.2 Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

11.3 Partnership with External Agencies

The School is supported by a wide range of different agencies and teams



12. Roles and Responsibilities

Provision for pupils with special educational needs and/or disabilities is a matter for the School as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities in relation to SEND provision.

12.1 Local Governing Body

The Local Governing Body [LGB] is responsible for determining school policy and provision for pupils with SEN and disabilities. The Local Governing Body will appoint a member of the LGB to be the Lead Governor for SEND and will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEN gets the support they need.
- Ensures that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designates a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Informs parents when they are making special educational provision for a child.
- Ensures that the School acts in line with the Equality Act 2010.
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

12.2 The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with special educational needs and/or disabilities. The Headteacher will keep the Governing Body fully informed on Special Educational Needs matters and the implementation of this policy in practice. The Headteacher will work closely with the SENCO and the Lead Governor for SEND.

In collaboration with the Headteacher the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

12.3 The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents, and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs and/or disabilities.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class/subject teachers so that learning for all pupils is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.



- Co-ordinating provision for pupils with SEN and/or disabilities (including those who have EHCPs) and reporting on progress. And ensures that it is kept up-to-date in line with relevant legal requirements and
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff and ensuring all staff understand their responsibilities to pupils with SEN and/or disabilities and the School's approach to identifying and meeting need.
- Overseeing the records of all pupils with SEN and/or disabilities and ensuring they are up to date and that teachers are given necessary information relating to a pupil's learning support needs and/or disabilities so that teaching practices are appropriate. The School SENCO is responsible for maintaining the SEND register and other documentation relating to SEN support such as pupil profiles/IEPs etc.
- Liaising with parents of pupils with special educational needs and/or disabilities.
- Contributing to the in-service training of staff and identifying the need for additional staff training.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health, and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the School's Local Governing Body to ensure that the School meets its responsibilities under the Equality Act 2010, including with regard to reasonable adjustments and access arrangements.

Other Specialist staff work within the SEN team. They are peripatetic staff and include:

- Specialist Dyslexia teacher
- Speech and Language Therapists
- Play therapist counsellor
- Multifamily group therapist
- Specialist Literacy & Learning Intervention Teacher

12.4 All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing, and making provision for pupils with special educational needs and/or disabilities.



- Class/subject teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class/subject teachers are responsible for the progress and development of all pupils including those with SEN and/or disabilities.
- Class/subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class/subject teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.
- Teaching assistants will liaise with the class/subject teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

13. Training and Development – [Make this section school specific]

Training needs are identified in response to the needs of all pupils.

We have staff with training in speech and language, literacy and numeracy interventions our SENCO is ELSA trained.

The whole school attend regular SEND based INSET training sessions, and a termly staff meeting led by the SENCO who also offers support and advice to all staff at any time. Information and updates regarding pupils are discussed within designated staff meetings. The SENCO and phase leads meet regularly and update SEND tracking documents.

A yearly SEND coffee morning is arranged for parents.

All members of teaching staff meet with the SENCO every half term to discuss the progress of pupils and the support and provision that is being offered.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

14. Recording, Storing and Managing Information

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an EHCP. This will be recorded by way of a Learner Profile. This is drawn up in consultation with the pupil's teacher, the SENCO, the pupil, and their parents and [kept on the School's information system and the SEND register.



A Learner Profile is created as soon as additional support is put in place for a child. It documents the strategies and interventions that support the child's learning and development. The profile includes key dates, appointments, and steps taken towards accessing external support. It records whether a child has a diagnosis, any additional exam provisions, and details of external agencies involved. Reports and assessments that assist in identifying or confirming a diagnosis are also stored within the profile. The document is reviewed and updated regularly by the class teacher, the pupil (subject to their age and understanding), together with their parents and phase lead. The SENCO oversees and supports the process to ensure consistency and appropriate provision.

The Learner Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCO.

The pupil (subject to their age and understanding), together with their parents and teachers, review the plan regularly and the child is encouraged to take ownership of it and to set their own targets.

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision (as stated in the Key Personnel section of this policy), liaising with The Assistant Head - Head Of Pre Prep, and EYFS Lead. The designated teacher or child's form teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Pupil records and SEN information may be shared on a "need to know" basis with relevant staff working closely with SEN pupils to enable them to better meet the individual pupil's needs.

Pupil SEN files are kept securely in a locked filing cabinet in the SENCO's office and all electronic information is stored securely and confidentially on the school information management system in the appropriate SEN Pupil file in compliance with our Provision of Information policy.

15. Complaints

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENCO if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School's provision or organisation of SEND are managed in accordance with the School's Complaints Policy.

Parents have the right to appeal certain decisions about their child's special educational needs made by their Local Authority. Such an appeal is made to the SEND Tribunal.

16. Admissions

The School will treat every application from an SEN and/or disabled pupil in a fair, open-minded way.

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as



far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. Refer to the School's Admissions Policy and associated required application forms. The School will meet or comply its obligations under the Equality Act 2010.

17. Transition Arrangements – this needs to be school specific.

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Banstead Prep we have a comprehensive package of transitional support that is put in. This includes

- Taster days – duration can be flexible
- Transition days
- Visits/conversations between SENCOs and/or current teachers
- If appropriate a visit to the pupils current setting
- Key staff exchange including past reports if available
- Workshops for parents and pupils
- Orientation days

18. Withdrawal

From time to time the needs of a pupil may significantly change as they progress through the School. We will discuss with parents any such concerns regarding their child. Where, in the professional opinion of the Headteacher, the School is unable to meet the pupil's needs as they progress through the School (including any learning support needs), parents may be asked to withdraw their child. Consideration will always be had to the School's obligations under the Equality Act 2010, when reaching a decision concerning a pupil with a disability.

19. Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE, from time and assemblies the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation, and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.



20. Safeguarding

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

21. Access Arrangements

The school is committed to promoting equality, diversity, and inclusion, and adheres to its legal obligations under the *Equality Act 2010*. We welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and assess each application individually, considering both the specific needs of the applicant and the school's capacity to meet their needs.

To support a fair and informed admissions process, it is essential that parents/carers provide full and transparent disclosure of any known or suspected SEND, at the point of application using our *SEND Admissions Form* together with setting out any access arrangements that are required in relation to either the admissions process or if the pupil is admitted. This should include up-to-date supporting documentation including professional assessments, medical reports, referrals, any existing Education, Health and Care Plans (EHCPs) and Individualised Education Plan (IEP)

The *SEND Code of Practice* emphasises the importance of early identification and collaborative planning to meet the needs of children and young people effectively. Accurate and timely documentation enables the school to assess whether it can meet the applicant's needs and to plan for any reasonable adjustments or additional support required, under the *Equality Act (2010)*. Where necessary, the school may request further information or consult with external professionals to ensure a thorough and informed decision. Failure to provide relevant information may affect the school's ability to support the pupil appropriately and could impact the outcome of the application, including withdrawing a pupil.

Although Independent settings are not required to comply with the *SEND Code of Practice: 0 to 25 years*, we see this as best practice and use our best endeavours to implement the school's Charter.

If existing pupils require access arrangements following medical or educational diagnostic assessments these are to be submitted to the SENCO lead where provision can be discussed on a case-by-case basis. Refer to the SEND Financial Policy. Professional educational diagnostic assessments should be undertaken in consultation with the SENCO lead using an agreed assessor.

Please read our additional policy on SEND financial charging prior to submitting an admission.



22. Policy Review

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary, during the annual cycle.

Template Owner	Operations Business Partner – Independent Schools
Department responsible	School Improvement Teams
United Learning Independent Schools/Academies/Both	United Learning Independent Schools
Reviewed	August 2026
Date Policy Authorised	Please complete with Date School Authorised
Policy Owner	Fiona Miles
Review Date	Please complete with date school policy review due
Date Policy agreed by Local Governing Body	Please complete date last reviewed and agreed by LGB
Next LGB review date:	Please complete date LGB next scheduled to review policy