Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

PREP SCHOOL SEND AND INCLUSIVE LEARNING POLICY

'Believe… Achieve… Succeed'

Policy Holder	Matthew Parry
Date Approved	September 2026
Approval	Academic Committee
Date for next review	September 2027

This policy will be reviewed annually or sooner if there are statutory revisions.

The Policy

At St Catherine's Preparatory we aim to identify pupils with specific learning and educational needs as early as possible and support or extend them, thus enabling them to benefit fully from the curriculum. We set high expectations for all our pupils and teachers to do all that is possible to ensure that the learning environment is optimised for each child. Pupils with a Special Educational Need and Disability (SEND) are encouraged to adopt effective learning strategies and to understand that they can achieve to a high level.

The Prep Schools is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEND.

- Using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access St Catherine' School educational provision;
- not treating disabled pupils less favourably than their peers;
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education;
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND;

- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, St Catherine's Prep School has had regard to the following (in so far as they apply to the School):

- Keeping Children Safe in Education (KCSIE), DfE (September 2026)
- The Education (Independent School Standards) Regulations 2014 (as amended)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (updated September 2024)
- Equality Act 2010
- Children and Families Act 2014
- Equality and Human Rights Commission, Reasonable Adjustments for Disabled Pupils (2019)
- Equality and Human Rights Commission, Technical Guidance for Schools in England (updated July 2024)
- The Equality Act 2010 and Schools, DfE Non-Statutory Advice (May 2014)
- Early Years *Foundation Stage (EYFS) Statutory Framework* (September 2026, where applicable)

This policy is guided by the principles outlines in our Prep School Teaching and Learning Policy. Other relevant policies include:

- Admissions Policy
- Accessibility (3 Year) Plan
- Anti-bullying Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- Curriculum Policy
- Pastoral and Wellbeing Policy
- Behaviour Policy
- Equal Opportunities Policy
- PSHE and RSHE Policy
- English as an Additional Language Policy
- The School's published statement on Equality, Diversity and Inclusion

These key policies aim to provide equality of opportunity, a wide and varied curriculum for each pupil and a learning environment which enables all pupils to have the opportunity to learn and make progress.

Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. 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 they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or early years providers;
- are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autism, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight, hearing and/or speech.

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 Prep School's support for those children whose first language is not English is set out in the Prep School EAL Policy.

Definition of 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). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN, but the Prep School recognises that, understandably, there is overlap.

Governor and Staff Responsibilities

The Academic Committee (which includes governors and members of the Combined Senior Leadership Team) have oversight of this policy and review it as and when it is updated.

The Governing Body has appointed a Governor with oversight of SEND (John Blauth) who monitors the effectiveness of SEND provision, receives reports from the SENDCo and provides appropriate challenge and support to ensure the school's obligations are met.

The Prep Head is responsible for overseeing all aspects of Prep School's SEND provision and keeping the governing body fully informed of the implementation of this policy in practice. The Prep Head has responsibility for the day-to-day management of all aspects of the school including provision for children with special educational needs. These responsibilities are met within the close collaboration of the Deputy Head (Curriculum), Senior Leadership Team and Head of Inclusive Learning (SENDCo).

The Head of Inclusive Learning (SENDCo) and Deputy Head (Academic) have specific responsibilities in this area which include:

- determining the strategic development of the SEND policy and provision in St Catherine's, together with the Prep Head and Academic Committee;
- having overall day-to-day responsibility for the operation of the SEN and disability policy;
- Assessment and Tracking of Pupils with specific learning needs;
- coordinating specific provision for children with SEND, including those who have an Education, Health and Care (EHC) Plan;
- ensuring all staff understand their responsibilities to children with SEND and St Catherine's Prep School approach to identifying and meeting SEN;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate;
- Managing two fully qualified part-time Inclusive Learning Teachers;
- ensuring parental insights are considered by the Prep School to support their child's SEND;
- liaising with the Health Centre, external professionals and agencies, as appropriate;
- ensuring that the Prep School keeps records of all pupils with SEND up to date.

The Prep School's Inclusive Learning department consists of the Head of Inclusive Learning (SENDCo) and two part time peripatetic Inclusive Learning teachers.

The Head of Inclusive Learning (SENDCo) works together with form teachers and subject teachers on the best way to assist pupils with additional learning needs in the day-to-day environment of the classroom. If an educational need is identified once a girl has been accepted, she will be supported throughout the Prep School. We ask that parents share any specialist reports and details of any diagnosis as we discuss their entry into the Prep School and then keep the School fully up to date of any changes in this regard. This is to ensure that we can make reasonable adjustments where appropriate.

Much of this provision will be through adaptive teaching practices within the classroom. The Form Teacher liaises with the Head of Inclusive Learning (SENDCo) who advises on suitable strategies to use in making the curriculum accessible to the pupil. The Inclusive Learning Register, (updated as changes occur) is stored on the Prep Staff Drive, together with a list of pupils currently receiving extra support. All staff are expected to be acquainted with the graduated approach (see Appendix 1) and be willing to take appropriate action if they have cause for concern.

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the Prep School can identify, assess and make provision to meet those needs.

Boarding staff receive relevant information regarding pupils with SEND and additional needs to ensure consistency of support between academic, pastoral and boarding environments.

Identifying and Supporting Pupils with SEND

Early identification of any SEND is paramount to the pupil's future development and success. The School makes regular assessments of all of our pupils to identify those pupils making less than expected progress. This may be characterised by progress which:

- "is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap."

(SEND Code of Practice 6.17)

The Prep School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND. Regularly reviewing pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND).

Pupils are monitored in the following ways:

- If a Form Teacher is concerned about a pupil's progress they will meet with the Head of Inclusive Learning (SENDCo), and an Expression of Concern form is filled in, which is the initial information gathering procedure for identifying and supporting pupils. The Form Teacher, another member of staff, or the parent, may express concerns about the pupil.
- Girls of concern are discussed at weekly Staff Meetings and where the concern is of an academic nature it is followed up by the Head of Inclusive Learning (SENDCo).
- Pre-Prep meeting minutes containing girls of concern are forwarded to the Head of Inclusive Learning (SENDCo) for information. Where there is an academic concern the Head of Inclusive Learning (SENDCo) will follow it up.
- All Form 1 (Year 3) pupils undertake an in-house literacy screening.
- All pupils have regular assessments in English, Maths, Science and Verbal Reasoning. The assessments enable teachers to monitor pupil progress and identify pupils who are not making progress as expected.
- The Head of Inclusive Learning (SENDCo) attends termly academic Progress Meetings with the Prep Head, Deputy Head (Curriculum) and Form Teachers to discuss pupils' progress and agree strategies for individual pupils. Progress of pupils with SEND is spoken about specifically at these meetings and trends, patterns and identification of development points discussed (e.g. the need for additional staff training in a specific area.)

Where The Prep School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, they will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The Prep School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside school, they should ensure The Prep School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEND, the Prep School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should 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).

Arrangements for special educational provision and support are made through St Catherine's Prep School's graduated approach to SEND support: **assess** - **plan** - **do** - **review**:

- **Assess**: The Prep School will carry out an analysis of the child's needs so that support can be matched to need. For the majority of pupils, assessment takes place through scrutiny of school assessments and teacher assessment each term. Standardised tests are used in Reading, Spelling, Maths and Verbal Reasoning to track pupils' progress. Assessment also occurs though the Form 1 (Year 3) Screening. Form and Subject Teachers analyse pupils' work and make observations in the classroom to inform their assessment of the children. The Head of Inclusive Learning (SENDCo) may conduct a further in-depth assessment of literacy and/or numeracy skills. If the results indicate that immediate extra support would be beneficial this will be offered to the pupil as one-to-one help. Prior to any in-depth assessment, parental consent is always sought.

Assessment by the Head of Inclusive Learning (SENDCo) might include:

- W.R.I.T. Wide Range Intelligence Test (to assess verbal and non-verbal reasoning)
- Dyslexia Screening Test
- Helen Arkell Spelling Test 2
- Detailed Assessment of Handwriting Speed (DASH) -Speed of writing test
- DRA - Diagnostic Reading Assessment
- YARC – York Assessment of Reading Comprehension
- TOWRE 2. Test of word reading efficiency
- TAPS-3 – Test of auditory sequential Short-Term and Working memory.
- CTOPP – phonological awareness, and rapid naming.
- Phonological Awareness Test (PhAB)
- NFER Dyscalculia Screener
- Neale Analysis of Reading Ability (NARA revised)
- W.I.A.T. II (UK) Weschler Individual Achievement Test for Literacy
- Vernon Spelling Test
- Miscue analysis of Reading e.g. Benchmark
- Evaluation of sequencing: days of the week, months of the year, alphabet, tables
- Classroom observation
- Referral for routine sight and/or hearing test
- Referral to Optometrist to assess visual difficulties

If not already done so St Catherine's Prep School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed.

- **Plan**: Where it is decided to provide SEND support, the teacher and the Head of Inclusive Learning (SENDCo) will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place.

- **Do**: High quality adapted teaching is the first step in responding to pupils who may have SEND. For the majority of pupils, the Form Teacher liaises with the Head of Inclusive Learning (SENDCo) who advises on suitable strategies and resources to use in making the curriculum accessible to the pupil. Generally, the strategies implemented are designed to complement and support all learners to foster inclusivity. We are an iPad school so pupils who have difficulty writing information down are encouraged to use their iPad to take pictures of the board. Resources may be shared electronically so that the pupil can annotate. Alternative ways of recording work may be provided to pupils who find writing challenging.

- There may also be an opportunity for small group work with the Head of Inclusive Learning (SENDCo). This may will include interventions and reinforcement designed to increase rates of progress in spelling, reading and speed-writing.

- Pupils having weekly Inclusive Learning lessons work towards specific targets on their Individual Provision Map (IPM). The Inclusive Learning Teachers liaise closely with Form and Subject Teachers to ensure they are informed of topics covered and pupil progress.

- Inclusive Learning teachers and subject teachers will work closely with the Head of Inclusive Learning (SENDCo) to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.

- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly. Teachers, working with the Head of Inclusive Learning (SENDCo), will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The effectiveness of SEND provision is monitored through:

- pupil progress data;
- feedback from pupils and parents;
- staff feedback;
- review of interventions;
- examination outcomes;
- annual departmental self-evaluation.

Evaluating SEND Provision

The School regularly evaluates the quality and effectiveness of its SEND provision through analysis of pupil outcomes, monitoring of progress, pupil and parent feedback, staff consultation and review of intervention programmes. This information informs future planning and staff training priorities.

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

The Prep School recognises that unmet special educational needs can sometimes be an indicator of safeguarding concerns and that safeguarding concerns may also present as learning, behavioural or emotional difficulties

Reasonable Adjustments

In accordance with the Equality Act 2010, the Prep School will make reasonable adjustments where appropriate to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers. Such adjustments may relate to teaching approaches, assessments, educational visits, boarding provision, physical access and the wider curriculum:

- to policies, criteria and practices (i.e. the way St Catherine's does things);
- by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- additional in class support to ensure that task is more accessible such as help with notetaking and reading.

Prep School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able hear and concentrate.

Once any required adjustments have been identified, the Prep School will consider whether they are reasonable adjustments for the school to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- school resources;

- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The Prep School will discuss the proposed adjustments with parents and, where appropriate, the pupil, Head of Inclusive Learning (SENDCo), and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. St Catherine's will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Partnership with Parents

The input of parents is valued and respected; they are seen to be vital and active partners and are involved in the process of identifying, assessing and meeting pupils' special educational needs.

Parents can assist the Prep School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the Prep School if appropriate to implement any measures or reinforce any strategies put in place.

Close liaison is deemed to be of paramount importance. Weekly dialogue is maintained between parents and Form Teachers. Parents are encouraged to participate in target setting for the IPM. When a pupil has had an in-depth assessment conducted by the Head of Inclusive Learning (SENDCo), or an assessment from an external agency, the Head Teacher and/or the Head of Inclusive Learning (SENDCo) will meet with the parents to discuss the content of the report, the way in which the information will be shared with staff, recommendations and the monitoring process.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the Prep School provides, a disabled pupil is evidently still at a substantial disadvantage, the Prep School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the Prep School could make, parents may write to or speak with their child's Form Teacher, in the first instance, or the Head of Inclusive Learning (SENDCo). Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

Involving the Pupil

The involvement of pupils in their own education is paramount. They are encouraged to be involved in the target setting process and feel success because of their own involvement in meeting these targets. We strive to create an environment where pupils feel able to share their concerns and wishes. This is given the highest priority and pupils are often given the opportunity to share work that they are proud of with other children and adults.

Pupils with SEND are encouraged to contribute to the development and review of their Pupil Passports and support strategies. Their views are actively sought regarding the effectiveness of interventions and adjustments.

Partnership with Senior Schools

Transition support may include liaison with feeder schools, meetings with parents, pupil visits, staff briefings and the sharing of relevant information with receiving schools or colleges.

We have good links with all the subject departments at St. Catherine's Senior School. In the Summer Term preceding September entry to U3 (Year 7), the Head of Inclusive Learning (SENDCo) and relevant colleagues from the Senior School meet to discuss pupils making the transition from the Prep to the Senior School. At this stage the Head of Inclusive Learning (SENDCo) discusses pupils who have had or are currently having support, as well as those pupils who have an Educational Psychology report. The Prep School makes additional arrangements for pupils with learning difficulties when they transfer to other senior schools, ensuring that the pupil's needs are known to the new school. All reports and additional information are forwarded onto them.

Recording Progress of Pupils with SEND

The Prep School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Provision Map (IPM). This is drawn up in consultation with the pupil's teacher, the Head of Inclusive Learning (SENDCo), the pupil and their parents and kept on the staff drive.

The Individual Provision Map contains key information such as:

- Progress and attainment level
- Outcome sought
- Teaching strategies
- The additional or different provision of support in place
- Involvement of any specialists or professionals
- Information the pupil would like to share about themselves, e.g. strengths, weaknesses, diagnosed learning difficulties, disabilities or medical conditions and what these mean to the pupil and how these affect them
- Date the IPM was drawn up and date for review.

The IPM may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or Head of Inclusive Learning (SENDCo).

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 Prep School will measure the overall progress of pupils with SEND at the end of the various key stages such as EYFS, KS1 and KS2.

Early Years Provision

St Catherine's Prep School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The designated teacher responsible for coordinating SEND provision in the EYFS provision is the Head of Pre-Prep in liaison with the Head of Inclusive Learning (SENDCo). The 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.

St Catherine's Prep School SEND Provision

SEND provision currently includes in-class differentiation, adaptive teaching, Inclusive Learning (in and out of class), additional specialist teaching, support from the Head of Inclusive Learning (SENDCo) and additional one-to-one lessons (may be charged to parents).

Entrance Profiling

In the Summer Term preceding September entry to Pre-Prep I (Year R) the Deputy Head (Head of Pre-Prep) liaises with Early Years settings to discuss pupils making the transition from the Early Years setting to St. Catherine's Preparatory School. In most instances documents relating to the tracking and monitoring of the Foundation Stage Profile are sent to the Prep School. The documents are read by the PPI (Year R) Form Teachers. If a pupil has an Educational Psychologist Report, an Education, Health and Care (EHC) Plan, has had, or is currently receiving support, the Deputy Head (Head of Pre-Prep) will meet with the parents and the Early Years setting to discuss the most appropriate course of action. The Deputy Head (Head of Pre-Prep) will notify the Head of Inclusive Learning (SENDCo).

Pupils who enter St Catherine's Preparatory School in Pre Prep II to Lower III (Year 1 to Year 6) sit an assessment paper in English, Maths and Verbal Reasoning prior to starting the school. The assessment papers of all potential new girls are evaluated by the Deputy Head (Curriculum) and Head and progress is monitored with the Form Teacher. During the first half term of entry to Form 1 (Year 3), in-school literacy screening is conducted by the Head of Inclusive Learning (SENDCo). Our approach is inclusive, so screening includes those who have already been identified as having SEND. The following areas are informally assessed: phonological awareness, sequencing skills, mental maths, handwriting, working memory and visual memory. This information is collated, and sent to the Head, the Deputy Head (Curriculum) and the Form 1 Teachers. Thereafter, the Head of Inclusive Learning (SENDCo)
attends all termly academic progress meetings so that pupils' progress is monitored. If an educational need is identified once a girl has been accepted, she will be supported throughout the Prep School.

On entry, if a pupil has already been diagnosed as having SEND or requiring learning support, a full report from an Educational Psychologist or other professional agency is required together with a report from the pupil's previous school so that teachers can be informed and the pupil's learning support needs can be met.

All reports are saved onto the SEND area of our School Management System (SIMS) to ensure accessibility for teachers.

Pupils with an EHC Plan

The needs of the majority of pupils with SEND will be met effectively through St Catherine's Prep School SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the Prep School have the right to ask the Local Authority (LA) to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the Prep School before exercising this right. The Prep School will always consult with parents before exercising this right.

If the LA refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). St Catherine's Prep School does not have this right of appeal.

Where either a prospective pupil has an EHC Plan, or a current pupil obtains their first EHC Plan, the Prep 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 Prep School. Any additional services that are needed to meet the requirements of the EHC Plan will need to be charged to the LA if the LA is responsible for the fees and St Catherine's Prep School is named in the EHC Plan. In all other circumstances charges may be made directly to parents, unless the additional services can be considered to be a 'reasonable adjustment' where no charge will be made, in accordance with the provisions of the Equality Act 2010Where a pupil has an EHCP, the School will work collaboratively with parents, the Local Authority and external professionals to review provision and implement agreed outcomes.

Further Aspects Relating to SEND Provision

Admissions

St Catherine's Prep School does not unlawfully discriminate in any way regarding entry. It welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with disabilities and/or special educational needs, are provided with a safe and inclusive environment in which to learn.

Where a prospective pupil is disabled, the Prep School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at St Catherine's Prep School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child's disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the Prep School.

St Catherine's Prep School Admissions Policy is available on St Catherine's School website. It applies equally to all prospective pupils and details how we support those applicants with SEN and/or a disability.

Withdrawal

If, in our opinion, St Catherine's Prep School is unable to meet a child's needs or, in the case of a child with an EHC Plan we are unable to meet the provisions of the Plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from St Catherine's Prep School. In these circumstances, the prep School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Entitlements to Additional Time and/or Support in External Assessments

Children who have been diagnosed as having a learning difficulty may be entitled to support, such as additional time and/or modified provision, to complete external assessments. Exam access arrangements allow examination candidates with special educational needs and disabilities to access the assessment without changing the demands of the assessment.

Parents should speak with their child's Form Teacher or Head of Inclusive Learning **(SENDCo)** with regard to any application for additional support as soon as reasonably practicable. The Head of Inclusive Learning (SENDCo) will support applications for appropriate examination access in conjunction with the child's Form Teacher and Deputy Head (Curriculum).

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 our Life Matters PSHE programme, the school values and the wider curriculum, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The St Catherine's Prep School 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 Prep School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The Prep School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

We also recognise 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 SEND 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.

The Prep School recognises that poor attendance, persistent absence or patterns of missing education may be indicators of safeguarding concerns, unmet SEND needs or wider welfare concerns. Where attendance concerns arise, staff will work collaboratively with parents and external agencies, where appropriate, to identify and address any underlying barriers to learning.

The Prep School recognises that mental health difficulties may be an indicator of unmet SEND, and that SEND and mental health needs may frequently co-exist. Close collaboration exists between the Inclusive Learning Team, pastoral staff, School Psychologists and safeguarding leads to ensure that pupils receive appropriate support.

Safeguarding

The Prep School recognises that pupils with SEND can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation, bullying, peer-on-peer abuse and mental health difficulties.

All staff are provided with training to understand these additional vulnerabilities and to ensure concerns are identified and acted upon promptly.

The Inclusive Learning Team works closely with the Designated Safeguarding Lead (DSL), pastoral leaders, School Nurses and School Psychologists to ensure that pupils with SEND receive appropriate support and protection.

Where a pupil has SEND and safeguarding concerns, information is shared appropriately, and support is coordinated to ensure the pupil's welfare remains paramount.

Further information can be found in the School's Safeguarding and Child Protection Policy.

Three-year Accessibility Plan

The School's Accessibility Plan sets out how access to education, information and facilities will be improved over time for pupils with disabilities.

In line with its duty under the Equality Act 2010, St Catherine's School three-year Accessibility Plan sets out how St Catherine's School will:

- increase the extent to which disabled pupils can participate in St Catherine's curriculums;
- improve the physical environment of St Catherine's 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 St Catherine's School; and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of St Catherine's whole school Accessibility Plan can be provided upon request.

Parental Responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the prep School. Parents must provide the Head of Inclusive Learning (SENDCo) with copies of any reports or recommendations concerning the pupil's special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

Data Protection

Information relating to pupils with SEND is stored and shared in accordance with the School's Data Protection Policy and UK GDPR requirements. Information is shared only with those staff who need it to fulfil their professional responsibilities.

Concerns

St Catherine's Prep 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 Head of Inclusive Learning (SENDCo) if their child's progress or behaviour gives cause for concern.

Parents who have concerns regarding SEND provision should initially contact the Head of Inclusive Learning (SENDCo). If concerns cannot be resolved informally, parents may follow the whole School's Complaints Policy.

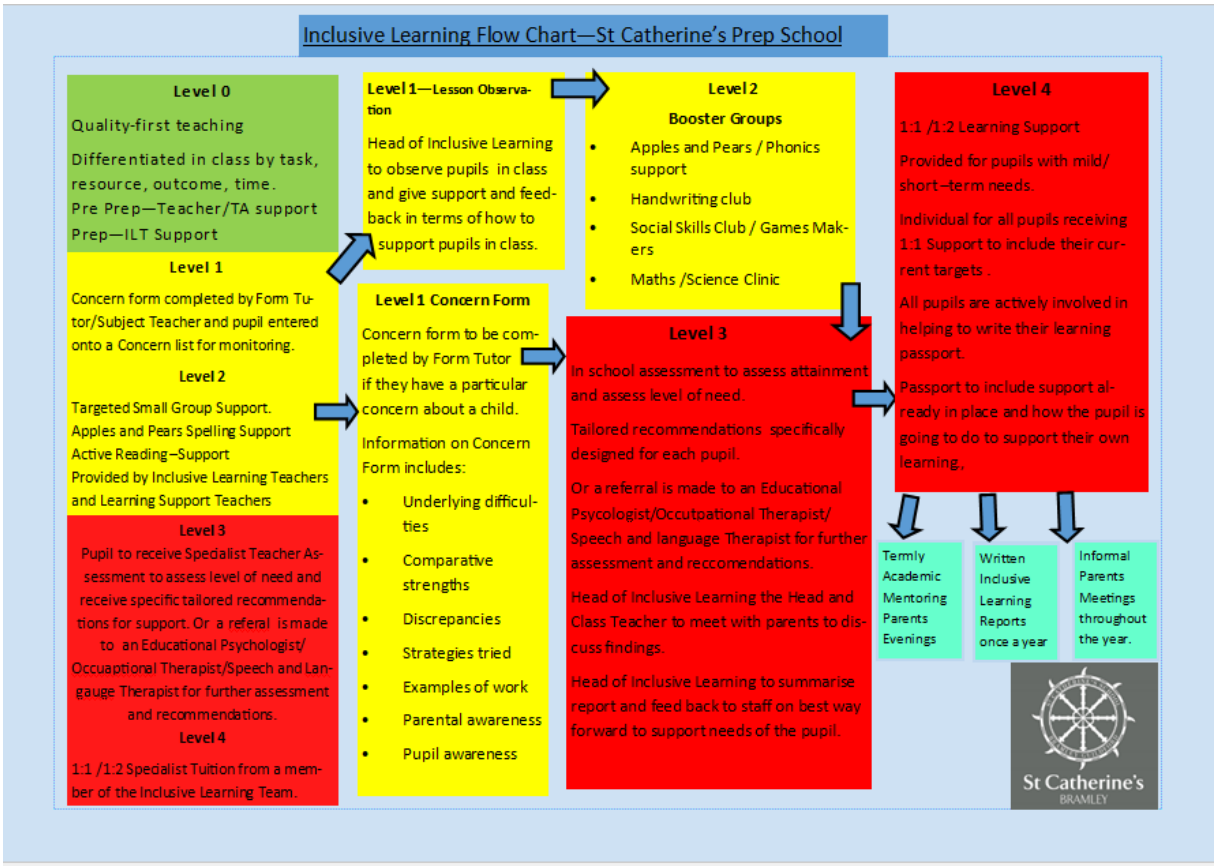
Links with Other Services

The school makes use of additional services including:

- Educational psychologists
- Speech and Language therapists
- Occupational and Physiotherapists
- School Nurses
- Optometrists and specialist opticians

All staff report any safeguarding concerns to the Designated Safeguarding Leads, who are DDSL, Miss Emily Jefford, Deputy Head (Head of Pre-Prep) and DSL, Mrs Denise Irons, Deputy Head (Pastoral and Wellbeing). They liaise with Surrey Safeguarding Children's Partnership and the Head of Prep School is kept fully informed of any concerns.

APPENDIX 1


Inclusive Learning Flow Chart—St Catherine's Prep School
Level 0
Quality-first teaching
Differentiated in class by task, resource, outcome, time.
Pre Prep—Teacher/TA support
Prep—ILT Support
Level 1
Concern form completed by Form Tutor/Subject Teacher and pupil entered onto a Concern list for monitoring.
Level 2
Targeted Small Group Support.
Apples and Pears Spelling Support
Active Reading–Support
Provided by Inclusive Learning Teachers and Learning Support Teachers
Level 3
Pupil to receive Specialist Teacher Assessment to assess level of need and receive specific tailored recommendations for support. Or a referal is made to an Educational Psychologist/ Occuaptional Therapist/Speech and Language Therapist for further assessment and recommendations.
Level 4
1:1 /1:2 Specialist Tuition from a member of the Inclusive Learning Team.
Level 1—Lesson Observation
Head of Inclusive Learning to observe pupils in class and give support and feedback in terms of how to support pupils in class.
Level 1 Concern Form
Concern form to be completed by Form Tutor if they have a particular concern about a child.
Information on Concern Form includes:
Underlying difficulties
Comparative strengths
Discrepancies
Strategies tried
Examples of work
Parental awareness
Pupil awareness
Level 2
Booster Groups
Apples and Pears / Phonics support
Handwriting club
Social Skills Club / Games Makers
Maths /Science Clinic
Level 3
In school assessment to assess attainment and assess level of need.
Tailored recommendations specifically designed for each pupil.
Or a referral is made to an Educational Psycologist/Occutpational Therapist/ Speech and language Therapist for further assessment and reccomendations.
Head of Inclusive Learning the Head and Class Teacher to meet with parents to discuss findings.
Head of Inclusive Learning to summarise report and feed back to staff on best way forward to support needs of the pupil.
Level 4
1:1 /1:2 Learning Support
Provided for pupils with mild/ short–term needs.
Individual for all pupils receiving 1:1 Support to include their current targets .
All pupils are actively involved in helping to write their learning passport.
Passport to include support already in place and how the pupil is going to do to support their own learning,
Termly Academic Mentoring Parents Evenings
Written Inclusive Learning Reports once a year
Informal Parents Meetings throughout the year.
St Catherine's
BRAMLEY