



SEND (Learning Support) Policy

This policy applies to the whole school including the EYFS at Copthorne Prep.

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Introduction

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 Department plays a significant role in supporting any pupils who may have a specific learning difficulty or disability to achieve their learning potential. The department helps staff to develop an understanding of specific learning difficulties and learning styles, and to implement any adjustments whether in class or in assessments, which might be appropriate to maximise the achievement.

In supporting our neurodiverse pupils including those with ADHD, ASD and dyslexia, the department focuses on encouraging greater self-awareness and understanding by pupils of their neurodiversity, 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.

Copthorne Prep 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.*

Copthorne Prep School recognises that pupils with SEND can face additional safeguarding risks and barriers to disclosing abuse, for example due to communication needs, dependence on adults for personal care, or increased vulnerability to bullying, exploitation and abuse. In line with Keeping Children Safe in Education (KCSIE 2026), staff should not assume that a change in a pupil's behaviour, or a welfare concern, is solely attributable to their SEND without first considering whether it may indicate a safeguarding concern. Any such concerns should be raised with the Designated Safeguarding Lead in accordance with the school's Safeguarding and Child Protection Policy.

Associated Policies

This policy should be read in conjunction with:

- Admissions Policy
- Curriculum Policy
- Equality, Diversity and Inclusion Policy
- Accessibility Policy
- Safeguarding and Child Protection Policy

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Roles and responsibilities

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

Staff with Leadership Responsibilities

- Executive Head – Mr Ben Purkiss
- Head of School – Ms Kylie McGregor
- Deputy Head – Mr Ali Raja
- Head of Academic Excellence – Ms Nicola Stone
- SENDCO – Mrs Karen Harris

Learning Support Department

- SENDCO – Mrs Karen Harris
- Learning Assistant (part time) – Mrs Andrea Zsarnovzky
- Learning Assistant (part time) – Miss Sophia Chettle
- Reception Learning Assistant (part time) – Mrs Sarah Jane Stevens
- Reception Learning Assistant (part time) – Miss Lauren Cole

The SENDCO's timetable is governed by the Head of School. The SENDCO, with the support of the Head of School and Senior Leadership 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.

Staff training

The Learning Support Department provides training to all teaching staff, as part of the INSET programme and staff meetings. Training is given on specific learning difficulties and other neurodiverse conditions, and how to support these pupils in class. The SENDCO 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 additional needs and how this information should be used to support the pupil's learning and achievement.

A Graduated Approach

At Copthorne Prep 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 EYFS, Pre-Prep and Prep School can discuss pupils directly with the SENDCO 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 SENDCO and each class teacher/Form Tutor where detailed pupil discussions take place.

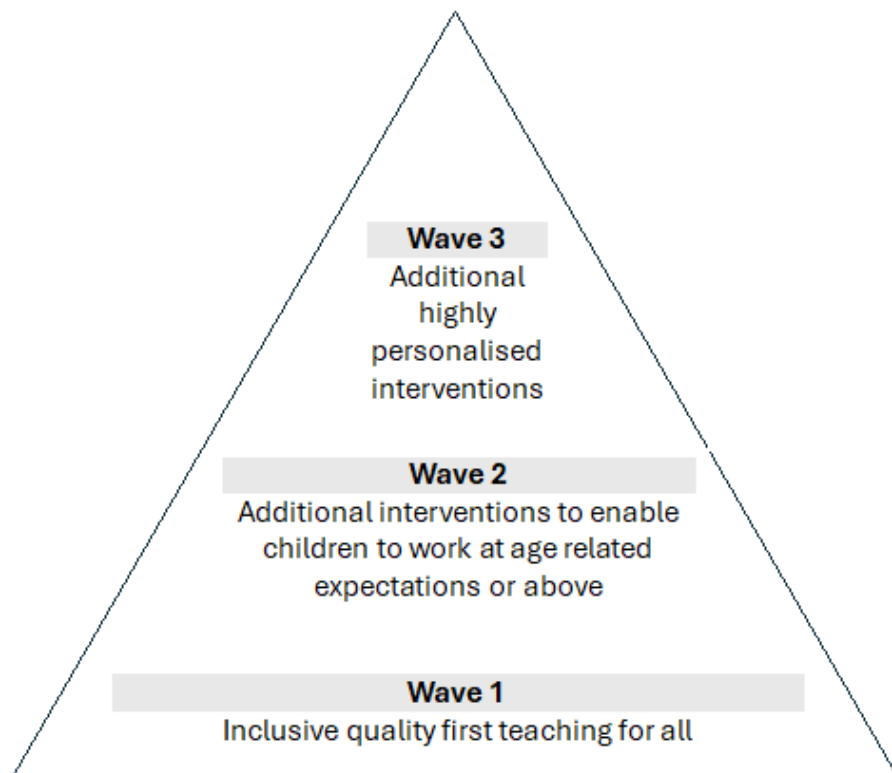
In addition to school and class-based assessments, the SENDCO can carry out screeners and informal assessments when required and parents will be involved at all stages of this assessment process. Written reports will be provided to staff and parents following these assessments.

At times it might be necessary to seek specialist assessments from external professionals such as Educational Psychologists, Clinical Psychologists, Speech and

Language Therapists or Occupational Therapists (these are commissioned and paid for by parents/carers).

PLAN

The SENDCO 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 Copthorne 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 Copthorne 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 SENDCO 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.

Early Identification in Early Years Foundation Stage (EYFS)

Early identification is key to providing effective learning support in the Early Years Foundation Stage (EYFS). At Copthorne Prep School, we use a combination of continuous observation, developmental checklists, baseline assessments, and close collaboration with parents to monitor each child's progress and development.

The Nursery Manager and Key Workers in EYFS meet regularly with the SENDCO to discuss any concerns regarding a child's progress in the Prime Areas of Learning, including communication and language, physical development, and personal, social and emotional development. Where concerns are identified, the following process is followed:

1. Observation and Initial Monitoring: The Key Worker records concerns and observations over time.
2. Discussion with SENDCO: Concerns are shared with the SENDCO, and a joint observation or informal assessment may be arranged.
3. Parent Involvement: Parents are informed early, and their input is sought to build a full picture of the child's development.
4. Intervention Planning: Where necessary, targeted interventions (Wave 2) are introduced within the classroom environment or through small group support.
5. Review and Next Steps: Progress is monitored and reviewed regularly. If further concerns persist, external assessment or referrals may be recommended with parental consent.

This approach ensures that needs are identified and supported as early as possible, allowing children to access the curriculum fully and thrive.

Admissions

Copthorne Prep School welcomes applications from candidates with a disability, long-term medical condition, or special educational need. Admission is based on performance in the entrance assessments and the criteria outlined in the School's Admissions Policy.

As part of the registration process, parents are asked to provide full written details of their child's condition and needs. This allows the School to make any necessary access arrangements for assessments, and to consider any reasonable adjustments that may be required to support the pupil effectively should they be offered a place.

The School aims to support all pupils to the best of its ability. In rare cases, after thorough consideration and consultation, it may not be possible to offer the required support without a disproportionate impact on resources or the education of other pupils. In such instances, the School will explain its reasoning clearly to the family and explore possible alternatives where possible.

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, 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.

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 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 adapted 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 Departments and the Class Teachers, who meet regularly with the SENDCO. 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 SENDCO. Any support is usually scheduled before school, during assembly or form time (on rotation) or alternatively during a mutually agreed lesson (on rotation).

Measuring the Success of Learning Support Lessons

To ensure the effectiveness of Learning Support provision, the school employs a structured approach to measuring the success of interventions and lessons:

- **Progress Monitoring:** Pupils receiving individual or small group support are assessed regularly using standardised tools and informal assessments. Specific learning targets from Pupil Passports are reviewed and updated at least twice a year.
- **Feedback Loops:** Teachers, parents, and pupils contribute feedback on the perceived impact of support sessions, both academically and in terms of confidence and classroom engagement.
- **Data Analysis:** SENDCOs use entry and exit data for some intervention programmes to evaluate progress against baseline levels.
- **Staff Consultation:** Regular reviews with class teachers help evaluate classroom transfer of skills and inform decisions on whether continued support is needed.
- **Pupil Voice:** Where appropriate, pupils are asked to reflect on their learning experience and progress, helping to personalise future support.

Success is defined not only by academic improvement but also by increased confidence, independence, and positive engagement with learning.

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).

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 SENDCO, 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.westsussex.gov.uk/local-offer/information/education-health-and-care-plans-ehcps/>

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