

# Special educational needs and learning support policy

## Version Control

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## AIMS

This is the policy on special educational needs (**SEN**) and learning difficulties of Cranleigh School and Cranleigh Prep (the **School**).

The aims of this policy are as follows:

- To promote good practice in the detection and management of special educational needs;
- To explain the support we can provide for children who have learning difficulties and the co-operation needed from parents;
- To actively promote the well-being of pupils;
- To create a whole school culture of openness, safety, equality and protection.

## SCOPE AND APPLICATION

This policy applies to the whole School.

## REGULATORY FRAMEWORK

This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014;
- *Boarding schools: national minimum standards* (Department for Education (**DfE**), April 2015);
- Education and Skills Act 2008;
- Children Act 1989;
- Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
- Equality Act 2010; and
- Children and Families Act 2014.
- This policy has regard to the following guidance and advice:
- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, January 2015) (**Code of Practice**);
- [Keeping children safe in education](#) (DfE, September 2025); and
- SEND review: right support, right place, right time (DfE and Department for Health and Social Care, May 2022. Green Paper)
- [SEND and alternative provision improvement plan](#) (March 2023)

The following School policies, procedures and resource materials are relevant to this policy:

- Equal opportunities policy;
- Disability policy;
- Safeguarding (Child protection) policy and procedures;
- Risk assessment policy for pupil welfare
- Anti-bullying/cyberbullying policy;
- Behaviour and discipline policy;
- Admissions policy;
- Word processor policy;
- Relationships, sex and health education policy; and
- Accessibility plan.

## PUBLICATION AND AVAILABILITY

This policy is published on the School website and available in hard copy, large-print or other accessible format on request. A copy of the policy is available for inspection from the Head of Learning Support during the School day.

## DEFINITIONS

Where the following words or phrases are used in this policy:

- References to the **Proprietor** are references to the Governing Body.
- References to **working days** mean Monday to Friday, when the School is open during term time. The term dates are published on the School's website.
- References to an **Individual Education Plan (IEP)** are references to a plan or programme designed for children with SEN to help them to get the most out of their education. An IEP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.
- References to **Provision mapping** are references to provision maps used by the School as an efficient way of showing all the provision that the School makes which is additional to and different from that which is offered through the School's curriculum. The use of provision maps can help the Head of Learning Support to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.

### 'Special educational needs' and 'learning difficulty'

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions (please see also our Disability policy)

A child must not be regarded as having a learning difficulty solely because the language or form of language in which he or she is or will be taught is different from a language or form of language which is or has been spoken at home. However, children for whom English is an additional language will be provided with appropriate support. Please refer to the School's policy for pupils with English as an additional language.

A child who finds a particular subject difficult does not necessarily have a 'learning difficulty' in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in aptitude generally. We provide drop-in lower school and sixth form study skills sessions that pupils can attend. The School provides subject specific clinics for pupils to attend and they are encouraged to ask for extra help from their subjects' teachers.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, 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 or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

## **RESPONSIBILITY STATEMENT AND ALLOCATION OF TASKS**

The Proprietor has overall responsibility for all matters which are the subject of this policy.

To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

<b>Task</b>	<b>Allocated to</b>	<b>When/frequency of review</b>
Keeping the policy up to date and compliant with the law and best practice	Head of Learning Support (Cranleigh School) and Head of Learning Support (Cranleigh Prep)	As required, and at least termly
Day to day responsibility for carrying out individual pupil risk assessments under the policy	Head of Learning Support (Cranleigh School) and Head of Learning Support (Cranleigh Prep)	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head of Learning Support (Cranleigh School) and Head of Learning Support (Cranleigh Prep)	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head of Learning Support (Cranleigh School) and Head of Learning Support (Cranleigh Prep)	As required, and at least annually
Formal annual review	Proprietor	Annually

The School's Head of Learning Support has responsibility for:

- Ensuring liaison with parents and other professionals in respect of a child's special educational needs;
- Advising and supporting other staff in the School;
- Ensuring that appropriate IEPs are in place and effectively implemented;
- Ensuring that relevant background information about individual children with special education needs is collected, recorded and updated;
- Undertaking any other appropriate duties in accordance with the Code of Practice.

## **PROCEDURES**

The School's approach to the detection and management of learning difficulties will be guided by the Code of Practice.

As part of the Assess, Plan, Do, Review (ADPR) cycle and to ensure collaborative working, the School works closely with parents of children who have or may have special educational needs and learning difficulties to assess and review a pupil's needs and support. Parents are kept informed concerning assessment, planning, provision and review of their child's education.

In accordance with the Equality Act 2010, the School recognises its duty to make reasonable adjustments for disabled children and young people.

### **Identification of pupils with a learning difficulty**

Pupil progress and engagement is monitored and if the outcome of a test, or any other circumstances, gives us reason to think that a child may have a learning difficulty, we will report and consult with the pupil's parents as necessary and make recommendations about further assessment and support.

### **Formal assessment**

If there are indications that a pupil may have a learning difficulty, we will ask the pupil's parents to agree to their child being formally assessed by an educational psychologist or relevant professional where appropriate, and/or where it is required for the purposes of applying for exam access arrangements.

Parents may consult an educational psychologist retained by the School, or one of their own choice. However, in line with the Joint Council of Qualifications (JCQ), Educational Psychologists or Specialist Teachers must be known to the school for the report to be used as part of the evidence required for access arrangements at GCSE or A Level. The cost in either case must be borne by the parents. The School will endeavour to follow any recommendations from that assessment, subject to agreement as to any additional fees payable.

### **Learning support**

As part of a graduated approach, the School may suggest a course of additional specialist teaching by a qualified specialist on a one-to-one, or shared/small-group basis in school. This would normally be one 50-minute period (the length of a lesson) per week during term time.

If there are indications that a pupil may have a learning difficulty but the circumstances are not such as to indicate an immediate formal assessment or a course of additional specialist teaching is required, the School may suggest that the pupil attends a small learning support group which will concentrate on developing literacy and study/revision skills.

Learning support of this kind will be arranged, subject to prior agreement being reached with the parent as to the format and any relating charges of this arrangement.

## External teaching

Parents may opt for additional specialist teaching outside the School, provided that the Head is satisfied with your child's safety and travel arrangements and also that the additional specialist teaching is at times which fit in with the remainder of the curriculum, timetable and community life of the School.

## Examinations

Pupils who have been diagnosed as having a learning difficulty may be eligible for extra time and / or other **access arrangements** to complete internal examinations and public examinations. Parents are asked to liaise with the Head of Learning Support in good time with respect to this.

## Information sharing and parent involvement

New parents are asked to complete a parent questionnaire to gather key background information which may be relevant and to provide copies of any report or recommendations which have been made in relation to special educational needs at their child's previous school or elsewhere within the last 12 months. Confidential information of this kind will only be shared within the School on a need-to-know basis.

The School will do all that is reasonable to report and consult with parents about their child's learning difficulties and to ensure that teachers are given any necessary information about a child's learning difficulties and that teaching practices are appropriate.

Parents should notify the School immediately if their child's progress or behaviour causes concern so that the School can devise and agree a strategy with the parents.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support should decide accordingly with the School – any assessor must be known to the school as per the JCQ Regulations. In these circumstances, parents must ensure that the School Head of Learning Support is given copies of all advice and reports received.

To reiterate, in line with the JCQ, Educational Psychologists or Specialist Teachers must be known to the school for the report to be used as part of the evidence required for access arrangements at GCSE or A Level.

## Individual Education Plan

Each pupil who has received a formal assessment will also have a 'SEND pupil profile'. This consolidates the information contained within the pupil's formal assessment report and includes relative strategies and support required for the pupil in the classroom. Pupil profiles are reviewed annually.

The Head of Learning Support will ensure that an appropriate IEP is in place where required.

The IEP will be prepared in consultation with the pupils and, if appropriate, the parents and will include:

- The adjustments, interventions and support required to meet the outcomes identified for the pupil;
- Personal targets for the pupil
- Teaching strategies from the pupil's perspective.
- The expected impact on the pupil's progress, development or behaviour, as appropriate; and clear dates for review.

In carrying out the review, the Head of Learning Support will consider:

- The effectiveness of the support and interventions and their impact on the pupil's progress;

- The views of relevant teaching staff, the pupil and, if appropriate, the parents; and
- Any changes that are required to the support and outcomes set out for the pupil.

The Head of Learning support will ensure that an appropriate provision map is in place for each year group. The provision map will be prepared in line with the current needs of the pupils.

## **EDUCATION, HEALTH AND CARE PLANS (EHC PLANS)**

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has an EHC plan we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances the School will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

## **ADDITIONAL WELFARE NEEDS**

The School recognises that pupils with special educational needs or learning difficulties may be at risk of 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 will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic (PSHE), relationships education/relationships and sex education programmes, through the supportive School culture and through the School's policies.

When teaching pupils about safeguarding, the School recognises that a one size fits all approach may not be appropriate for all pupils and will consider whether it should adopt a more contextualised approach for some pupils with special educational needs or disabilities.

If parents are concerned about their child's welfare they can approach the pupil's form tutor or any senior member of staff to discuss their concerns in private at any time.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need, disability or certain health conditions that can create additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability or health condition without further exploration;
- Pupils with a special education need or disability or certain health conditions may be more prone to peer group isolation and can be disproportionately impacted by bullying (including prejudice-based and discriminatory bullying) without outwardly showing any signs; and
- There may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

The School should consider providing extra pastoral support and attention for these pupils, along with ensuring any appropriate support for communication is in place.



Any safeguarding concerns will be dealt with in accordance with the procedures set out in the School's safeguarding (child protection) policy and procedures.

## **Disability**

The School recognises that some pupils with special educational needs or learning difficulties may also have a disability. Pupils and parents are referred to the School's Disability policy. The School will make all reasonable adjustments in order to afford opportunity to disabled pupils. However, if, despite such adjustments, the School is unable to provide adequately for the pupil's needs, the School may decline to offer a place to a pupil or request that parents withdraw their child from the School (see below).

## **ALTERNATIVE ARRANGEMENTS**

We reserve the right, following consultation with parents, to ask or require the withdrawal of their child from the School if:

- The child is in need of a formal assessment, additional specialist teaching, learning support or medication to which their parents do not consent; and/or
- The parents have deliberately withheld from the School information which prevents it from effectively addressing their child's learning difficulties; and/or
- The child's learning difficulties require a level of support or medication which, in the professional judgment of the Head of Learning Support or Head, the School is unable to provide, manage or arrange
- The child has special educational needs that make it unlikely he/she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

## **Alternative placement**

In any of these circumstances we will do what is reasonable to help parents to find an alternative placement which will provide their child with the necessary level of teaching and support.

## **Financial**

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the parents' account.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

The term English as an Additional Language (EAL) is used when referring to pupils whose main language at home is a language other than English.

A child must not be regarded as having a learning difficulty solely because *the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home* (section 20 (4) Children and Families Act 2014). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

The School welcomes and values the cultural, linguistic and education experiences that pupils with EAL bring to the School and works to:

- Implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum.
- Help EAL pupils to become confident and fluent in English in order to be able to fulfil their academic potential.
- Be able to assess the skills and needs of pupils with EAL and to give appropriate provision throughout the School.

- Equip teachers with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- Monitor pupils' progress systematically and use the data in decisions about classroom management and curriculum planning.
- Maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

## **Strategies**

Pupils with EAL will be assessed on their arrival to the School to identify the initial level of provision required.

The School will monitor progress carefully and ensure that EAL pupils are set appropriate and challenging learning objectives.

Pupils who receive assistance with EAL will be fully integrated into school life and will be provided with appropriate support as required. If a pupil requires EAL support, the school reserves the right to make a charge for these lessons. The person with overall responsibility for EAL is the Head of Learning Support.

The School will ensure that:

- All involved in teaching EAL pupils liaise regularly and that relevant information on pupils with EAL reaches all staff.
- Training in planning, teaching and assessing EAL pupils is available to staff.
- The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed.
- Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-bullying/cyberbullying Policy.

All teaching staff can assist by:

- Be knowledgeable about pupils' abilities and needs in English and other subjects.
- Ensure the pupil's name is pronounced correctly and that he or she is included as much as possible.
- Use this knowledge effectively in curriculum planning, classroom teaching and grouping.

Any concerns about the wellbeing of a pupil with EAL should be referred to the Housemaster/Housemistress and/or the Head of Learning Support in the first instance.

If the School has reason to suspect that a pupil with EAL may also have special educational needs, the Parents and the School will refer to the sections above in this policy.

## **TRAINING**

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

The level and frequency of training depends on the role of the individual member of staff.

The School maintains written records of all staff training.

## **RISK ASSESSMENT**

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused. Please see the table above 'Responsibility statement and allocation of tasks' for details of the individuals with responsibility for carrying out, monitoring, implementing and reviewing the effectiveness of risk assessments under this policy.

## **RECORD KEEPING**

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data. The School's approach to data protection compliance is set out in the Data Protection Policy. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy; this includes the School's Data Protection Policy and the Information Security Policy.