



# CHURCHER'S COLLEGE

## **LEARNING ENRICHMENT POLICY**

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**Including Special Educational Needs and/or Disability and More Able and Talented**

JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

June 2026

## LEARNING ENRICHMENT POLICY

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## Policy Statement

This policy relates to all children at Churcher's College Junior School and Nursery, including the Early Years Foundation Stage (EYFS). Throughout this document, the term "the School" refers to Churcher's College Junior School and Nursery.

This policy is intended to read alongside the following policies:

- Junior School Curriculum Policy
- Accessibility Policy

## SECTION 1 Special Educational Needs and/or Disability (SEN/D)

### 1 Introduction

At Churcher's College Junior School we endeavour to ensure that children with special educational needs and/or disabilities are supported in fulfilling their academic and personal potential.

### 2 Entry to the School

2.1 Churcher's College Junior School is academically selective and prospective pupils undertake a range of entrance assessments. We request parents of children with SEND to discuss their child's requirements with us before they sit our entrance assessments so that we can make adequate provision for them. Parents should provide a copy of an educational psychologist's report or a medical report to support their request for special arrangements, e.g. for extra time.

2.2 Regardless of age each pupil with SEND requires individual consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents the adjustments that can reasonably be made for their child at the point of offer and before they become a pupil at the School.

### 3 Definition of SEN/D

3.1 *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

***(Special Educational Needs and Disability Code of Practice, 2015. DfES)***

3.2 Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is .... "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". This definition includes sensory impairments such as those affecting sight

or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

#### **4 Aims**

The SEND Code of Practice 2015 is clear that “teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” At Churcher's College Junior School we encourage a whole school approach to supporting children with SEND, where class and subject teachers and the Head of Learning Enrichment work together to provide support, encouragement and understanding in every aspect of a pupil's school life. We aim to enable all children to participate in the life and work of the school and together with parents, we aspire to provide the education that will help them to achieve to the best of their abilities, whatever their needs. Our aims include:

- To identify, at the earliest opportunity, any pupil with SEND.
- To gather and analyse information on identified pupils and decide on appropriate support.
- To provide appropriate support and advice to teachers of pupils with learning difficulties.
- To develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning and behaviour of those with SEND.
- To provide pastoral care and support for all pupils with SEND so that they may develop confidence in all areas and build a strong sense of self-esteem.
- To ensure that information relating to SEND pupils' individual needs is communicated to and accessible to members of staff as appropriate.
- To liaise with external agencies and implement their recommendations.
- To maintain close links with parents/guardians regarding the progress of their child.

Churcher's College Junior School aims to be compliant with the Equality Act 2010 and has regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years, 2015.

#### **5 The Additional Needs List**

The Additional Needs List records information on all pupils:

- With identified SEND.
- Those receiving additional support or early intervention
- Those who have received a professional assessment, diagnosis report or advice.
- Pupils for whom English is not their first language.

This list is stored on the staff drive on the School's intranet so that the information is easily accessible to all teaching staff.

## 6 Roles and Responsibilities

The Head of Learning Enrichment is Emily Smith. **The Head of Learning Enrichment's responsibilities include:**

- Supporting children with additional learning needs to achieve their potential and optimise their self-esteem and resilience.
- Overseeing the day-to-day operation of the School's Learning Enrichment Policy.
- Developing, monitoring and evaluating the Learning Enrichment Policy.
- Overseeing and maintaining central records for all children with SEND.
- Co-ordinating the provision for pupils with SEND.
- Ensuring staff are kept up to date with current development in SEND through informal conferencing and INSET.
- Advising staff on supporting pupils with SEND.
- Developing and maintaining a programme of identification, assessment, tracking and monitoring of pupils with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including educational and clinical psychologists, speech and language therapists and occupational therapists.

**Teachers' responsibilities include:**

- Raising concerns about a pupil's learning difficulties with the Head of Learning Enrichment through a completed Initial Concerns Checklist and working with her to assess and support the pupil.
- Liaising with the Head of Learning Enrichment as to the most effective means of meeting the needs of individuals.
- Referring to key points from an educational psychologist's and/or other professionals' reports as detailed on report summaries and implementing those recommendations in the classroom and broader school life where appropriate.
- Referring to classroom provision listed on Individual Support Plans and implementing this in the classroom.
- Supporting pupils to achieve any targets listed on their Individual Support Plan. Reviewing and updating any classroom provision alongside other colleagues.
- Liaising with parents of pupils with SEND.

## 7 Identification of SEN/D

7.1 The SEND Code of Practice 2015 identifies the following four areas of need:

### 1 Communication and Interaction

- I. Children with speech, language and communication needs (SLCN) will have difficulty in communicating with others. This may be because they have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.
- II. Children and young people with Autism Spectrum Condition (ASC), are likely to experience specific 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 children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs:

- I. Moderate learning difficulties (MLD)
- II. Severe learning difficulties (SLD)
- III. Profound and multiple learning difficulties (PMLD)
- IV. Specific learning difficulties (SpLD e.g. dyslexia, dyspraxia, dyscalculia etc)

## **3 Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

## **4 Sensory and/or physical needs**

Some children and young people 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.

- I. Vision impairment (VI)
- II. Hearing impairment (HI)
- III. Multi-sensory impairment (MSI)
- IV. Physical disability (PD)

Many children with these difficulties will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children with PD will require additional ongoing support and equipment to access all the opportunities available to their peers.

- 7.2 A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.
- 7.3 At Churcher's College Junior School we recognise that early identification coupled with effective provision gives the best long-term outcomes for pupils. Churcher's College Junior School & Nursery identifies SEND by:
1. Liaising with the previous schools and parents of new pupils to gather information regarding a pupil's SEND needs.
  2. Screening Year 3 pupils (and children joining the school at an older age if appropriate) for dyslexia using a digital dyslexia screener.
  4. Internal screening assessments of individual pupils whose academic development is of concern (with parental consent).
  5. Class/subject teachers raising concerns with the Head of Learning Enrichment through an Initial Concerns Form and working with them to identify the pupils' specific needs and to help the pupil close the attainment gap with his/her peers.
  6. Parents or children raising concerns with the Head of Learning Enrichment.
  7. Analysing the standardised scores of annual digital tests and other assessments which may highlight discrepancies in a pupil's profile.
- 7.4 If there is a concern parents are informed, and their agreement is sought to carry out further screening tests. Parents are informed of the outcome of the screening and are consulted in the formation of a plan of support for their child. If necessary, the Head of Learning Enrichment can help parents arrange further external professional assessments (at the parents' expense).

## **8 A Graduated Response to Intervention**

- 8.1 At Churcher's College Junior School we offer a graduated response to intervention:
1. In most cases a pupil's needs can be met by high quality teaching through an appropriately differentiated curriculum and this is the first response offered to support a pupil.
  2. Small group support may be provided to those that need a boost in a specific area e.g. phonics tutoring. If, in some cases, a pupil fails to make adequate progress with a differentiated curriculum and/or small group support, then further discussion with parents, the class/subject teacher and the Head of Learning Enrichment will take place to discuss next steps for pupil support.

3. For some pupils individual lessons are appropriate to provide bespoke, targeted support for their specific difficulty/ies. Whenever possible children are not withdrawn from core academic lessons and every effort is made not to timetable individual support lessons during activities for which the pupil may have a particular skill or enthusiasm.
- 8.2 Individual support lessons are taught by experienced specialist teachers who are responsible for assessing, planning, delivering and reviewing appropriate intervention. An Individual Support Plan (ISP) will be written detailing the classroom support needed and the targets to be worked towards in the individual lessons. These are shared with parents, class teachers and specialist teachers. ISPs are working documents and may be adjusted according to need at any point but are reviewed formally in June and October every year. Parents are kept informed of their child's progress through updated ISPs and regular review meetings.
- 8.3 Some children's needs are met through the provision available in the classroom. These children's support strategies may be detailed on a summary of an external professional's report which is shared with their teachers or they may have an Individual Support Plan (ISP) which includes targets based on recommendations and advice provided by external specialists' reports.
- 8.4 If adequate progress is not made or if the learning needs are complex or significant, then parents will be advised to seek advice from an external specialist (e.g. educational psychologist, speech and language therapist etc) to provide the school with more detailed information about the pupil's needs and advice for their support.
- 8.5 The nature of support offered to a pupil is decided on a case by case basis according to need. Support may be needed for a short time only or it may be required throughout a pupil's time at the school.
- 8.6 Individual support lessons in the Learning Enrichment department are charged as an extra cost but no charge will be made if the lessons are provided in accordance with the School's duty to make reasonable adjustments. This will be considered on a case by case basis.

## **9 English as an Additional Language (EAL)**

*The term "EAL" is used to describe a diverse and heterogeneous group of learners who speak English as an Additional Language. In England, such learners are defined as those who have been 'exposed to a language at home that is known or believed to be other than English' (Department for Education, 2019).*

Churcher's College Junior School is aware of the above definition of EAL by the Department for Education. We define EAL in our setting to mean those pupils for whom English is not their first language and/or those pupils who may speak a different language at home.

- 9.1 The majority of EAL pupils joining the school are already proficient in English and their support needs are met by their class and subject teachers. However, in response to exceptional circumstances (eg. to support Ukrainian refugees staying with local host families with established connections to Churcher's College), the school will admit

pupils with a level of language that is not considered functional in their classroom setting. These children's educational and welfare needs are individually assessed, and the support offered is tailored to the needs of each pupil.

We define a "functional level of language competence" to mean that pupils can access the teaching and learning in their classroom without additional support.

- 9.2 A child is not regarded as having a Special Educational Need solely because the language or form of language of the home is different to the language in which she or he will be taught. However, the school recognises that an EAL pupil may also have special educational needs which would be identified and addressed through our usual processes.
- 9.3 In normal circumstances if a pupil's knowledge of the English language becomes a significant barrier to him/her accessing the curriculum, additional support will be sought from external agencies, the cost of which is paid for by parents.

## **10 Specialist Intervention**

Churcher's College Junior School is able to provide contact information for a range of specialist services including:

- Psychologists
- Occupational therapists
- Speech and language therapists
- School Counsellor

It is the responsibility of parents to engage specialist services such as those listed above and to cover all costs relating to the assessment, consultation, report and therapy. Assessments and therapy sessions can often take place on the school site.

## **11 Monitoring Progress**

- 11.1 Class and specialist teachers are responsible for assessment of the progress of all pupils in their subject and they should identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
- Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap
- 11.2 When possible, the Head of Learning Enrichment attends the EYFS, Pre Prep and Prep department meetings to facilitate the flow of information on pupils' academic progress between the class/subject teachers and the Learning Enrichment department.

## **12 Exam Concessions**

The Junior School does not have internal exams but there are regular tests of knowledge learned in most subjects. Depending on the nature of the test additional time may be offered if a pupil has a specialist report specifying this requirement or at the discretion of the Head of Learning Enrichment.

With regard to the Senior School entrance exam, the Junior School follows the criteria for exam concessions set out by the Senior School. Pupils who have individual lessons in the Learning Enrichment department do not automatically qualify for additional time in the Senior School entrance exam.

## **13 Staff Development**

All teachers are supported in their teaching of pupils with SEND in the following ways:

- Information contained in the Learning Enrichment department folder in the staff drive on the school intranet. This contains SEND information specific to pupils and also general information on SEND indicators and support.
- Information given at the designated Learning Enrichment slot at the weekly Staff Briefing and by arrangement at Staff Meetings.
- Provision of ISPs for pupils whose needs are being supported in the classroom. ISPs are stored in the Learning Enrichment Department folder in the staff drive on the School intranet so that staff can read them and support their pupil towards their targets and act upon advice and strategies recommended.
- Provision of summaries of specialist assessment reports (e.g. EP, OT, SLT) written by the Head of Learning Enrichment to inform teachers' understanding of a pupil's specific learning difficulty and aid planning of appropriate differentiation and teaching strategies in lessons.
- SEND CPD workshops with external specialists are arranged.
- Information on SEND training opportunities is shared with all teaching staff and teaching support staff where relevant.

## **14 Working with Parents**

The school actively encourages the involvement of parents in their child's education. This is particularly relevant for the parents of a child with SEND where research clearly shows that the support and encouragement of parents can be crucial in the child achieving success. Parents receive an updated ISP twice in an academic year and are offered at least termly meetings with members of the Learning Enrichment team.

## **SECTION 2 MORE ABLE AND TALENTED CHILDREN**

### **1 Introduction**

Churcher's College Junior School aims to provide academic extension and enrichment to meet the needs and interests of every pupil at the School. Our teaching, setting, academic and extra-curricular opportunities ensure that the majority of our pupils will reach or surpass their potential in various fields of endeavour.

'More Able' and 'Talented' are terms used to define those within the top 10% of their peer group in a particular academic discipline or in disciplines such as art, design, music and sport. At Churcher's College Junior School there are a number of pupils who may fall in this group, however, as children mature and develop at different rates so the cohort of pupils identified as More Able and Talented (MAT) may also change over time.

### **2 Definitions**

- **More Able**

Pupils who achieve, or have the ability to achieve, significantly above the national average in one or more academic areas, including areas outside the main school curriculum.

More able pupils may display characteristics such as:

- Intently focused
- Asks insightful questions and has a curiosity
- Imaginative, providing creative and original solutions
- Learns a new skill quickly and readily
- Shows initiative
- Able to apply their learning to other areas and solve problems

However, all children are unique individuals and this list is not exhaustive, nor does it mean a child is necessarily more able if they display some of these features.

- **Talented**

Pupils who demonstrate a high level of ability and expertise in areas such as art, design, performing arts, games, PE and music.

### **3 Aims**

- To identify and track More Able and Talented children through the various sources of information available to us (e.g. standardised testing, assessment tasks, professional judgement).
- To provide appropriate opportunities for enrichment and extension to fulfil the potential of More Able and Talented children.
- To provide teaching which makes all learning challenging and engaging and enables all pupils to reach their academic potential.

- To be flexible in our approach by constantly monitoring and adapting our More Able and Talented provision so that it reflects best practice and to ensure that it serves the needs of our pupils.

#### **4 Identification**

At Churcher's College Junior School when we identify More Able and Talented children we look for those pupils who are working significantly above the nationally expected outcomes for their age in one or more areas of the curriculum or displaying a particular talent/ability in a specific area. Methods of identifying more able pupils are varied. We recognise that using only one method may be insufficient therefore we gather as much information about individual pupils as possible.

##### **1. More Able**

Teacher judgement is important in identifying More Able pupils through formative and summative assessments and observations which take place throughout the year, i.e. classroom observation, discussion and work scrutiny. We also use standardised tests and assessments to highlight pupils who achieve a standardised score greater than 130 in areas such as verbal and non verbal reasoning, reading and mathematics.

##### **3. Talented**

A pupil may be identified as talented due to grades achieved in ABRSM, Trinity or Rock School music exams and drama competitions, performances, county sports matches and other extracurricular activities. A parent may identify a child who is particularly talented in an area outside the main school curriculum. For example, a pupil could be placed on our MAT List if he/she achieves an ABRSM, Trinity or Rock School grade 5 in Year 6 (or is on track to do so lower down the school). For children not taking music exams, written confirmation from the Instrumental Teacher confirming that the child is working at this level is also sufficient.

#### **5 Responsibility for MAT pupils**

Class teachers are responsible for the progress and development of all children in their class. The Head of Learning Enrichment is responsible for coordinating the provision we make for children showing MAT characteristics. Their role is to:

- assist teachers with the identification of MAT children
- inform staff of teaching ideas and resources for our MAT children
- work with the Senior Teacher: Academic to ensure that teaching methods and provision for MAT children are in place and in line with current educational thought and initiatives
- review and monitor the progress of MAT pupils with the Senior Teacher: Academic

## **6 Arrangements for provision**

We encourage our most able pupils to take ownership of their own learning and development by providing challenging and stimulating learning opportunities. Teachers are expected to:

- design work for MAT pupils which provides effective differentiation in teaching and learning, where sometimes pupils may be grouped according to ability or task. Differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills.
- create the opportunity to take risks with more challenging classroom activities to allow More Able pupils to delve deeper into more complex issues and problems which develop their higher order thinking skills and stimulates their intellectual curiosity.
- give time to extend, enrich and expand more able pupils' learning
- encourage children to take part in appropriate activities in and out of school and celebrate their achievements.

## **7 Monitoring**

- 7.1 We recognise that some pupils who are more able and talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.
- 7.2 Academic data is reviewed regularly to ensure children identified at MAT continue to make progress in line with expectations.