



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

SEND Policy

(Whole school including Early Years Foundation Stage)

Policy Author:
Date Reviewed by Author:
Next Review Date:

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02 September 2025
01 September 2026

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AIMS & OBJECTIVES

At Reigate St Mary's we aim to raise the aspirations and expectations for all pupils with SEND. We believe that every child has the right to access the full curriculum and we recognise the importance of quality first teaching which takes into account the learning needs of all the children in the classroom. This includes creating an inclusive learning environment where children with special educational needs are provided with focused support to enable them to access the curriculum.

Our SEND Policy aims to:

- Support and make provision for pupils with special educational needs and disabilities (SEND)
- Provide equal opportunities for all children, eliminating prejudice and discrimination
- Ensure that every child makes progress in all areas of learning and development.
- Make parents and pupils aware of the nature of special educational needs and disabilities and ensure they are fully involved in the process
- Identify the staff responsible for overseeing the provision
- Outline the graduated approach and procedures for identifying, assessing and providing for all pupils with SEND at Reigate St Mary's
- Ensure that interventions are put in place at the earliest opportunity and regularly monitored and reviewed.
- Encourage staff to recognise their roles and responsibilities regarding the education of children with special educational needs and disabilities, and the importance of maintaining high expectations for all children.
- Ensure that home and school work closely together so that the child is supported holistically
- Enable smooth transition between phases

It is our duty to ensure that we do not directly or indirectly discriminate against disabled children. We will ensure we promote equal opportunity in every aspect of school life. It is our duty to make reasonable adjustments to ensure that disabled children are not placed at a disadvantage and is anticipatory in nature. We recognise that children with a special educational need or disability can be particularly vulnerable to abuse and bullying. This will not be tolerated at our school. All staff at Reigate St Mary's have been trained to recognise the signs of abuse and we have a comprehensive anti-bullying policy which all staff follow. All staff have been trained to follow rigorous child protection procedures to ensure that all children are safe from harm.

LEGISLATION & GUIDANCE

This policy is informed by the [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years) and reflects the legal duties that apply to *independent schools* in England. It takes account of:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- **The Equality Act 2010**, including the *Public Sector Equality Duty (PSED)*, which requires schools to eliminate discrimination, advance equality of opportunity, and make reasonable adjustments for disabled pupils, including the provision of auxiliary aids and services.
- **The Independent School Standards (ISS) Regulations 2014**, particularly Part 1 (quality of education), Part 3 (welfare, health and safety) and Part 6 (provision of information).
- **Supporting Pupils with Medical Conditions (DfE statutory guidance)**
- **The SEND Code of Practice requirements for independent schools named on an EHC plan**
- **High Needs Funding: Operational Guide 2025–26 (DfE)**, where applicable (e.g., when an independent school is named on an EHC plan and receives top-up funding)
- **Local Authority arrangements for EHC plans, annual reviews and SEND funding**, where relevant to pupils placed at the school

The school also has regard to relevant **non-statutory DfE guidance** and professional standards on inclusive practice.

The government has announced further **SEND system reforms**, with a new White Paper expected in 2026. This policy reflects the legislation currently in force and will be reviewed and updated promptly following any changes to statutory requirements.

DEFINITIONS

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of pupils of the same age, or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age.

Special educational provision is education that is *additional to or different from* that made generally for others of the same age.

Under the **Equality Act 2010**, a disability is:

A physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school makes reasonable adjustments, including the provision of auxiliary aids and services, for pupils with disabilities, whether or not they have SEN.

Some pupils may experience mental health difficulties that constitute a special educational need when they significantly affect learning, behaviour, social interaction or access to the curriculum.

THE FOUR BROAD AREAS OF NEED

In line with the SEND Code of Practice, pupils' needs are grouped into four areas (some children may have needs in more than one of these areas and may not fit neatly into one category):

1. Communication and Interactional difficulties

Some of the aspects of difficulty included in this area are speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD). Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty expressing themselves, understanding what is being said to them, difficulties producing the correct speech sounds or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning; this encompasses a range of conditions including dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental health

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include emotional regulation difficulties, anxiety, trauma, attention difficulties and challenging physical behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder.

4. Sensory and/or Physical Disability

Some pupils require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional on-going support. Children with sensory difficulties are also included in this category.

IDENTIFICATION OF SEND

At Reigate St Mary's we are committed to early identification, assessment and intervention.

The SEND Code of Practice (2014) states

'The benefits of identifying and responding to SEND early are widely recognised and we know that early intervention improves the long term aspects for children.'

At Reigate St Mary's it is the role of all teachers to be vigilant for children who display signs of SEND and take the appropriate action. It is important that children's needs are identified and support is put into place as soon as possible. Early identification helps ensure that provision is effectively planned and reviewed.

Strategies used to identify children include:

- Information and records from feeder nurseries and previous schools
- Information gathered on entry to the school through assessment of current skills and attainment and observations during the taster day visit
- Information or concerns passed on from other professionals e.g. health
- Regular assessments of progress and development through observation, formative assessment, summative assessments including standardised tests and CAT 4 tests.
- Expression of concern from class teacher to SENCO
- Observations of the child
- Concerns expressed by parents/carers
- Concerns raised by the pupil
- Screening assessments (e.g., dyslexia indicators)

Initial Concern/Monitoring

If a teacher is concerned by a child's level of attainment or behaviour, they should initially make adjustments within quality first teaching to support the child. If there are still concerns after a period of time, then teachers should bring this to the attention of the SEN team who will advise on further strategies and scaffolds. If concerns still remain then teachers should complete a Record of Initial Concern. The ROIC outlines the area(s) of concern and evaluates the success of any strategies used so far. Next steps are identified which may include observation from the SEND team, more specific assessments or screeners or some planned intervention. The ROIC will be recorded on ISAMS and the child will be added to the 'Monitoring Register' as appropriate.

If a parent raises a concern then this should first be discussed with the Form Teacher. The Form teacher will then share this with the SENCO and decide whether any action is necessary. If appropriate, a ROIC will be completed. All information and discussions to be recorded on ISAMS under the Pupil Profile.

In both instances, the Form Teacher will gather evidence in the form of observation and/or assessment data. Close monitoring of progress will identify whether or not additional provision is needed. If the child's needs are being met and it is deemed that extra help is not necessary then the child's possibility of SEND will not be pursued and the child will be continually monitored in the same way as the rest of the class.

GRADUATED RESPONSE

Quality first teaching (wave 1)

This universal wave features high-quality, inclusive teaching to meet the needs of the full diversity of children, including those with additional needs, based on their prior learning. Teachers and teaching assistants can help those children who need support or extension through a range of strategies, resources and scaffolds to support their learning and development.

Early Intervention (Wave 2)

If a child is still having difficulty achieving what is expected for their age, despite having high quality teaching and reasonable adjustments, it may be that they require some additional more targeted support. This may take the form of small group or individual more personalised interventions.

Individualised Support (Wave 3)

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that for those learners, teachers are required to remove barriers to learning and put effective provision in place through SEND support.

We follow the Code of Practice's graduated approach. This SEN support takes the form of a four-part cycle (Assess, Plan, Do, Review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure good outcomes increases.

1. Assess

The class teacher, SENCO and parents/carers consider all relevant information, including:

- progress data
- classroom observations
- pupil voice
- external assessments (where applicable)

2. Plan

An individual support plan is created, usually detailing:

- specific targets
- strategies and adjustments
- any interventions or small-group support
- responsibilities of staff
- home-school collaboration

3. Do

Class teachers remain responsible for the pupil's learning, with adjustments delivered through quality-first teaching and targeted intervention. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

4. Review

Progress is reviewed at least once per term. Plans and targets may be adapted, reduced or expanded depending on progress. This will be shared with parents as a dedicated meeting outside of existing parents' evening meetings (or as an extension to), with the Form Teacher and SENCO (where applicable). If the review shows a pupil has made good progress, then it may mean they no longer require additional provision through SEN support. The pupil is then likely to be taken off the SEN support register and will continue to be monitored through high-quality teaching.

For children requiring highly personalised and individualised support, an additional charge may be required. The school will liaise with parents regarding any additional costs.

SEND Register

If a child needs ongoing support to learn and progress which is 'additional to and different from' what can be provided through high quality differentiated teaching, they are placed on the SEND Register. In addition, children with a diagnosis of a learning need will also be placed on the register; not all children on the register have an ISP. It is hoped that increased support will enable the child to catch up with their peers and be removed from the register. Children can come on and off the SEN Register according to their needs.

Individual Pupil Snapshot

Individual Snapshots are reviewed through a graduated approach with four stages of action: assess, plan, do and review. Individual Snapshots should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the school, at termly meetings.

- Individual Snapshots must be shared with the child, parents and all the adults working with the child. All adults should be aware of their targets
- Individual Snapshots are a working document and should be annotated and amended as needed.
- Individual Snapshots should include:
 - 3 or 4 targets which must be measurable with a clear success criteria and dated when set and when achieved
 - Impact of SEND on learning

- Range of provision and strategies identified to help achieve target
- Pupil voice
- Individual Snapshots should be reviewed and new targets set in collaboration with relevant staff, parents and pupils where appropriate.

External professionals:

Where a child continues to make little or no progress, despite support that is matched to the child's area of need, the school should consider involving specialists, including those from outside agencies such as educational psychologists, speech and language therapists and occupational therapists. Some children who have had an assessment by a specialist may require further support from them and are also to be supported at this stage by the school. Referrals are discussed with and consented to by parents/carers.

Education, Health and Care Plan (EHCP)

Where a child is still not making progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an Education, Health and Care Plan (EHCP) is needed. For a very small percentage of children, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This is likely to be the case for children who present with multiple additional needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes.

The SENCO and Form teacher will work in collaboration with the child's parents or carers to complete the application. The child will need to have external professional involvement/reports prior to the application being made. If the application is accepted by the Local Education Authority, they will carry out their own single full multi-disciplinary assessment.

The local authority must determine whether to implement a statutory assessment. They must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request. The local authority does not have to consider whether an EHCP is necessary where it has already undertaken an EHCP for the child or young person during the previous six months, although the local authority may choose to do so if it thinks it is appropriate. In considering whether an EHCP is necessary, the local authority should consider whether there is evidence that despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by school to meet the child or young person's SEND
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

Parents may request an Educational, Health and Care needs assessment for their child. We would encourage parents to discuss this with the school prior to making such a request.

If the school is named on an EHCP, we will:

- make all reasonable endeavours to deliver the specified provision
- work collaboratively with therapists and local authority professionals
- attend and contribute to annual reviews

STRATEGIES FOR SUPPORTING PUPILS WITH SEND

At Reigate St Mary's, it is our intention to support all children with SEND through:

- Differentiation and reasonable adjustments to ensure that children are supported to successfully achieve the learning outcomes.
- Additional resources and scaffolds, for example, visual aids, word banks, task boards, concrete resources, writing slope, overlays, technology to support recording.
- Additional adult support where possible.
- Academic intervention groups such as Dictogloss (writing), Phonics groups, Pre-teach groups, Maths/English/Spelling booster groups, Touch Typing, Handwriting/Fine Motor groups.
- Individualised interventions such as daily reading, Five Minute Phonics Box, Five Minute Number Box, Precision Teaching, Number stacks.
- Pastoral support – ELSA groups and individual support, Lego therapy, Drawing and Talking therapy and School counsellor sessions
- Additional sessions with a specialist teacher e.g. Dyslexia teacher, speech and language therapist, occupational therapist (at an additional cost).

EARLY YEARS SEND

All children are regularly assessed through observations and conversations. If a child is experiencing some developmental challenges within Greenshoots or Kindergarten, it is important that these are identified swiftly and accurately to ensure the appropriate support is put in place. It is widely recognised that the earlier that intervention is given, the greater the impact it can have on a child's development. Therefore, we work closely with Surrey Early Years SEND department to support our youngest pupils. With parental permission, it may be necessary to apply for additional funding in nursery to provide some targeted support. Surrey provide Early Intervention Funding for group/individual work or specific 1:1 support. This funding is also available for children who are waiting for an EHCP. If a child has a physical disability and reasonable adjustments to our setting need to be made to ensure a child has access to the whole curriculum, then we would apply for Surrey's Disability Access fund. The Surrey Early Years Funding is only available for nursery children. From reception upwards, we follow the whole school system of support.

TRANSITION ARRANGEMENTS

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the child's needs will be shared with the receiving school. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school, depending of the needs of the child. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process.

ROLES & RESPONSIBILITIES

The **SENCO** is Lisa Masarati (NPQ SENCO). The SENCO has responsibility for:

- Working with senior leaders to determine the strategic development of the SEN policy and provision within the school
- Undertaking day-to-day responsibility for the operation of the SEND policy
- Coordinating specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Contributing to the professional development of all staff including in-house training
- Developing and implementing appropriate interventions, additional to quality first teaching

- Liaising with the parents/carers of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, external agencies, health and social care professionals, and independent or voluntary bodies.
- Liaising with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Maintaining and overseeing records on all children with SEND including the SEND register, Individual Support Plans (ISP) and Behaviour Management Plans.
- Completing internal assessments, screeners and observations and use this to inform support and next steps.
- Tracking SEND children and analyse internal assessments and screeners
- Managing the SEND budget and resources effectively to enable appropriate provision to be made for pupils with SEND.
- Responding and implementing current SEND legislation and guidance
- Ensures compliance with ISS and Equality Act requirements

Class/subject teachers have a responsibility to:

- Be responsible and accountable for the progress and development of the pupils in their class.
- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the SENCO up-to-date with any changes in behaviour, academic developments and causes of concern.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow the SEND Policy and Information Report

Every teacher is a teacher of every child, including those with SEND.

The Headmaster is responsible for:

- The day to day management of all aspects of the school, including the provision and progress of learners with SEND.
- Determining the strategic development of the SEND policy and provision in the school in collaboration with the SENCO and SEND Governor.
- Ensuring the policy is implemented and resourced
- Delegating key responsibilities for the day to day management of SEND to the SENCO and the class teachers but is still ultimately responsible for ensuring that all children's needs are met.
- Ensuring that the Governors Board is kept up to date about any issues in school relating to SEND.
- Ensuring there are training and professional development opportunities

The **SEND Governor** is responsible for:

- Raising awareness of SEND issues at Governors Board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this.
- Working with the Headmaster and SENCO to determine the strategic development of the SEND policy and provision in the school.

Teaching Assistants have a responsibility to:

- Ensure that the day to day provision for identified children whom they support is in place
- Help to implement planned interventions and keep records of the sessions
- Communicate regularly with the class teacher and the SENCO (as necessary) about the progress and provision for any identified child whom they support

ADMISSIONS

Reigate St Mary's is a non-selective school. As such, we are open to any prospective pupil and admission is based upon the appropriateness of the school, by agreement between the Headmaster and Parents/Carers. The school must feel sure that it will be able to educate and develop the prospective pupil to the best of their potential and meet any additional needs the pupil has. The school Admissions Policy applies to all prospective pupils regardless of disability and is available on the school's website www.reigatestmarys.org

PARTNERSHIP WITH PARENTS

A fundamental principle in the Code of Practice is that a good partnership with parents is essential when working with any children with SEND. We aim to strengthen this partnership through:

- Ensuring teaching staff are available for meetings with parents
- Parents are encouraged to feel that they can approach the school with any concerns they may have about their child's progress
- We recognise, encourage and value the participation of parents in supporting their children with their learning at home, including encouraging regular reading and aiding homework
- We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
- Referring children for further assessment e.g. therapies, diagnostic and cognitive assessments, Early Help Assessment and Education, Health and Care (EHC) assessment.

ADDITIONAL ADVICE

For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Send Information, Advice & Support – www.sendadvice.surrey.org.uk or Surrey Parent Partnership – <http://www.surreyparentpartnership.org.uk/>

The Surrey SEND Local Offer <https://www.surreysendlo.co.uk/> is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have an EHCP and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across Education, Health and Social care, as well as those provided by the private, voluntary and community sectors.

Parents may wish to contact the following organisations for further support and advice:

- SESDA (South East Surrey Dyslexia Association) <http://www.sesda-dyslexia.co.uk/>
- IPSEA (Independent Parental Special Education Advise) is a registered charity offering free and independent legally based information, advice and support <https://www.ipsea.org.uk>
- CAMHS (Child and Adolescent Mental Health Service) <https://www.healthsurrey.org.uk/your-health/mental-wellbeing/camhs>
- Helen Arkell Dyslexia Centre (Farnham) <https://www.helenarkell.org.uk>

CONCERNS OR COMPLAINTS

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs please contact the Form Teacher or SENCO by email via the school office office@reigatestmarys.org or by telephoning 01737 244880

If however, they are unhappy with the response, the Assistant Head (Welfare), Head of Lower School and/or Headmaster are also available. Lisa Page is the Governor responsible for oversight of the SEND provision at Reigate St Mary's.

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Governors.

LINKS TO OTHER POLICIES

This policy and information report links to our policies on:

- Accessibility Policy and Plan
- Behaviour Policy
- Equality Policy

CONTEXTUAL STATEMENT

The school recognises that the national SEND system is currently undergoing review and that further reforms to Education, Health and Care (EHC) processes, funding arrangements and statutory guidance are expected following the forthcoming SEND White Paper (anticipated 2026). This policy reflects current legislation and DfE guidance and will be updated immediately following any statutory changes.