More Able Pupils Policy

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Section 1 – Supporting Documents

This policy connects to:

- SEND policy
- EAL policy
- Curriculum Policy, SMSC and Fundamental British Values policy
- Assessment policy

Related policies are held within Radar in the school's policy folder.

Section 2 – Introduction

At Snow Hill School, high needs never mean low expectations. We are a specialist setting, and we know that pupils who face significant barriers to learning can also be more able in one or more areas. This policy sets out how we identify pupils who are more able, how we stretch and challenge them, and how we make sure that being in a special school never caps a pupil's ambition or progress.

Section 3 – Aim & Scope

This policy applies to all staff, pupils, parents and carers at Snow Hill School. It aims to:

- identify pupils who are more able in one or more areas, including those whose ability sits alongside SEND.
- stretch and challenge more able pupils through depth, breadth and enrichment.
- make sure high expectations apply to every pupil, whatever their needs.
- monitor the progress of more able pupils and report on it alongside other groups.

Section 4 – Abbreviations and Definitions

More able: A pupil who is working, or has the potential to work, at a level clearly ahead of their peers, in one or more academic, creative, practical or other areas.

Spiky profile: A pupil whose abilities are uneven, for example a pupil with SEND who has a particular strength in one area.

Section 5 – Policy Content

5.1 Principles and Approach

High needs never mean low expectations - We expect more able pupils to be stretched.

Ability takes many forms - We look for strength across academic, creative, practical and other areas, not only in tests.

Challenge through depth - We deepen and extend learning rather than simply moving pupils on faster.

Inclusion - Being more able and having SEND are not in conflict, and we plan for both.

The pupil at the centre - We build on each pupil's strengths and interests.

5.2 More Able Provision in Practice

Identification

We identify pupils who are more able using assessment, progress data and the knowledge of staff and families. We look across academic, creative and practical areas, and we are alert to spiky profiles, including pupils with SEND who have a particular strength. Identification is ongoing rather than a one-off label.

Challenge and depth

We stretch more able pupils through challenge and depth in their work, higher-order questioning, and tasks that extend thinking rather than simply add more of the same. We make sure the curriculum offers enough challenge for these pupils alongside the support they need in other areas.

Enrichment and strengths

We give more able pupils opportunities to develop their particular strengths through enrichment beyond the classroom, responsibility, competitions and links with the wider community, adapted to each pupil's needs.

More able pupils with SEND

Some more able pupils also have a special educational need. We plan for both, working with the SENCo so that support in one area never caps ambition in another. This policy should be read alongside the SEND policy.

Monitoring progress

We monitor the progress of more able pupils and act promptly where they are not being stretched or are not making strong progress.

5.3 Recording, Monitoring and Reporting

More able pupils and their provision are recorded on Arbor and kept up to date. Leaders monitor the progress of more able pupils alongside other groups and report to the proprietor and governors at least termly.

5.4 Equality and Inclusion

At Snow Hill School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

Section 6 – Responsibilities

6.1 Pupils

Pupils are encouraged to develop their strengths, to take on challenge, and to share what they are interested in and good at.

6.2 Staff

Staff identify more able pupils, plan challenge and depth into their teaching, and monitor and support these pupils' progress.

6.3 Leadership

Leadership at Snow Hill School makes sure this policy is implemented, that staff are trained, and that provision for more able pupils is monitored and improved.

6.4 Governance

The proprietor and governors provide oversight of provision for more able pupils and assurance that they are stretched and make strong progress.

6.5 Parents and carers

Parents and carers share their knowledge of their child's strengths and interests and support enrichment beyond school.

6.6 Named leads

The lead for more able pupils at Snow Hill School is Janette Bissell – assistant headteacher.

Section 7 – Training Requirements

Identifying and stretching more able pupils is covered in staff induction at Snow Hill School and refreshed as needed, including practical strategies for challenge and depth.

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Being more able and having SEND are not in conflict - and we plan for both.

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7.8 Named leads

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Section 8 - Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

Section 9 - Sources of Information / References

There is no single piece of legislation dedicated to more able pupils. This policy reflects the duties and guidance that apply, including:

- The Education (Independent School Standards) Regulations 2014, which require teaching that enables pupils to acquire skills and knowledge and to fulfil their potential, with appropriate challenge
- The Equality Act 2010, including the duty not to discriminate and to make education accessible to all
- The SEND Code of Practice: 0 to 25 years (2015), which supports high aspirations for pupils with SEND, including those who are more able

Section 10 - Version Control

This document can be found in Radar:

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Snow Hill School is the headteacher.

Section 11 – Appendices

Appendix A – School Specific Information

Appendix A: School-Specific Information

At Snow Hill School, the following local arrangements apply:

- The named lead for more able pupils, with contact details:
    - Janette Bissell (assistant headteacher).

- How the school identifies more able pupils and records them:

  We identify pupils who are more able using assessment, progress data and the knowledge of staff and families. We look across academic, creative and practical areas, and we are alert to spiky profiles, including pupils with SEND who have a particular strength. Identification is ongoing rather than a one-off label. Identification is recorded on Arbor.

- The enrichment opportunities and partnerships the school offers:

  Pupils are identified as being more able in a range of areas and enrichment and partnership opportunities are sought to match their particular strengths.