



SHERBORNE PREP

SEND Information Report for Parents 2025-26

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Introduction

At Sherborne Prep, we believe that all our pupils have a right to learn regardless of needs and have the same entitlement as their peers. As a school we wholeheartedly believe in children being children; we encourage inquisitiveness and curiosity, and we live our values, especially kindness. We promote an inclusive school environment and aim to identify and support needs at the earliest opportunity to ensure that all pupils participate fully in school life and make progress.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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.

What is SEND?

Special Educational Needs (SEND) is a term that refers to pupils that have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to or different from most of the pupils of the same age. The Learning Support department aims to provide support for a wide range of differences:

- **Cognition and learning:** This refers to challenges with learning that are greater than their peers and may include difficulties with processing information, memory, or attention as well as Specific Learning Difficulties such as dyslexia, dyscalculia, dysgraphia, and Developmental Coordination Disorder (dyspraxia)
- **Communication and Interaction:** This area covers difficulties with understanding or using language and communicating with others including speech, language, and communication needs (SLCN) and Autism
- **Social, emotional, and mental health (SEMH)** This area refers to difficulties such as anxiety, emotional regulation and other conditions that impact a pupil's social and emotional well-being including attention deficit disorders (ADHD, ADD).
- **Sensory and/or physical needs:** This includes needs related to sensory processing difficulties (over or under-sensitivity to touch, sound, or smell) and physical disabilities that require additional support or equipment including visual and impairments.

Identifying pupils with SEN and assessing their needs

The Head of Learning Support liaises regularly with staff in the Nursery and Pre-Prep as well as class and form teachers. Early intervention is essential in ensuring that the correct provision and support is in place to enable successful learning and wellbeing. Concerns regarding a pupil may be raised by a parent or teacher. A parent should speak to their child's class teacher in the first instance if they have any concerns. Teachers may raise concerns to the Head of Learning Support through CPOMS and the referral process below.

Initial Concern	The class teacher records their concern on CPOMs and together with the Head of Learning Support completes an Initial Concerns form
Analysis	The Head of Learning Support investigates the concern using school information which may include analysis of GL data, mid-term assessments, previous reports, book scrutiny, in-class observation, and further discussion with class / subject teachers.
Parent / Pupil involvement	When and where appropriate, the Head of Learning Support will contact parents to discuss initial concerns and seek their opinion regarding next steps. The Head of Learning Support may also speak to the pupil to gather their views.
Further assessment	The Head of Learning Support may seek further information through specific assessments or seek advice from an external professional including Education Psychologist, Speech and Language Therapist, Occupational Therapist or SpLD assessor.
Intervention	Assessment information and discussions with staff and parents may lead to a specific course of intervention recorded as a cycle of Assess - Plan –Do – Review. Any recommendations from external professionals regarding classroom strategies are also shared with staff.

All pupils in Years 3-8 are assessed each year using GL assessments, including cognitive ability testing (CATs), Progress in Maths and Progress in English tests. In addition, reading and spelling ages are recorded for pupils in Years 1 – 6. These are used as a benchmark to identify pupils:

- whose performance is significantly lower than their peer group
- whose attainment is significantly lower than expected, given their ability
- whose scores are failing to match performance from previous years

All pupils in Year 3 and new pupils in years 4 – 6 are screened for dyslexic traits using the Lucid Rapid screener programme.

The approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated, as appropriate, for individual pupils.
- At Sherborne Prep we follow a graduated response through the assess – plan – do – review cycle. This means that once we have identified a need, an agreed programme of intervention is put in place with a review date set.

Pupils can receive support at three stages or waves. Wave 1 support may include some additional strategies within the classroom as part of universal provision and quality first teaching. If a pupil continues to not make expected progress, then Wave 2 provision of small group intervention or some in class support may be implemented. Wave 3 provision involves individual support through additional Learning Support lessons or sessions with an external provider (Speech and Language, Occupational Therapist). The intervention programme includes agreed targets and is recorded on a Pupil Profile. Further advice from external professionals may also be requested with referrals made to education and health services by the Head of Learning

Support. In some cases, where the level of need is extremely high a request for an Education Health and Care Plan (EHCP) assessment will be made to the local authority.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Regular monitoring (half-termly assessment data, feedback from staff, quality of class work, quality of prep)
- Learning Support assessment tracking (termly reading and spelling assessments)
- Baseline assessments
- GL data comparison
- Teaching Assistant feedback
- Weekly revision activities
- Pupil Profiles and reviews
- EHCP annual reviews
- Pupil Voice questionnaire
- Feedback from parents

Adaptations to the curriculum and learning environment

Please see the school's [Accessibility Plan](#) for more detailed information. This can be requested from the School Office.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access the learning, for example, by grouping, 1:1 work, teaching style, content of the lesson, assistive resources, and technology
- Adapting our resources and staffing e.g., Academic Support lessons replace Latin in Years 7 and 8
- Using recommended aids, such as laptops, coloured paper/screens/overlays, visual timetables, sensory tools
- Differentiating our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, help with scribing, reading instructions aloud, providing additional visual prompts and providing concrete resources to support kinaesthetic learning.

Additional support for learning

There are several ways that pupils may receive additional support for learning, including:

- Catch-up clinics
- Enrichment clubs
- In-class support from Teaching Assistants
- Reading priority list
- Tutor support in form-time
- Small group Maths sessions
- Small group English sessions

- Assistive technology group
- Academic Support (for non-Latinists)
- 1:1 intervention (Learning Support)
- Intervention programmes led by visiting external professionals including Speech and Language, Occupational Therapy, Play Therapy

Communication with staff

Clear communication with staff is essential. This is done through:

- A link on SharePoint to all key documentation (SEND register and information, assessment summaries, Pupil Profiles)
- ISAMS (copies of external assessment reports; identification of needs)
- Logging of concerns on CPOMS
- Regular communication with staff – informally and formally
- INSET and staff meetings (pupil discussions, training on specific learning difficulties and areas of SEND, visiting professionals)

Staff and training

The Learning Support department has several qualified staff which includes:

- The Head of Learning Support who is an experienced SENCO and has the National Award for Special Educational Needs Coordination.
- An experienced Maths Teacher with an additional Specific Learning Difficulties qualification
- Four part-time Teaching Assistants who work within the classrooms supporting individual pupils or small groups. Each Teaching Assistant has developed their own skill set including experience of literacy and maths support, sensory needs, and social and emotional wellbeing.
- A qualified English as an Additional Language teacher. Please see the [EAL policy](#) on the school website for further information regarding EAL provision.

Training on supporting children with specific educational needs is provided to all teaching staff. This includes INSET delivered by the Head of Learning Support and external professionals. Previous training has included dyslexia awareness, supporting sensory needs, and social and emotional needs. There has also been a SEND focus as part of the Sherborne Schools Group with combined training on supporting neurodiversity.

Communication with parents

At Sherborne Prep we recognise the value of working alongside parents to support their children. This includes:

- regular communication through emails, phone calls, and face to face meetings
- two parent meetings per year
- Pupil Profile review meetings through parent meetings, separately arranged meetings or via email/telephone.
- Parent workshops

We have an open-door policy and welcome parents at any time to meet with a member of the Learning Support team.

Communication with pupils

Unless parents specifically request otherwise, pupils will be informed about their strengths and how the school will help with their challenges. Pupils are encouraged to voice their opinions on how they feel about school and how they want help from the teachers through the Pupil View form and Pupil Profile. It is important that pupils feel confident that their views are heard and valued.

Equipment and facilities

The Learning Support classroom sits within the Wessex block in the main school building. The classroom is very well-resourced and includes a wide range of literacy and numeracy resources and programmes to support learning. There is also a designated calm area to support those children who may require a quieter environment during the school day. Children are encouraged to visit the Learning Support department during the day if they have any worries or just need to touch base with an adult.

Working with external parties

We have several visiting professionals who work with our pupils, including Speech and Language Therapists, Occupational Therapists and Educational Psychologists. We value their expertise and aim to implement their recommendations wherever possible.

Transferring to a new school

The Head of Learning Support is in regular communication with the Admissions and Learning Support teams at several senior schools. Clear and open communication is constant throughout the year. When a pupil moves onto their senior school, key documentation (with parental permission) is shared with the new school, along with a transfer report containing relevant information such as strengths, challenges, successful strategies, and targets.

Contact details

For further information regarding Learning Support at Sherborne Prep, please contact Elaine Blake on elaine.blake@sherborneprep.group.