



# St Christopher's the Hall School



## Individual Pupil Need

Policy Owner: Head of Learning Enrichment

ISSR Reference: 3b SEND, EAL, more able pupils

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## Version Control Information

<b>Reason for Amendment</b>	<b>Role</b>	<b>Date</b>	<b>Main Changes</b>
Annual review	Head of Learning Enrichment	Lent 2026	Converted to a new template  Incorporation of previously separate related documents into the main policy document

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### 1. Introduction and Aims

This policy is applicable to: staff, pupils, parents/carers of St. Christopher's The Hall and aims to recognise and celebrate that all children learn at different rates. It is our endeavour to challenge all pupils with their learning, while continuing to stretch and extend those pupils within the School who are academically more able.

St Christopher's believes in high quality teaching practices and high expectations for all children. Our special educational needs and disabilities (SEND) policy aims to:

- To support the abilities, personal qualities and talents of all children.
- To identify pupils who are more able and ensure that these children receive an education appropriate to their abilities.
- To provide differentiated teaching that makes learning challenging and enriching.
- To promote higher order thinking and conceptual understanding within more able pupils.
- To utilise a variety of questioning skills to further and deepen understanding.
- To stimulate more able and talented children through extra-curricular activities and through curriculum enrichment.
- To foster and support high teacher expectations.
- To work in partnership with parents/carers to help them promote children's learning and development.

In relation to SEND, the policy also aims to:

- Provide the best educational setting to meet the needs of all children, taking into account the ages, aptitudes and needs of all pupils, including those with SEND.
- Monitor all learning environments and resources in order to make/effect improvements.
- Enable all children, including those with SEND, to have full access to all elements of the school curriculum using reasonable adjustments.
- Recognise each student's achievements as well as his or her difficulties.

- Enable all students to achieve their maximum potential for their ability.
- Acknowledge parents/guardians/carers as invaluable partners and involve them in decisions about their children's education.
- Ensure safeguarding procedures are in place to ensure that all students will be protected from harm and neglect.
- Ensure that students with medical conditions are supported to enable their maximum inclusion in all school activities.
- Ensure that children with special educational needs and disabilities are not at risk of being vulnerable to radicalisation and to build their resilience by promoting fundamental British values and enabling them to challenge extremist views.

St. Christopher's strives to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum, and is committed to offering all pupils the chance to thrive and fulfil their aspirations.

## 2. Legislation

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and informed by the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report.
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

## 3. Roles and responsibilities

### 3.1 St Dunstan's Education Group

The governing body has ultimate responsibility for Individual Pupil Need and Enrichment but will delegate day-to-day responsibility to the Head of Learning Enrichment.

The governing body has a duty to:

- Ensure the school complies with its legal duties under the Children and Families Act 2014 and the Equality Act 2010.
- Use their “best endeavours” to secure the special educational provision required for pupils with SEND.
- Prevent discrimination and promote equality and inclusion for all pupils, including those with SEND.
- Oversee and regularly review the school’s SEND policy and provision.
- Ensure the Special Educational Needs Coordinator (SENCO) is appropriately qualified, supported, and able to fulfil their role effectively.
- Ensure SEND funding and resources are used efficiently and appropriately.
- Hold the headteacher and senior leaders to account for the outcomes of pupils with SEND.

### **3.2 Chief Executive Officer**

The Chief Executive Officer is responsible for:

- Strategic leadership of the school or group of schools.
- Oversight of educational standards and pupil outcomes.
- Ensuring compliance with the Independent School Standards and safeguarding requirements.
- Financial oversight and sustainability.

### **3.3 The Head of Learning Enrichment**

The Head of Learning Enrichment is responsible for the day-to-day operation of the school's SEND requirements and for ensuring provision is in place and effective for all children identified as Working in Greater Depth, Exceptionally Able, more able or talented within the school. This involves:

- Ensuring screening and tracking systems are in place for identification.
- Managing interventions and developing alternative teaching strategies and individual programmes where necessary, in collaboration with the subject/class teacher.
- Ensuring that students with SEND have equal access to all areas of the curriculum.
- Establishing that termly plans include information about differentiation.
- Keeping abreast of professional developments and current good practice.
- Leading the commitment of the School to working with parents and students and ensuring their views and contributions are valued.
- Leading induction and in-service training so that teachers are made aware of and trained in recognising signs of SEND.
- Advising individual staff and seeking out and promoting resources and materials appropriate to individual teachers' training needs.

- Acknowledging that teachers are responsible and accountable for the progress and development of students in their class and advising them on SEND strategies and provision to provide the most effective intervention.
- Reviewing Pupil Passport, Individual Education Plans and Support Plans regularly.
- Reviewing EHC plans annually with the Local Authority, class teacher, family and involving students when appropriate in formulating plans.
- Keeping records of the identification, coordination and level of provision for students with SEND, completed in liaison with teachers, Head, parents and child.
- Identifying all children at Greater Depth and ensuring that these children are being planned and catered for.
- Supporting with the planning and provision of enrichment groups.
- Investigating best practice and using this to inform strategy and share with teachers.
- Monitoring and adjusting provision to meet current needs.
- Reviewing this policy in consultation with SLT, staff and governors.

### **3.4 Staff – Class Teachers**

Staff are responsible for ensuring that the needs of more able pupils and pupils with SEND are met through best classroom practices and a graduated approach.. Staff will:

- Plan and provide high-quality teaching that is differentiated to meet pupil needs.
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Work with the Head of Learning Enrichment to review each pupil's progress and development, and decide on any changes to provision.
- Reflect on, monitor and evaluate the needs of the most able pupils when planning.
- Use prior assessment and future targets to inform pace, depth and breadth of lesson content.
- Use effective questioning to promote deeper levels of critical thinking and understanding of concepts.
- Design open ended work tasks that challenge and promote higher order thinking.
- Allow more able pupils to continue working independently within the classroom on tasks rather than participating in direct teacher instruction with the class, where appropriate.
- Ensure both pupil and teachers have high expectations.

Class teachers will communicate with parents regularly to:

- Set clear outcomes and review progress towards them.
- Discuss the activities and support that will help achieve the set outcomes.

- Identify the responsibilities of the parent, the pupil and the school.
- Listen to the parents' concerns and agree their aspirations for the pupil.

### **3.5 Pupils and parents/carers**

Pupils and parent/carers are responsible for informing the school if they have any concerns about their child's progress or development. Pupils and parents /carers will:

- Always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.
- Be invited to participate in discussions and decisions about this support.
- Be given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

### **3.6 Pupils**

Pupils will always be given the opportunity to provide information and express their views about their SEND and/or their learning needs and the support provided, where appropriate. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are.
- Contributing to setting targets or outcomes, if appropriate.
- Giving feedback on the effectiveness of interventions.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **4. Inclusion and Equal Opportunities**

At St. Christopher's we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definitions and Identification (Most Able, Talented, SEND and Disability)

In order to ensure suitable provision, assessment data, along with teacher judgement, is used to identify pupils who fall into the following categories:

- Most Able pupils are those who achieve, or have the ability to achieve in one or more academic subjects, demonstrating abilities more advanced than their year level peers.
- Able, Underachieving pupils are those pupils who have scored highly on innate intelligence tests but are not realising their potential in classroom or attainment assessments.
- Talented pupils are those pupils who show an exceptional aptitude in one or more of the following areas – Art, Music, Drama, Physical Education, Computing and Modern Foreign Languages.

A child or young person has special educational needs if they are finding it more difficult than other pupils to make progress. This may be due to a specific learning difficulty or disability; emotional and/or mental health; social difficulties; or speech and language difficulties. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Code of Practice 2014).

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers. The needs of pupils with SEND are grouped into 4 broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

Pupils can have needs that span across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

#### Provision within the School

All pupil progress will be monitored via termly pupil progress meetings between the Head of Learning Enrichment, Deputy Head, and classroom teachers. Assessment data is analysed alongside teacher judgement and then provision is allocated to support students who are not reaching their full potential.

All pupil progress is monitored via termly pupil progress meetings between the Head of Learning Enrichment, Deputy Head, and classroom teachers, for both pupils with SEND and those who are more able or talented. Assessment data will be analysed alongside teacher judgement and provision then allocated or adjusted to support pupils who are not reaching their full potential or who require additional challenge. For pupils with SEND, the effectiveness of provision is evaluated by:

- Tracking pupils' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEN support.
- Monitoring by the Head of Learning Enrichment.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents.

For more able and talented pupils, monitoring includes maintaining assessment data demonstrating that the pupil is working consistently at a higher level than their peers and reviewing the impact of enrichment and extension opportunities.

Training is regularly provided to teaching and support staff; the Headteacher and the Head of Learning Enrichment continuously monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.

## **More Able and Talented**

Pupils demonstrating that they are more able will be offered increased challenges and opportunities to extend and deepen their understanding of concepts, to ensure they reach their full potential. Identification of a pupil as more able is flexible, rather than fixed, to accommodate for pupil growth and development. Best classroom practice for more able pupils includes:

- Reflecting on, monitoring and evaluating the needs of the most able pupils when planning.
- Knowledge and use of prior assessment and future targets to inform pace, depth and breadth of lesson content.
- Effective use of questioning to promote deeper levels of critical thinking and understanding of concepts.
- Designing open ended work tasks that challenge and promote higher order thinking.
- Allowing more able pupils to continue working independently within the classroom on tasks rather than participating in direct teacher instruction with the class.
- Ensuring both pupil and teachers have high expectations.

## **Talented**

Pupils identified as talented will be closely monitored by staff and encouraged to participate in the wide range of activities on offer both in school and out of school. The School offers an extensive and enriching curriculum: Clubs at lunchtime or after school support academic subjects as well as creative endeavours.

The Music department offers enriching activities such as choir and orchestra, with many opportunities for performing in concerts and assemblies within school; externally children are encouraged to take part in music festivals and community events. The School hosts a music examiner once per term and supports pupils as they prepare for these exams.

The Physical Education department offers an extensive number of sporting clubs (e.g. judo, hockey, football) and can provide advice regarding sports clubs outside of school.

Specialist staff will mentor talented pupils, particularly in the case of children attaining district or county level representative sport; or in the lead up towards external music and drama exams or scholarship auditions, on a case by case basis at the discretion of the specialist teacher.

### **Group Provision**

Across the whole school, pupils' needs will be catered for through small intervention groups and team-teaching. This provision is fluid and will be re-assessed termly.

#### Provision for Able Underachievers

Where underachievement has been identified, this will be discussed with the classroom teacher, Head of Learning Enrichment and parents. Suitable strategies will be discussed and put in place. Monitoring of strategies and interventions will be completed, with progress reviewed at the end of each half term.

#### Provision and Procedures for Pupils with SEND

The School admission policy and assessments for prospective pupils gauge whether they will cope with the demands of the curriculum. Provision for children with SEND to have equal opportunity to participate is made. Best endeavour will be made to meet the individual needs of a child with SEND.

The School must ensure that the curriculum, site and facilities where possible, are accessible to children with special educational needs. In the light of evidence about a child's particular needs, provision can include:

- Improving access as far as is reasonable through physical changes to the building and by providing extra resources.
- Appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs.
- Ongoing consultation with parents and student to establish a collaborative partnership and programme of support.
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former students, membership of professional bodies.
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature.

- Reinforcing strategies for safe internet use and helping the child develop appropriate practices for taking down and recording information (e.g. laptop computer).
- Providing alternative sources of accessible supporting information.
- Organising access arrangements for internal exams.

## **A Graduated Response to SEND Support**

St Christopher's the Hall School utilises a graduated whole school response to meeting special educational needs. This means using a range of suitable strategies within the classroom first while using school resources, before considering seeking specialist expertise to advise further on ways to best support the needs of the student.

Complaints about the School's provision for a child with SEND should be addressed in the first instance to the Head of Learning Enrichment, who will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Headteacher and the School's general complaints procedure will be followed.

### Level 1 – In class support

All teachers are teachers of SEN, with high quality inclusive teaching practices utilised. Lessons are differentiated for individual or groups of students, which is the first step in meeting the needs of any student who has or may have special educational needs. When a learning need is first identified, the class teacher will be responsible for monitoring the child's progress and for ensuring work tasks are achievable. The class teacher will:

- Assess the student.
- Plan and differentiate work tasks, which will include setting targets and considering additional strategies to be used (with advice from the Head of Learning Enrichment as needed).
- Deliver the support via in class provision, or group provision from a school TA.
- Review the support in place and assess if new targets need to be set.
- Inform parents of any concerns and the school action taking place, encouraging parents to share information and knowledge with the school.

The Head of Learning Enrichment will support the assessment of the student, assist in planning future support in discussion with colleagues and monitor the action taken. However, the student's teachers will remain responsible for working with the student, assisting in planning an individualised programme and delivering such a programme.

### Level 2 – Learning Support

If the child has made little or no progress after an appropriate period of time and continues to work at levels significantly below those expected for children of a similar age, the Head of Learning Enrichment, class teacher and members of the Senior Leadership Team will meet and decide on a fixed term intervention, via termly Pupil Progress meetings.

The level of additional intervention and support will depend on the individual student's needs. Provision will be monitored regularly, evaluated and, if necessary, adjusted. The Head of Learning Enrichment will also contact the parents to discuss the intervention being put in place. If deemed necessary, further assessment may be suggested (e.g. Educational Psychologist, Clinical Psychologist, Dyslexia Assessor, Speech and Language Therapist, Occupational Therapist), at parents' expense.

### Level 3 – The Learning Support Register

Some children will need more specialist or longer-term provision.

- Students who have a diagnosis of need from outside professionals, or receive specialist support, will be placed on the Learning Support Register.
- A Pupil Passport with Support Plan will be established for any student with a diagnosis, setting out the child's strengths and difficulties and a range of strategies to be employed, as a working document written by the Head of Learning Enrichment and relevant teaching staff, parents, the student and outside agencies.
- An Individual Education Plan will be created for students requiring targeted learning goals, setting goals to be achieved and reviewed each term, as a working document written by the Head of Learning Enrichment and relevant teaching staff, parents, the student and outside agencies.

### Provision for students with an Education, Health and Care Plan (EHCP)

An application to the local authority can be made if the School and parents consider their child may require an EHC plan. St Christopher's will work together with parents to supply all relevant documentation required by the LA within the process.

Children with an EHC plan applying for a place within the school will be considered in accordance with the Admissions Policy. A place can be offered if the School believes it can provide an appropriate learning environment and is able to fulfil the requirements stated in the EHC plan.

### Support Services

- The School advises parents on a wide range of available services; independent advice can be accessed through the Information, Advice and Support Service (IASS – formerly Parent Partnership).
- The School may access screening, advisory and back-up services from a variety of professional bodies and individuals (e.g. Phoenix Centre).
- The School may facilitate Occupational Therapy and Speech and Language Therapy at school through external providers.

### Liaising with Future Schools upon Transition

- The School places great emphasis on the school transition process, assisting with the correct choice of school for students to move on to, in consultation with parents.

- The Head of Learning Enrichment will be available to discuss the child's individual needs and share information about provision and support that has been provided with the receiving school.
- Support for parents in their choice of next school and in preparing for transfer is offered by the Headteacher and Head of Learning Enrichment.
- Transfer of information is arranged; this includes the SEND file and the child's last school report.

## **5. Monitoring**

This policy will be reviewed by the Head of Learning Enrichment annually.

At every review, the policy will be approved by the Education Committee.

## **6. Links with other policies**

This Learning Extension, Enrichment and SEND policy links to the following policies:

- The School Admissions Policy.
- The School's Safeguarding and Child Protection Policy, including procedures to ensure that all students will be protected from harm and neglect.
- The Equality and Diversity Policy, including the School's duties under the Equality Act 2010 and the Public Sector Equality Duty.
- Behaviour and Pastoral Care policies, supporting students' social, emotional and mental health and promoting a strong sense of self-esteem.
- Complaints Policy
- Curriculum Policy