

Reigate Grammar School Group

Learning Support Policy

Including Early Years Foundation Stage

Policy Author:

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with Heads of Learning Support in
each school

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Learning Support

Confidentiality

Information relating to pupils' SEND needs will be handled sensitively and in accordance with data protection requirements. Information will be shared only with those who need it to support the pupil effectively.

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.

Neurodivergence is a term used to describe natural variations in how people think, learn, process information and experience the world. Some neurodivergent pupils may have special educational needs and/or disabilities, while others may not. Support is based on the individual pupil's needs rather than on a diagnostic label alone.

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 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.

Legislation & Guidance

This policy reflects the legal duties applying to independent schools in England and is informed by the principles of the **SEND Code of Practice: 0 to 25 years**, including its graduated approach to identifying and meeting need.

The RGS Group's mainstream independent schools are not required to have regard to the SEND Code of Practice in the same way as maintained schools, academies and independent special schools approved under section 41 of the Children and Families Act 2014. Nevertheless, the Group adopts its principles as a framework for good practice where appropriate.

In particular, this policy takes account of:

- the **Equality Act 2010**, including the duties not to discriminate against disabled pupils and to make reasonable adjustments, including the provision of auxiliary aids and services;
- the **Education (Independent School Standards) Regulations 2014**, including requirements relating to the quality of education, pupils' welfare, health and safety, and the provision of information;
- **Part 3 of the Children and Families Act 2014**, where applicable, including arrangements relating to Education, Health and Care Plans;
- **Keeping Children Safe in Education 2026**;
- the **Early Years Foundation Stage Statutory Framework**, where applicable; and
- current **JCQ Access Arrangements and Reasonable Adjustments** regulations for public examinations.

The Group will keep this policy under review in light of changes to SEND legislation and statutory guidance.

Safeguarding

All staff in the RGS Group receive regular safeguarding training and work within the policy, procedures and guidelines put in place by the school.

Children with SEND or certain health conditions may face additional safeguarding challenges and barriers to recognising or reporting abuse, neglect and exploitation. Staff will remain alert to the possibility that changes in behaviour, mood or presentation may indicate a safeguarding concern and will not assume that these arise solely from a child's SEND, disability or health condition.

The School recognises that some pupils may experience communication barriers, greater dependency on adults, isolation or bullying, or may find it more difficult to recognise or report harmful behaviour. Appropriate support will be provided to enable pupils to communicate concerns and be heard.

Where a safeguarding concern involves a pupil with SEND, the DSL or Deputy DSL and the relevant Head of Learning Support will work closely together, in accordance with the Safeguarding and Child Protection Policy.

Aim

The RGS Group is an inclusive institution which embraces equal opportunities for all. We aim to provide all students with an outstanding education which will enable them to fulfil their potential and succeed at the highest levels, based on the Code of Practice. The Learning Support department exists to give support to those students who, for a variety of reasons, may experience difficulties with learning. All students are valued as individuals and we seek to build on their strengths, enabling them to overcome barriers to learning which may be mild or more significant, temporary or long term.

This policy should be read in conjunction with our Equal Opportunities policy and our EAL Policy, as well as related policies such as Safeguarding, Behaviour and Sanctions, Admissions and Accessibility.

Key responsibilities of Head of Learning Support

- Manage appropriate support of students
- Tracking of both individual and cohort progress
- Identification or facilitation of identification of students with learning difficulties through screening and assessment
- Liaise with teachers and pastoral teams within school to identify areas of support for students and staff
- Regular review of support provided, progress made and any adjustments required
- Communication with parents
- Examination access arrangements
- Seeking early help for students
- Making contributions to accessibility planning
- Liaise with external agencies e.g. Surrey Mindworks
- Liaise with external professionals where further input is required
- Continual professional development of the team and school teaching/pastoral staff

Identification

On entry to one of the RGS Group schools we aim to identify any students who might benefit from Learning Support. We liaise with their previous school and parents, and students at the senior schools sit baseline tests which help screen for any additional learning needs. In addition, any student who is not making progress in line with their ability is highlighted by the pastoral team, who then liaise with Learning Support if the need for additional assessment and support is indicated. As many high ability students can mask needs, regular feedback is collated through the school's reporting system to ensure learning or behavioural concerns are responded to quickly and support is put in place. Following identification of a need, students are highlighted on the SEN register and **those who require additional support or strategies** are invited to collaborate on an individual pupil snapshot in an age and needs appropriate way. The individual pupil snapshot is a profile

of the pupil which identifies their strengths and needs, areas they may find more difficult or different to their peers, and strategies and interventions that can help them to manage these differences through quality first, adaptive teaching methods and supporting students to become increasingly independent in an age-appropriate way.

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 assessments and 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)

If a student's needs do not require support that is additional to, or different from, the high quality, adaptive teaching, they may not be captured within the SEN register but will be monitored for changing needs throughout their educational journey to ensure needs are met. Students can come on and off the register according to their needs at different points.

Accessing Learning Support

The progress and wellbeing of our students are carefully monitored by subject teachers, Heads of Department, pastoral leads and the Head of Learning Support and Learning Support team. If it is felt that a student is experiencing difficulties with an aspect of learning pastoral leads will liaise with the student and his or her parents with a view to exploring what needs to be done to help the student to progress.

If additional support is indicated, the Head of Learning Support or a member of the Learning Support team will contact parents to discuss what assessment and/or provision might be suitable. We aim to work in partnership: it is vital that the views of the student and his or her parents are sought when considering what action to take. Likewise, we invite parents to make contact with the school if there are concerns about additional support required.

We carry out ongoing recording of attainment and progress in line with agreed school reporting and tracking.

We follow the principles of the SEND Code of Practice and adopt a pupil-centred **ASSESS → PLAN → DO → REVIEW** approach to the planning of learning interventions.

Where support or provision constitutes a reasonable adjustment required under the Equality Act 2010, this will be provided without additional charge to parents. In some circumstances, parents may choose to commission optional additional tuition, assessment or specialist services which go beyond the reasonable adjustments or provision the School is required to make. Any such arrangements and associated costs will be discussed and agreed with parents in advance. Where support is substantial, long-term, or involves the employment of specialist external professionals, costs may be passed on to parents at a subsidised rate; where a student receives a significant bursary there may be financial assistance available. Please contact individual schools for further details of any charges.

Areas of Support

We believe that all teachers in the school have a fundamental role to play in enabling our students to make good progress according to their age and ability. With high-quality teaching which is adapted to suit the range of learning styles, fewer students will need additional learning support. Where there is a need for additional support, we adopt a graduated approach with the first level of help usually being provided by subject teachers, and sometimes Teaching Assistants, in the classroom. However, some students benefit from further intervention as follows:

- **Learning Support:** We currently support students with a range of mild difficulties related to conditions such as dyslexia, dyspraxia, hearing/visual impairments, attention deficit (hyperactivity) conditions and autistic spectrum conditions. In each case, support is tailored to individual need and reasonable adjustments are made where required. Small group or 1:1 tuition can be provided for a range of specific needs such as interventions for spelling, study skills, touch-typing, or organisation skills. In addition students may benefit from further pastoral support such as social skills, counselling or ELSA.
- **EHCP:** Where a pupil has an Education, Health and Care Plan, the School will work with the pupil, parents/carers, the relevant local authority and other professionals as appropriate and will fulfil the requirements applicable to the School under the Plan. The School will participate appropriately in reviews of the Plan and in planning transitions.
- **English as an Additional Language:** see separate policy.
- **Exam Access Arrangements:** Some pupils may require reasonable adjustments in public examinations and assessments. The School will determine and apply for access arrangements in accordance with the current regulations published by the Joint Council for Qualifications (JCQ) and, where relevant, other awarding organisations. Access arrangements must reflect the pupil's current needs and normal way of working and must be supported by the evidence required under the applicable regulations. Where specialist assessment is required, the assessor will be appointed or approved by the Head of Centre and will work in accordance with current JCQ requirements. Privately commissioned assessments will be considered as part of the overall picture of a pupil's needs but cannot, where the School has not been involved in the assessment process, be used by themselves to award an access arrangement.
- The final arrangements available will depend on the relevant qualification and awarding-body regulations in force at the time.
- Following consultation with teachers and confirmation of a student's normal way of working in the classroom, the Head of Learning Support will apply for appropriate adjustments to be made in exams to meet current criteria. The final decision rests with the examination boards.

All support and interventions are reviewed on a termly basis to allow for progress to be recorded and for students to have the opportunity to implement strategies learnt.

Early Years SEND

All children are regularly assessed through observations and conversations. If a child is experiencing some developmental challenges within Early Years, 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 can provide additional funding in specific cases. The Surrey Early Years Funding is only available for nursery children. From reception upwards, we follow the whole school system of support.

Each EYFS setting will have clear arrangements for co-ordinating SEND provision, including an identified SENCO or member of staff fulfilling that role in accordance with the EYFS Statutory Framework. Support will follow a graduated, observation-led approach and will be planned in partnership with parents/carers and, where appropriate, relevant health and other professionals.

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 on 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.

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 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 Provider Special Education Advice) is a registered charity offering free and independent legally based information, advice and support <https://www.ipsea.org.uk>

Appendix I: Contacts

If a parent/carer wishes to discuss their child's special educational needs please contact the relevant Head of Learning Support (details below).

Role	Name and email address
Governors responsible for SEND at the RGS Group of Schools	Dr S Banerjee and Mrs R Sturt bursar@reigategrammar.org
Reigate Grammar School	
Head of Learning Support	Mrs Kylie Bardell-Roberts kbr@reigategrammar.org
Specialist Teachers	Mrs G Dexter, Mrs R Hogarth, Mrs E Turner
Teaching Assistants	Miss R Cliffe, Ms I Maynard Reeves, Mrs L Sileo
Access and Inclusion Lead	Mrs E Turner
Chinthurst School	
Head of Learning Support (Years 1 - 6)	Lia Winchester lwinchester@chinthurstschool.co.uk
Head of Learning Support (Early Years)	Lara Bland lbland@chinthurstschool.co.uk
Teaching Assistants	Leanne Matthews, Sue Oldcorn
Micklefield School	
Head of Learning Support	Clare Barker barkerc@micklefieldschool.co.uk
Specialist Teachers	Anne-Marie Flint flinta@micklefieldschool.co.uk
Reigate St Mary's Preparatory and Choir School	
Head of Learning Support	Lisa Masarati lm@reigatestmarys.org
Assistant SENCO	Jo Marshall jm@reigatestmarys.org
Learning Support Assistants	Sue Elvy, Louise Duff, Isobel Carter, Rebecca Pini, Susie Corcoran, Lydia Fell
RGS Surrey Hills	
Head of Learning Development and SENDCo	Shelley Marsh shelley.marsh@rgs-surreyhills.org
Speech and Language Therapist	Jean Lye jean.lye@rgs-surreyhills.org
Specialist Teachers	Becky Gill (English) Becky.Gill@rgs-surreyhills.org Caroline Pendrill (English) Caroline.Pendrill@rgs-surreyhills.org Alam Sheikh (Maths) Alam.Sheikh@rgs-surreyhills.org Jack Wong (Maths) Jack.Wong@rgs-surreyhills.org
Teaching Assistants	Fleur Priestley, Manuela Nardone (and ELSA)
St Christopher's School	
Head of Learning Support	Shona Louvel s.louvel@st-christophers.surrey.sch.uk Laura Fisher (Mat cover) l.fisher@st-christophers.surrey.sch.uk
Specialist Teachers	Jennie Skilton (ELSA)