CHARTERHOUSE

Learning Support and Special Educational Needs and Disabilities

Author/Lead: DH (Safeguarding, Learning Support & SEND) Last reviewed: June 2026 | Next Review: June 2027

Introduction 3
Aims 3
Shaping Principles 3
Key terms and Definitions 3
Definition of Special Educational Needs (SEND) 3
Definition of Disability in relation to SEND 4
Broad Areas of Need 4
The Charterhouse context: Understanding the Charterhouse school experience 4
Responsibilities and Objectives 5
Responsibility of the Governors Head and Deputy Head Safeguarding, Learning Support and SEND 5
Charterhouse and the SEND Code of Practice 2015 6
Provision and Identification of SEND at Charterhouse 6
Ordinarily Available Provision 6
Graduated Response and Need Identification 7
Timetabling of Provision for Pupils with SEND (Year 9-Year 13) 9
Pupil Profiles, Personalised Learning Plans and Provision Maps 10
Additional Provision Charging Structure 10
Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties 10
Learning Support and SEND department communication and links 11
Liaison with Teachers 11
Consultation with other Departments, House staff, Year Heads and Tutors 11
Staff Training and INSET 11
Parent Consultation 11
Looked After Children (CLA) 11
Links with External Agencies 12
EHCPs 12
Access Arrangements and Reasonable Adjustments 12
Evaluating success 12
Legislation, guidance and related policies 12
Queries and Complaints 13
Appendices 13

Introduction

Aims

This policy outlines how Charterhouse values are worked out in practice in the provision made for pupils with special educational needs and disabilities (SEND), and in the operation of the Learning Support and SEND department.

It therefore aims to:

- Outline key principles, define key terms and describe the Charterhouse context
- Explain processes for identifying, monitoring and supporting those with SEND
- Set out clearly the provision available at Charterhouse, both ordinarily and as additional support
- Provide information about the roles and responsibilities of everyone involved in this provision, with detail on the Learning Support and SEND department
- Ensure strong, effective collaboration between all parties to serve the needs of all pupils at Charterhouse

Shaping Principles

The school motto is *'Deo Dante Dedi' – God having given, I gave.* At Charterhouse there is a strong belief that every individual within the community is valued and has something to contribute. This encourages pupils and staff to see both their own strengths and those of others around them. Equally, appreciating that community involves interdependence leads naturally to seeking to support where needs arise.

This Policy is shaped by the following principles:

- Every person at Charterhouse has a fundamental equality and dignity
- Individuals are best supported when they, and those who know them well, participate in planning (co-production)
- Needs which may require support occur across the range of ability and often co-occur
- Every teacher at Charterhouse is a teacher of SEND
- The right support can be transformational
- Needs may change depending on context
- Preparation for productive adult life is a priority

Key terms and Definitions

Definition of Special Educational Needs (SEND)

Young people have special educational needs if they have a learning difficulty or disability which requires 'special educational provision' to be made for them. This means a provision which is different from, or in addition to, that which is ordinarily made for pupils in the school. This definition includes pupils whose 'special needs' are diverse, but does not automatically, at Charterhouse, include all those who have active learning support interventions. Needs may be specific or impact across a wide range of skills or contexts.

Pupils have a learning difficulty if they have:

a) A significantly greater difficulty in learning than the majority of children of the same age; or

b) A disability which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

(Children's and Families Act 2014, Part 3 Section 20)

Definition of Disability in relation to SEND

The Equality Act 2010 defines disability as *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* (Section 6.1).

The terms within the definition have been explained as follows:

- 'long-term' is a year or more
- 'substantial adverse effects' are more than 'minor or trivial'
- study and education are included in 'normal day-to-day activities'

(SEND Code of practice p.16, JCQ AARA 2023 p. 9)

The Equality Act 2010 sets out the legal obligations that schools, early years providers and post-16 institutions have towards disabled children and young people. These obligations are laid out in the Charterhouse Accessibility Policy.

For clarity, where a child or young person is covered by SEND legislation, reasonable adjustments and access arrangements will be made for them by the School.

Broad Areas of Need

The SEND Code of Practice outlines broad areas of need as a way of considering the provision that might be made for different pupils. These also shape the structure of the JCQ AARA guidance.

This structure can be helpful, but having co-occurring needs that bridge these categories is the norm rather than the exception, and therefore our priority is accurately describing specific needs which may come under more than one broad area. Some diagnostic categories will not fit neatly into one broad area, and presentations vary between individuals and contexts. This also supports the priority for inter-disciplinary communication. In a Charterhouse context this is facilitated by record keeping using CPOMS and iSAMS and weekly meetings at various levels to discuss individual pupil needs and support.

Broad Area of Need	Possible Subcategories (examples, not exhaustive list)
Cognition and Learning	Specific Learning Difficulties (SpLD) including Dyslexia and Dyscalculia. Working Memory and/or Processing Difficulties
Communication and Interaction	Autistic Spectrum Conditions (ASC), Developmental Language Disorder
Social, Emotional and Mental Health	Anxiety, Depression, Obsessive Compulsive Disorder (OCD), Attention Deficit (Hyperactivity) Disorder (ADHD)
Sensory and Physical	Visual Impairment, Hearing Impairment, Medical Conditions such as Epilepsy, Physical Disabilities

The Charterhouse context: Understanding the Charterhouse school experience

The school aims to equip pupils to lead fulfilled and purposeful lives by providing an all-round education based on Christian values. The school seeks to instil academic rigour, knowledge, skills and attitudes, personal values, a commitment to service, and awareness towards a balanced and well-informed approach to life.

Charterhouse is predominantly a boarding school, with approximately 90% of pupils living within our 15 boarding houses. Around 20% of our pupils are international, enriching our diverse and globally connected community.

The school is academically selective, with pupils typically achieving between eight and ten GCSEs at high grades. Our most recent examination results reflect consistently strong academic outcomes. At A level 52% were grades A*/A, and 96% grades A*/C (2025 pre-remark figures). Our IB average points score was 37, and at GCSE 54% were grades 8/9 and 97% grades 5-9.

We offer a broad and balanced curriculum, with a range of subjects available (see Appendix 4). Developing independent work habits is a key aim for our pupils, and it is expected pupils will complete work outside the classroom including during banco (prep) time in their boarding house.

The school day is structured yet varied, operating on a two-week timetable. Pupils begin their day at 8.15am in their boarding houses before attending lessons and co-curricular activities. The length of days varies, but often extend to 6pm, and then with banco (homework) time in the evening 7-8.45pm. A typical week is shown in Appendix 5. Pupils move independently around the campus, fostering personal organisation, confidence, and the development of key executive skills. A site map is provided in Appendix 6.

We prioritise high-quality adaptive teaching, shaped by the More House Beyond the Label approach and other research-based methods such as EEF Five a Day. This is supported by trauma-informed, neurodiversity-aware, and disability-informed pastoral practice. As a result, the needs of the vast majority of pupils with SEND are met within the classroom and boarding environment.

Our Learning Support department provides targeted interventions where appropriate. Approximately 30% of pupils are on the SEND register, with around 10% receiving direct Learning Support at any given time. While individual one-to-one provision is not a central feature, our specialist team delivers both short- and longer-term support as needed. A small number of pupils (10-15 per year group) in the under school have timetabled weekly support.

We are proud of our collaborative, 'team around the child' approach, which draws on close partnership between academic staff, pastoral teams, and boarding houses. Pupils are supported by a range of staff rather than a single point of contact, encouraging independence and adaptability. This is supported by the work of the Welfare Management Committee (WMC).

The school's aims reflect our commitment to providing an academically ambitious, supportive, and well-rounded education.

We do not currently have any pupils with an Education, Health and Care Plan (EHCP).

Further relevant information on the Charterhouse context can be found in the Accessibility Plan.

Responsibilities and Objectives

Responsibility of the Governors Head and Deputy Head Safeguarding, Learning Support and SEND

The Governors will ensure that the necessary provision is made for any pupils who have special educational needs.

The Head will be responsible for the management of all aspects of the School's special educational provision, keeping the Governing Body fully informed.

The Deputy Head Safeguarding, Learning Support and SEND (Alex Colclough) will be responsible for the strategic leadership of the department and day-to-day operation of the SEND Policy across the School. The Head of Learning Support and SEND (Anne Cooke) will liaise closely with the DHT Safeguarding, Learning Support and SEND to ensure all Charterhouse pupils with additional needs receive appropriate support.

The Deputy Head Safeguarding, Learning Support and SEND and Head of Learning Support and SEND will:

a) ensure that, where the school has been informed by a parent, school, an LA or other interested party that a pupil has special educational needs, these are made known to all who are likely to teach them.

b) ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs or disability.

c) ensure they liaise with parents and other professionals in respect of a child's special educational needs or disability.

d) advise and support other staff in the School.

e) ensure that appropriate Pupil Profiles and Personalised Learning Plans (PLPs) are in place

f) ensure that relevant information about individual children with special educational needs or disability is collected, recorded and updated.

g) undertake any other appropriate duties in accordance with the Code of Practice on special educational needs and disability.

Charterhouse and the SEND Code of Practice 2015

Charterhouse is not a specialist independent school within the meaning of the Children and Families Act 2014 and is not registered with the Secretary of State under Section 41. Consequently, Charterhouse does not publish a SEND information report, nor comply universally with the SEND Code of Practice whose scope is targeted at maintained schools. Charterhouse is an independent HMC school.

It is recognised that it is good practice for schools to record the progress of and support for any pupils with significant learning difficulties or disabilities, and ensure that their admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs. The School's approach to this in set out in this Policy and in the policies on Accessibility, Admissions and Promotion of Good Behaviour.

Provision and Identification of SEND at Charterhouse

Ordinarily Available Provision

The following table outlines ordinarily available provision for the academic education of pupils at Charterhouse.

Subject Beak: in lessons	Pupils' abilities and needs considered in arranging teaching groups. High Quality Adaptive Teaching taking into account key cognitive domains and differences within Language, Attention, Memory and Processing skills. Technology is used and encouraged where it will support effective learning.
Subject support outside lessons	Email support available to clarify Banco (homework) Subject teachers in boarding houses available when on duty

	Online resources provided by department Library Resources
Head of Department	Monitoring of academic progress. Subject by subject arrangements for additional subject support either drop-in or by appointment are coordinated by HoDs
Tutor	One-to-one meetings every other week, and available via email. Study skills advice and Pastoral Support
Head of Year	Monitoring of academic progress. Coordination of resources such as revision recommendations, timetable. Co-ordinating academic interventions for pupils after report cycles including 'banco clubs'.
Head of House and house team	Monitoring key Banco (homework) times to support work focus Overview on time pressures and other needs that impact academic work
Learning Support team	Available for drop-ins or by appointment for short term support with a range of needs (e.g. study skills, refining written expression, executive skills) Involvement in providing study skills teaching, in staff training and raising awareness of SEND. Available for collaborative observation work as needed.
Wellbeing team	Available for support for example in relation to managing exam stress or wider needs that may impact academic study

In addition, all pupils sit within the wider safeguarding framework of the school, and with medical support as needed from the Hunt Medical Centre. Collaboration across the school is supported by the attendance of the Head of Learning Support and SEND at Welfare Management Committee, Heads of Department Meetings and the Academic Management Committee and the use of CPOMS and iSAMS.

This provision is available to all pupils at Charterhouse, and for many will provide all that is needed to ensure they flourish academically.

Graduated Response and Need Identification

Monitoring of pupils needs

The primary responsibility for ensuring that pupil needs are being met is with the classroom teacher in conjunction with their HH, HOY and HOD.

The teacher or HH/HOY/ HOD can seek advice and support from the Deputy Head Safeguarding, Learning Support and SEND/Head of Learning Support and SEND as appropriate.

Typically, the following would be used for monitoring purposes:

a) Baseline cognitive data: CATS, YELLIS, ALIS and others as decided by Deputy Head Academic (GL?)

b) Performance data: internal tests or examinations, key-stage checklists

c) Observations of behaviour: classroom / social interaction / engagement and focus

d) Analysis of notifications regarding rewards and conduct, including disciplinary records

Recording key information and progress is essential and forms a central part of the responsibilities of all teaching professionals. Early intervention and actions are essential at all stages in a pupil's life journey.

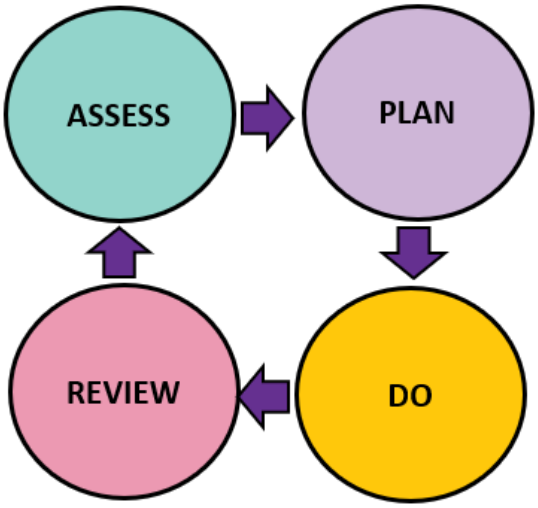
The SEND Code of Practice advises teachers to 'identify pupils making less than expected progress given their age and individual circumstances'.

Action should be taken where assessment shows progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the [pupil]'s previous rate of progress
- Fails to close the attainment gap between the [pupil] and their peers
- Widens the attainment gap

(SEND Code of Practice 2015 6.17, p. 95)

Charterhouse uses a graduated response, following the Assess, Plan, Do, Review structure. Through this, needs are identified, and a picture can be built of support which may help, with specific aims and timescales in mind, and to then implement that support and review its impact.



Appendix 7 shows an **example** and two possible outcomes:

There termly reviews of progress for all pupils through the reporting cycles. For those on the SEND register with active interventions, there will be additional termly sharing of PLP targets, a review of progress and planning next steps. Points of contact for individual pupils will be clearly shown on PLPs and further email or in person communication as needed.

Special Educational Needs and Disability Register (SEND Register)

All pupils requiring additional educational provision are listed on the school's computer network (which is available to all staff). The SEND register is held within ISAMS for all age groups. The level of provision, principal need and relevant additional description of needs is entered on the individual record together with any reasonable adjustments/access arrangements required in the classroom and/or examination room. This information is described here as a Pupil Profile (SEND).

Where pupils have needs requiring additional provision this is mapped according to different 'Waves'.

Whilst the School has regard to the Code of Practice 2015, the following outline of waves of additional provision given to pupils at Charterhouse is tailored to this specific context.

Wave 1: SEND No Current Learning Support	**Pupil is provided with one or more of the following:** • Access arrangements established as normal way of working for recorded SEND (evidence on file) • Touch-typing practice sessions if required to support WP • Medical interventions relevant to SEND (e.g. medication for ADHD)

	Record Keeping and Review: • Pupil Profile information showing needs and suggested classroom strategies agreed with Pupil, Parents and beaks is maintained by Learning Support and SEND team on iSAMS • Annual review meeting between pupil and member of Learning Support and SEND team, in consultation with parents, HH, HoY and Medical Centre where appropriate
Wave 2: Current Learning Support Intervention	**Pupil is provided with one or more of the following:** • Supervised and directed sessions in the Learning Support Centre • Short-term (1-3 sessions) targeted intervention, either in a group or one-to-one, with a member of the LS and SEND team, to address the need for specific strategies or as part of assessing needs in more detail. • Scheduled (e.g. twice per half-term) check-ins with point of contact in LS and SEND team, for example to monitor transition to sixth form. **Record Keeping and Review:** • Pupil Profile information showing needs and suggested classroom strategies agreed with Pupil, Parents and teachers is maintained by Learning Support and SEND team on iSAMS. • Personalised Learning Plan (PLP) needs section agreed with Pupil, Parents and Teachers is maintained by Learning Support and SEND team on iSAMS and shared with Tutor, HH, HoY and parents. Targets added as required. • Termly (or end of intervention) review of PLP by LS and SEND team, shared through MySchoolPortal.
Wave 3: Specialist Learning Support	**Pupil is provided with one or more of the following:** • Regular (every week or two weeks for a term) one-to-one personalised lessons or regular small group maths support. **Record Keeping and Review:** • Pupil Profile as above. • Personalised Learning Plan (PLP) as above. • Termly (or end of intervention) review of PLP as above.

Examples of interventions that could be part of Waves 2 and 3 provisions can be found in Appendix 8.

Timetabling of Provision for Pupils with SEND (Year 9-Year 13)

The timetabling of support for Under school pupils happens with agreement from the Head of Year and the Head of Under School. Pupils may be timetabled for one lesson a week for a specific provision, or sometimes for more than this in order to provide a more accountable work environment than a standard private study period. Where a pupil has a full timetable, lessons are arranged at a time convenient for the pupil and member of the Learning Support outside the timetable.

Sixth form support is usually via one-to-one lessons which are arranged to suit the needs of the individual student.

The department also hosts 'Banco club' once a week, which is supported study time in the early afternoon.

Pupils are welcome to use the Learning Support classroom as a supportove study environment outside lessons with agreement from the Learning Support team.

Pupil Profiles, Personalised Learning Plans and Provision Maps

All Pupils on the SEND register will have a Pupil Profile SEND record on the school database iSAMS. This information is maintained by the LS and SEND team, in collaboration with pupils, tutors, beaks, HoYs and HHs.

Pupils being provided with wave 2 or 3 support will also have a PLP. An example of this can be found in Appendix X. This details both specific Ordinarily Available Provision relevant to the pupil's needs, and further support and interventions across LS and SEND and other staff as appropriate. PLP's will include SMART targets with at least termly review dates to assess impact and shape future planning. PLPs are stored within the Pupil Profile on iSAMS and shared with parents through MySchoolPortal.

Additional Provision Charging Structure

We recognise that some provision may be beneficial which can be hard to schedule outside school alongside the busy demands of a Charterhouse schedule. We therefore make available some additional provision, beyond that which would be considered essential or a reasonable adjustment, on a chargeable basis. These provisions will be made in consultation with parents. An outline of our charging model can be found in Appendix 9. Additional charges will not be made for reasonable adjustments where a pupil is disabled under the definition of the Equality Act 2010.

Professionally Qualified Assessors and the Assessment of Pupils with Learning Difficulties

The Head of Learning Support and SEND and Assistant Head of Learning Support & SEND have completed post graduate courses at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and therefore hold the specialist qualifications required by the by the JCQ exam boards to demonstrate a professional level of competence and training which allows them to undertake assessments for exam concessions.

The Learning Support and SEND Department can signpost families to relevant specialists for diagnostic assessments as necessary and would strongly encourage parents to communicate with the Head of Learning Support and SEND in advance of seeking assessments. This ensures best practice in the sharing of relevant information to facilitate an assessment which genuinely supports pupils moving forward.

Recommendations from assessments undertaken without consultation with school will of course be carefully considered but do not necessarily entitle a pupil to specific access arrangements or adjustments. Please see the school's policy on Access Arrangements for further information on this.

Diagnostic assessments are undertaken on a private basis, with parents commissioning and funding them on the advice of the Deputy Head Safeguarding, Learning Support and SEND or Head of Learning Support and SEND.

Receiving SEND or learning support is not conditional upon a specialist report. It is at the school's discretion who qualifies for support and for how long support is given.

Learning Support and SEND department communication and links

Liaison with Teachers

Consultation with other Departments, House staff, Year Heads and Tutors

The Learning Support and SEND team are responsible for liaising closely with each other, beaks, house staff and tutors regarding pupils so they can reach their potential. This is addressed through discussion, meetings and written communication to facilitate adaptive teaching.

Liaison with academic departments helps the Learning Support staff to develop their knowledge of the expectations and content of subject material in all academic subjects, in order to support individual pupils as effectively as possible.

Staff Training and INSET

An outline of the organisation of the Learning Support Department, pupil needs and how to access information, is provided to staff at the beginning of each new school year. This information is available on Charternet.

The Head of Learning Support and SEND meets all beaks new to the School as part of the induction programme to introduce them to the procedures.

INSET is provided as required to other staff who work with pupils such as Assistant Heads of House, nurses, visiting instructors etc.

Professional development of the Learning Support team is considered vital. Members of the department are encouraged and supported to attend specialist training such as that offered through PATOSS (Professional Association of teachers of SPLD), or the British Dyslexia Association (BDA).

It is considered important that all members of the Learning Support team are appropriately qualified and committed to ongoing professional development. Team members will seek to behave in a professional manner, acting within their expertise and referring on for advice and specialist input as required. The Learning Support department works closely with subject teachers, some of whom will deliver 1:1 support lessons to pupils with additional needs. The School has supported members of the Learning Support department to gain additional qualifications in a wide range of specialisms.

Parent Consultation

The Learning Support and SEND department works closely in partnership with parents with regard to the needs of their children. Parents are given contact details of the department prior to entry and are actively encouraged to make contact if any queries or concerns arise.

Our normal practice is for parents to be contacted by the department to inform and/or gain permission for any additional assessments whether that be for exam access arrangements or by way of an initial or updated diagnostic need.

Looked After Children (CLA)

PEP and LAC reviews are attended by members of staff who work with the pupil and, where appropriate, additional support may be given by the Learning Support team.

The Deputy Head Safeguarding, Learning Support and SEND is the designated member of staff who is responsible for CLA and PCLA pupils

Links with External Agencies

Regarding the needs of 'Looked After Children', the School works with Social Services and health professionals to ensure needs are met.

The School has links with a number of Educational Psychologists, Occupational Therapists and other health professionals who can offer a range of additional support services.

EHCPs

Where an EHCP annual review is required for a pupil at Charterhouse the Learning Support and SEND Department, along with other relevant staff, will cooperate fully with this process.

Access Arrangements and Reasonable Adjustments

Please see the Access Arrangements Policy for detail on timelines and practice at Charterhouse and the Accessibility Policy for more on reasonable adjustments.

The Head of Learning Support and SEND works with pupils, parents, beaks, support staff and the exams office personnel to ensure that access arrangements are put in place as needed. The guidance common to the various boards to which Charterhouse enters pupils for public examinations are that access arrangements should:

- Be evidenced as an established and appropriate normal way of working for pupils within the centre
- Remove barriers and disadvantages related to significant needs without giving unfair advantage
- Maintain the integrity of assessments

Access Arrangements will therefore be established as part of the ongoing graduated approach outlined above, and the need for these evidenced as required by specific boards or providers, or the JCQ as an umbrella for many of the exam boards. Arrangements for internal examinations will follow this as closely as possible. At times it may be appropriate to trial an arrangement in an internal exam to assess its impact, which can then be reviewed with the Pupil, Beaks, Head of Learning Support and SEND in consultation with the exams officer and invigilators.

Evaluating success

Criteria for evaluating the success of the school's SEND policy will include:

a) Pupils making progress and achieving their grade predictions

b) Identifying needs and making suitable provision for exam access arrangements and additional teaching

c) Pupils following a curriculum and co-curricular programme which meets their needs

d) The successful inclusion of pupils with a range of needs

Legislation, guidance and related policies

This policy has been written to comply with the Equality Act 2010 and of part 3 of the Children and Families Act 2014. It is written with reference to the context of the Independent School Standards (ISI). It has also been written with regard to the SEND Code of Practice 2015, and to comply with this where it applies in the Charterhouse setting. In addition, this policy is written mindful of the possible implications of the government white paper 'Every Child Achieving and Thriving' and accompanying proposals 'SEND Reform: Putting Children and Young People First' both published in 2026. Detailed references and links are found in Appendix 10.

This policy is to be read alongside the following school policies:

- Safeguarding and Child Protection
- Accessibility Plan
- Exam Access Arrangements
- Promotion of Good Behaviour
- Academic Principles
- EAL
- Mental Health

Queries and Complaints

The School values working in partnership with parents and welcomes their input, comments and questions which concern their child's provision and progress to ensure that we make the best provision for their child.

If any complaints do arise, we would refer parents to the School's complaints procedure.

Appendices

APPENDIX 1 - Key Personnel

Head	Dr Alex Peterken
School Address	Charterhouse, Godalming, GU7 2DX
School Telephone	01483 291500
Deputy Head Safeguarding, Learning Support and SEND	Mrs Alex Colclough
Head of Learning Support and SEND	Mrs Anne Cooke
Deputy Head of Learning Support and SEND	Mrs Jess Breese
Learning Mentors	Mrs Jean Curry
	Ms Emma Heredge
	Mrs Amy Paiano
Learning Support and SEND Administrator	Ms Helen Other

APPENDIX 2 – Referral Form

Referral to Learning Support and SEND department

This form is to be completed by compiling input gathered from a number of beaks, following consultation with the HH, HoY and HoDs. It is likely that a cycle of planned ordinarily available support has already been completed and the review of this has led to a decision to refer on to explore the need for additional support.

When you have completed this form the information will be reviewed by a member of the team and we aim to respond with suggested next steps within 7 days.

* Required

* This form will record your name, please fill your name.

1. Name of person completing form and role in relation to this pupil *

2. Name of Pupil being referred *

3. Year Group of Pupil *

4. Boarding House *

5. What has been going well? What strengths have been observed? *

6. What concerns are there? Please include observations and who has made them *

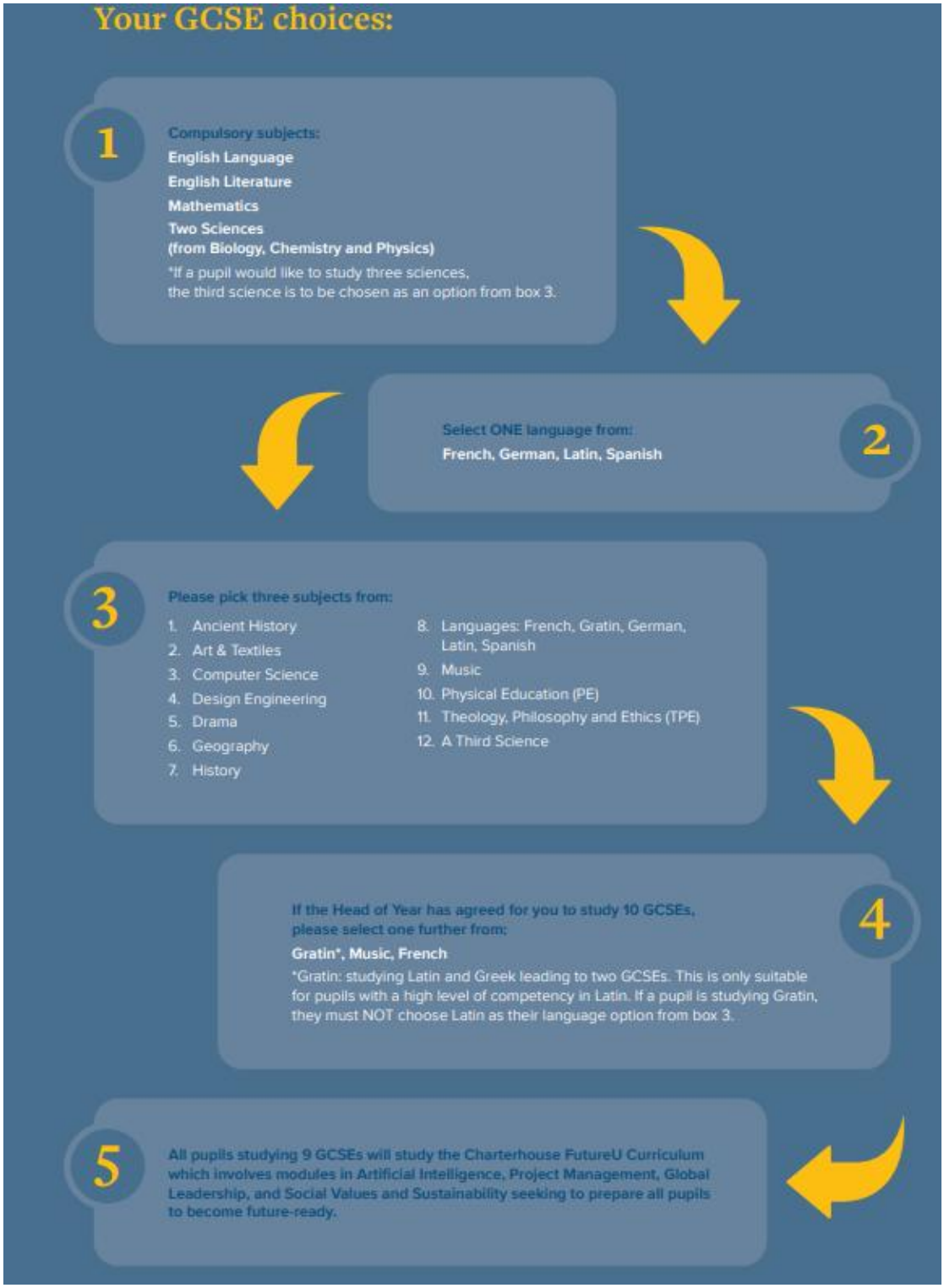
7. What has been tried already to support progress? *

8. Have any ideas for next steps been discussed? If so please share ideas here *

APPENDIX 3 – Example PLP (Formatting produced for MSP slightly different)

Pupil Name:		Date of Birth:		PLP start date:	
Year Group:		House:		PLP review date:	
Tutor:		LS team contact:		Previous PLPs:	
Co-produced by:				Date plan shared:	
Pupil strengths:			Pupil Needs:		
Teaching considerations (include any access arrangements here):					
Boarding considerations:					
Brief context for PLP:					
Evidence (why this target)	Target and expected outcome	Intervention How will we build towards independence	Resources needed	Success Criteria: Detail use outside lessons	Outcome:
	[Pupil name] will…	Teaching Strategy: Practice methods:		[Pupil name] can…	
Review Notes:					
Next Steps:					

APPENDIX 4 – Curriculum information, taken from 2026 GCSE and Sixth Form curriculum booklets



A Level Courses

Our Sixth Formers wishing to specialise by pursuing the A Level route will select their courses from the options below:

Specialist Subjects	
Art and Design	History
Biology	Latin
Business (A Level or BTEC)	Maths
Chemistry	Further Maths
Classical Civilisation	Modern Languages (French, German, Spanish)
Classical Greek	Music
Computer Science	Philosophy
Design Engineering	Physics
Drama and Theatre	Politics
Economics	Psychology
English	Sports and Exercise Science (BTEC)
Geography	

The International Baccalaureate Diploma Programme

Assessment
Pupils study six subjects: English Literature, a second language, a humanity, a science and mathematics, as well as an arts subject or another humanity or science, with three of these taken at Standard Level and three at Higher Level (allowing for greater depth of study in those areas). Up to 7 points are awarded for each subject regardless of the level at which the subject is studied. In addition, three Core points are available for the quality of work in the Theory of Knowledge course as well as the Extended Essay. A total of 45 points is available overall and this allows universities carefully to differentiate an applicant's attributes. It is also a requirement for the award of the Diploma that pupils should satisfactorily complete the CAS Programme. Further information about the IB Diploma Programme, can be found on the Charterhouse website and on the IB's website: http://www.ibo.org/diploma

We aim to offer the following subjects within the IB Diploma Programme:

Group	Group Name	Description	Subject
1	**Language A Literature**	Literature in English	English
2	**Language A Language and Literature**	Native Language	Mandarin, German, Italian
	Language B	Second Language (post-GCSE)	French, German, Mandarin, Spanish, Latin
	Ab Initio	Beginner's Language	Italian, Mandarin (SL only)
3	**Individuals and Societies**	Humanities	Economics, Geography, Global Politics, History, Philosophy, Psychology
4	**Experimental Sciences**	Sciences	Biology, Chemistry (SL only), Physics, Environmental Systems and Societies
5	**Mathematics**	Analysis and approaches	Mathematics HL or SL
		Applications and interpretation	
6	**Arts and Electives**	The Arts	Visual Arts, Music, Drama
		Electives	Business Management, Chemistry (HL only), Economics, Spanish or French
Core	**Theory of Knowledge**	Ways of Knowing	
	Extended Essay	Research Essay	Own choice of topic
	Creativity, Activity and Service		

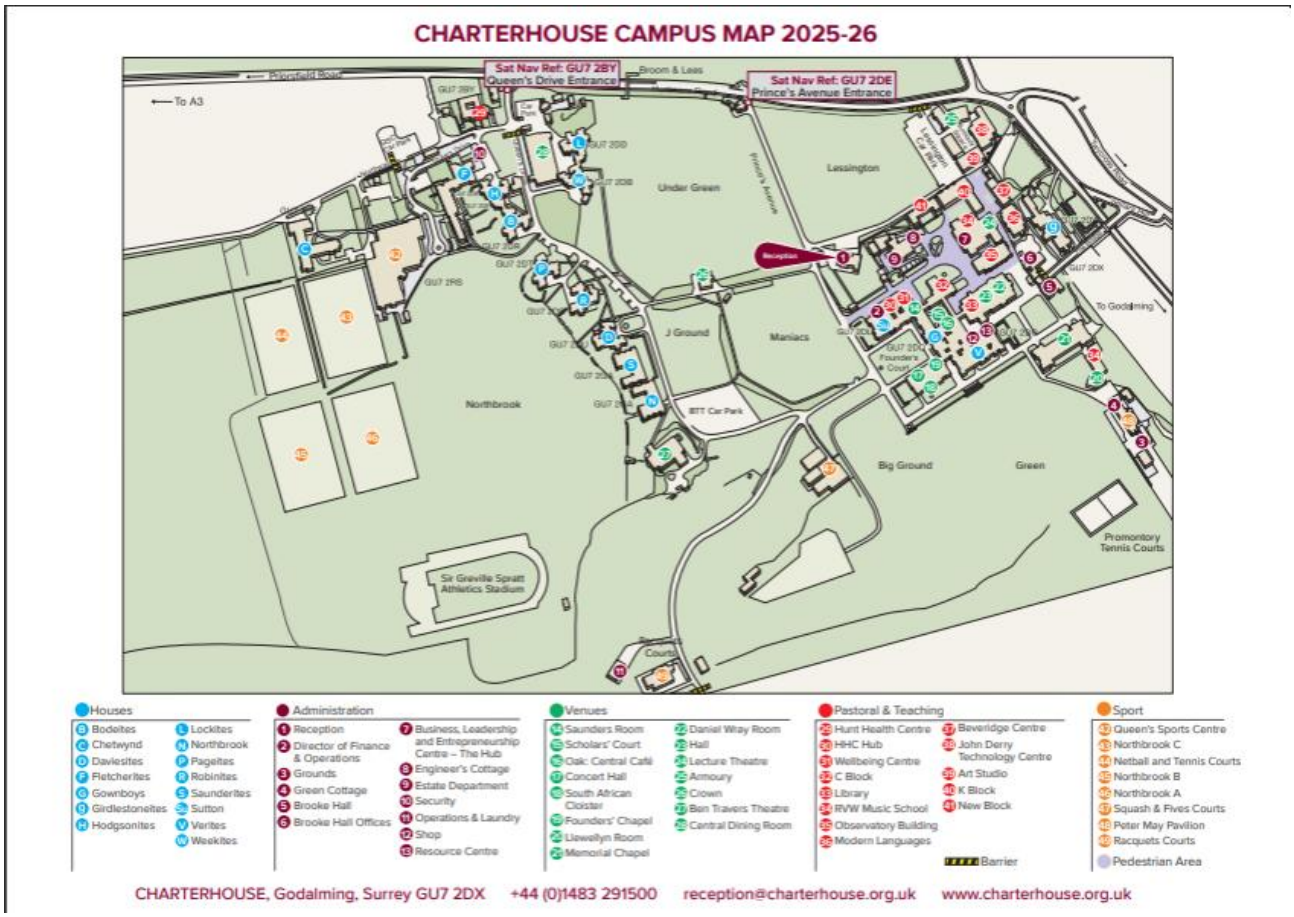
Appendix 5 A typical Week (p.16 of Parent's Handbook)

Shape of the School Week

Monday, Wednesday and Friday Hashes		Tuesday and Thursday Hashes		Saturday Hashes	
Hash	Start	Hash	Start	Hash	Start
1	8:50am	1	8:50am	1	8:30am
2	9:35am	2	9:35am	2	9:15am
quarter*	10.15	quarter	10.15	quarter	9.55am
3	10:50am	3	10:50am	3	10.30am
4	11:35am	4	11:35am	4	11:15am
5	12:20pm	5	12:20pm	5	12.00pm
Lunch		Lunch		Lunch	
6	2.00pm	Sport and Co-curricular activities On Tuesday afternoons there are Creative hashes for the Fourth Form		Sport	
7	2:45pm				
8	3:30pm				
Co-curricular activities after 4:15pm					

*The mid-morning break, which is normally after the first two or three hashes (lessons)

Appendix 6: Site map



Appendix 7: Assess, Plan, Do example

<table>
<tr><td colspan="2">ASSESS</td></tr>
<tr><td colspan="2">

Pupil arrives at Charterhouse in Fourths (Yr 9), steady academic progress was reported at prep school. No SEND has been highlighted.
Beak monitoring pupil through classwork and banco notices unusually short written responses, and a lack of contribution to class discussions. Pupil then performs well below the class average in an end of topic test.
The teacher decides to contact the pupil's tutor.

</td></tr>
<tr><td colspan="2">PLAN</td></tr>
<tr><td colspan="2">

Tutor discusses with pupil and examines information from other subjects to see if wider issue
Tutor contacts HH, HOD and HOY to highlight concern and outline next steps
Tutor and pupil work together on a plan for support and specific targets
Tutor and House team support pupil to access drop-in support making email contact with beak to monitor attendance
Tutor and House team arrange check-in at start and end of banco
Clinic time: content support to be given and additional scaffolded writing practice
Beak encouraged to build up records of incomplete or unusually short written work.
Beak consults HoD and decides to trial offering additional thinking time before taking class contributions and provides scaffolding for written responses.
Review date agreed for 4 weeks time, plan recorded in Pupil Profile notes on iSAMS

</td></tr>
<tr><td colspan="2">DO
(plan in action)</td></tr>
<tr><td colspan="2">REVIEW
(in this case Tutor, with information from relevant Beak or Beaks)
Is progress is being made at acceptable rate?
Notes recorded on iSAMS and highlighted to HH and HoY</td></tr>
<tr><td>Yes
Pupil has attended 4 drop-in support sessions.
Pupil has found banco check-ins helpful to plan time across different tasks.
Pupil contributing at least once/lesson.
Quality of written responses has improved by one grade using scaffolding.
Outcome: Beak, Tutor, HH, HoY and pupil agree this plan is having an acceptable impact. Continue this plan, Tutor to review following next set of grades or other assessment point.</td><td>No
Pupil has attended 2 drop-ins. Struggled to remember in midst of day.
Pupil finding completing banco to expected standard in time available challenging even with check-ins.
No change in class engagement.
Written responses show some knowledge but remain too short/lack detail.
Outcome: Beak, Tutor, HH, HoY and pupil agree this plan is not yet having an impact. Decision is made to seek wider Beak input and complete a referral to LS and SEND.</td></tr>
<tr><td rowspan="2"></td><td>ASSESS</td></tr>
<tr><td>Tutor gathers Beaks' input for referral form for Learning Support and SEND, including input from HH, HOY, HOD and examples of work.
Similar difficulties are emerging in three other subjects.
Parent communication and consultation plan agreed between Tutor, HH and HoY.</td></tr>
</table>

	• LS and SEND team process referral and allocate a point of contact for pupil. • Pupil meets with member of LS and SEND team for structured interview to assess needs.
	PLAN
	• LS and SEND team add pupil to SEND active list (yellow star) and enter current needs and strategies for classroom on iSAMS. Beaks notified. • In consultation with Pupil, Tutor, LS and parents a PLP is created and shared. • House/Tutor support to continue with banco check-in and drop-in attendance. Explore alternative venue for banco. • In class strategies to continue and in addition consideration of further differentiation in banco. • 3 session intervention with LS team, one-to-one with target of gaining independent time management strategies. • Further LS and SEND assessment of cognitive skills using standardised tests.
	DO **(plan in action)**
	REVIEW (Tutor, LS and SEND point of Contact, input from Pupil and Beaks) **Is progress is being made at acceptable rate?** Notes on iSAMS and feedback to HH, HoY and Parents
	Yes - but with Additional Provision • Pupil has attended 1 drop-in/week (alternating target subjects) • LS Intervention target met by pupil making independent use of ipad reminders. • Some banco adjustment means pupil now completing shorter tasks to higher level. • Assessment of cognitive skills show below average working memory skills

N.B. This is an example to illustrate how Assess, Plan, Do, Review could function in a Charterhouse context. There will be flexibility and tailoring of timings and staff involved, but this serves as a guide on process, communication and record keeping. Advice can be sought from the Head of Learning Support at any stage.

Appendix 8: Examples of support provided in Learning Support sessions

Individualised programmes

Individual programmes of study for those pupils receiving additional Learning Support are planned with pupils in consultation with teachers and parents. The table below outlines some areas which may be covered.

Area	Types of Support Provided
Study Skills	Revision timetables, study routines (e.g. Pomodoro), organisational systems for notes, use of planners and structured study logs.
Emotional Regulation	Teaching calming strategies (breathing, grounding), use of prompts and toolkits, access to quiet spaces, mentoring/check-ins, reflection activities.
Social & Communication	Teacher modelling, structured group work, prompt cards, support with initiating communication, guided peer interaction and feedback.
Maths	Small group/1:1 support, targeted practice (e.g. Maths Genie), vocabulary development, revisiting key concepts, exam-style question practice.
Literacy	Writing structure support, SPAG development, reading and annotation strategies, exam practice, timed writing, analytical skills teaching.
Executive Skills	Time management support, use of planners/digital tools, task initiation strategies, checklists, organisational coaching, routine-building.
Revision Skills	Teaching revision strategies (mind maps, flashcards, retrieval), structured revision plans, timed sessions, monitoring and reflection, exam preparation guidance.

Appendix 9: Additional Provisions Charging

Type of support	Theoretical rate per 40 min session	Termly charge (8 x 40mins
Maths one-to-one	£50	£400
Maths small group support	£25	£200
EAL 1-1 support	£50	£400
Specialist Teacher one-to-one support	£60	£480
English one-to-one teaching	£50	£400
Executive skills or ELSA focused support	£40	£320

- The delivery of these provisions will be prioritised at the discretion of the Head of Learning Support according to the availability of resources, rather than being available 'on demand'.
- Termly charge, based on 8 sessions per term, added to school bill.
- Charges as above, plus VAT.
- A letter of agreement to a charge will be sent to parents and must be returned with consent prior to lessons starting.
- Pupils will either have sessions on their timetable, or be sent a calendar invite to ensure they are aware of the timing.
- Whilst the LS team will work hard to ensure awareness of times for lessons and support with reminders through house, ultimately the responsibility for attendance will lie with the pupil, and a termly rate will be charged.
- Where extenuating circumstances impact attendance over a longer period, this must be brought to the attention of the Learning Support Administrator to ensure consideration is given to the appropriateness of the charge.

Appendix 10: References and links

Children and Families Act (2014) Children and Families Act 2014, Legislation.gov.uk. Available at: https://www.legislation.gov.uk/ukpga/2014/6/contents (Accessed 24th July 2024).

Department for Education (2014) Equality Act 2010: advice for schools, GOV.UK. Available at: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools (Accessed 24th July 2024).

Department for Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years.* Available at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 (Accessed 24th July 2024).

Department for Education (2026) 'Every Child Achieving and Thriving' Available at https://www.gov.uk/government/publications/every-child-achieving-and-thriving (Accessed 3rd July 2026)

Department for Education (2026) 'SEND Reform: Putting Children and Young People First' Available at https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first (Accessed 3rd July 2026)

Equality Act (2010) Equality Act 2010, legislation.gov.uk. Gov.uk. Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents. (Accessed 24th July 2024).

Equality and Human Rights Commission, EHRC (2023) *Technical guidance for schools in England* www.equalityhumanrights.com. Available at: https://www.equalityhumanrights.com/equality/equality-act-2010/technical-guidance-schools-england (Accessed 24th July 2024).

Independent Schools Inspectorate (ISI) *The Independent School Standards.* Available at: https://www.isi.net/inspection-explained/inspection-report/the-independent-school-standards (Accessed: 24 July 2024).

Joint Council for Qualifications, JCQ (2023) Access Arrangements and Reasonable Adjustments (AARA) Available at: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/ (Accessed 24th July 2024)