



3b – SEND, EAL and MORE ABLE PUPILS POLICY

Introduction and Aims

Duke of Kent School, in accordance with its Ethos and Aims, seeks to enable all its pupils to thrive and to achieve their potential in every area and aspect of School life.

We aim to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled pupils, those identified with special educational needs (SEN) and their peers. This policy should be read in conjunction with our Equal Opportunity and Diversity policy and applies to all pupils from Nursery to Year 11, including therefore pupils in the Early Years Foundation Stage. Pupils with SEN and/or disabilities may also have an Individual Health Care Plan (IHCP); further information on IHCP can be found in our Supporting Pupils with Medical Conditions Policy. Further information about any aspect of educational and welfare provision for pupils with special educational needs (SEN) and disabilities is available from the Learning Development Department (LDD).

We aim to do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with special educational needs. We want to help young people realise their ambitions in relation to higher education and/or employment, independent living, participation in society (having friends and contributing to society), and healthy living.

Our Learning Development Centre is a dynamic department, fully integrated in every aspect of School life. The Head of Learning Development, is a member of the Senior Leadership Team, the Health and Safety Committee and the Education Committee.

When SEN are identified, our approach is to take action to remove barriers to learning and to put specialist educational provision in place where necessary.

This policy is written with reference to the SEN Code of Practice (which took effect in September 2014 and was revised 2015) and to 'Supporting pupils at school with medical conditions' (2015).

By the end of their time at Duke of Kent School (the academic year in which a pupil reaches 16 years of age), greater autonomy is transferred to the pupil in planning educational and health arrangements and we aim gradually to prepare pupils for this important development. Preparation for independent adult life, for all pupils, including those with special educational needs, is given careful emphasis throughout Duke of Kent School in the curriculum and extra-curricular activities and in particular through the PHSCE programme. Form teachers play a vital role in this process and are the first point of contact for parents and pupils.

Aware of its legal obligations, the School seeks to support pupils with EHCPs in a number of ways: the School has regard to the new SEN Code of Practice (2015) and will meet the needs of the EHCP, aiming to ensure access to the curriculum through appropriate support and differentiation, and in addition will support the pupil through academic provision and intervention where necessary, through communication with pupil and parents, and through pastoral support.

Individual staff at Duke of Kent School have a range of training, experience and expertise in the area of Special Educational Needs and Disability, both here and in other contexts, including supporting pupils with

severe allergies, autistic spectrum disorders, cancer, diabetes, dyspraxia, dyslexia, epilepsy, sensory impairment. We do not however have the facilities or resources to offer highly specialised or intensive treatment. Awareness, enhanced and specialist training are available to our staff as part of our training programme for the whole staff and for individual teachers. When appropriate, parents are invited to participate in training staff. Training needs are reviewed annually as part of the appraisal process and any necessary actions taken.

In accordance with Department for Education guidance: Mental Health and Behaviour in Schools: Departmental Advice for School Staff, Duke of Kent School recognises that pupils with persistent mental health problems may have Special Educational Needs. The school recognises the particular vulnerabilities of children with SEN/D. An updated list is available on the Learning Development Google Drive so staff are aware of those with SEN/D needs at the start of and during each academic year.

The Learning Development team work closely with the Stretch and Challenge coordinator but the responsibility of monitoring progress and making provision for stretch and challenge pupils (formerly known as 'Gifted and Talented') is co-ordinated by the Stretch and Challenge coordinator.

Underlying Principles

Duke of Kent School supports the principles underlying the Code and expects these principles to be observed by all adults working with children and young people who have SEN or disabilities, including:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

The School is committed to working in close cooperation with local authority, health and social care partners to ensure the best outcomes for pupils.

Responsibilities

The Head: The Head is responsible for ensuring that there is a culture of high expectations for pupils with Special Educational Needs and disabilities and that they are included in all the opportunities available to other children. Wherever necessary, the Head consults external health and social care professionals and meets with pupils and parents to make sure that the needs of children with medical conditions, disabilities and special educational needs are effectively supported. Fortnightly meetings between the Head and Learning Development staff support good communication.

Day to day management of Special Educational Needs in the School is delegated to the **SENCO**, Head of Learning Development. Parents and prospective parents may contact the SENCO, via the School Office.

The SENCO plans and coordinates provision but classroom teachers remain responsible for the education of pupils identified with SEND and, with support from the SENCO will implement any programmes or strategies in place agreed as part of SEND support. The SENCO will be responsible for ensuring that all adults working in the School understand their responsibilities to children with SEND, including pupils whose persistent mental health difficulties mean they need SEN provision. Specifically, the SENCO will ensure colleagues understand how the School identifies and meets pupils' SEND needs and will liaise with parents and external professionals as necessary to provide the best possible support for pupils with SEND.

Governing Body: The governing body is responsible for ensuring that appropriate arrangements are in place and procedures are carried out effectively. Arrangements for pupils with SEND in general and for pupils with EHCPs are reviewed annually (Summer Term Health and Safety Meeting) by the Governor with

Lead Responsibility for Special Educational Needs and Disability (Mrs Penny McKenna) on behalf of the governing body.

Defining Disability and Special Educational Needs

a) **Disability:** According to the 2010 Equality Act, a person is disabled if he or she has 'a physical or mental impairment which has a long-term and substantial adverse affect on their ability to carry out normal day to day activities'. 'Long term' is defined as a year or more; 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN.

b) **SEN:** Duke of Kent School takes its definitions of SEN from the 2015 Code of Practice:

i. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

ii. 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

iii. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind."

How Duke of Kent School Supports Pupils Identified with SEND

I. Introductory

1.1 Pupils who require additional support to access the curriculum, to reach their academic potential or to make appropriate progress, are monitored by the Learning Development Department. Where pupils have SEN or a disability requiring intervention or specific support and/or an EHCP, appropriate support will be given through the Learning Development Department.

1.2 The School will meet the provisions set out in the EHCP. Support is usually in the form of pull out small groups/ 1:1 lessons. Learning Support is provided in Extra Literacy/ English and Extra Numeracy/Maths, Occupational Therapy and Study Skills (typically at least one and up to four half hour sessions per week in Pre-Prep and Prep and up to two half hour sessions in the Senior School, dependent on need). This support is usually charged to parents on a termly basis. Where pupils are funded by Local Authorities, the Bursar will handle communication regarding payment for any Learning Support or classroom support. If receiving additional support lessons, pupils will be set clear targets (in the form of a Personal Learning Plan) which will be reviewed termly to monitor progress.

1.3 An Annual Review will be held for any pupils with an EHCP, to discuss progress and to set global targets for future progress, with parents and any relevant external agencies, which the pupil may attend. The pupil's perspective, whether the pupil is attending in person or through prior consultation, will be represented. There will be significant opportunities to seek a broad range of evidence prior to this meeting.

1.4 The Head will be responsible for the overall pastoral care and welfare of the pupil, and will be regularly briefed on pupil progress by relevant staff, and will oversee regular contact with the parents.

2. Communication between Learning Development Department and Staff

2.1 The Head of Learning Development is the Special Educational Needs Coordinator (SENCO) and provides information and support to classroom teachers and assistants and where necessary to the wider staff about pupils with SEND/EHCPs, disseminating expertise both proactively and in response to teacher request. The Head of Learning Development will liaise where appropriate with external professionals, for example Speech and Language Therapists, to ensure continuity of approach where possible and the provision of information to teaching and support staff. Staff Briefing (daily) and Meeting (weekly) are important opportunities for individual pupils' progress, needs and attitudes to be discussed.

2.2 Information on the profile, needs and suggested strategies for each pupil receiving Learning Support, including those with EHCP is readily available to all staff and is mainly held on the Staff Shared Drive and ISAMs though further advice is available on request. At the INSET prior to the pupil starting at the School, the SENCO will have information on the profile of a pupil with an EHCP and suggested approach/strategies for teachers.

2.3 The Learning Development Department serves as a resource for staff who wish to learn more about a particular condition or learning disability. Learning Development staff can attend lessons on teacher request to provide advice and feedback on teaching all pupils including those with EHCPs, and can initiate classroom visits to see pupils with EHCPs in order to monitor the progress of the pupil and the effectiveness of strategies employed.

3. Communication with Pupils and Parents:

3.1 Duke of Kent School seeks to promote excellent communication with the parents of all pupils but recognises that parents of pupils with an EHCP need may require information beyond that which is usually provided (See Reporting in Curriculum Policy). Form teachers are reminded to be particularly alert to the needs of the pupil and parents in this regard and encouraged to be proactive in their communications.

3.2 Parents of pupils with EHCPs are invited to visit to discuss their child's educational needs, prior to the pupil starting at the School, or on identification of need, with the Head of Learning Development and the Head and to participate in the development and review of the Personal Learning Plan.

3.3 Parental permission will be sought in cases where external agencies seek information or reports on pupils, except where Safeguarding requirements supersede this objective.

3.4 Parents will be requested to ensure that the Head of Learning Development (SENCO) has access to any relevant documents or reports to ensure that Personal Learning Plans/Target Setting/Teacher Briefing are as well informed as possible.

3.5 Parents should have clear information about the impact of the support provided.

3.6 Parents are informed when special educational provision is made for a child, whether or not an EHCP is in place.

3.7 In consultation with parents, pupils will be kept informed about their SEN and consulted about the provision being put in place for them in ways appropriate to their age and level of maturity.

4. Pastoral Support:

4.1 Pupils with EHCPs play a full part in the life of the School and are encouraged and, where necessary and possible, supported to take part in Activities and school trips, for example, which will promote their academic and social development. Development of friendships is regarded as a priority for pupils' well-being will be supported if necessary with social skills intervention or enhanced mentoring. Form teachers take the

lead on this but will work closely with the SENCO and other teaching staff to ensure that the pupil is fully and happily integrated into School life.

4.2 In all dealings with the pupil, the Form Tutor and Head of Section will have regard to the information provided in the EHCP.

4.3 Where appropriate, an older pupil with an EHCP will be given opportunities (e.g. reading support or contributing to a Form Assembly) to mentor or act as a role model to younger pupils, under supervision of the SENCO.

5. How Needs are Identified

5.1 A referral for Learning Support can come as a result of concerns raised by the pupil, by teachers or parents, or as a result of pre-existing reports from a prior school or external expert or agency. Whole school screening in spelling, reading and writing speed operates from Year 3 upwards. Progress checks, standardised test assessments and summer exams are also used to screen pupils and monitor progress. The Learning Development Department also work closely with the Academic Progress and Data Coordinator to monitor pupil progress and needs.

In the Early Years Foundation Stage (EYFS), close communication is maintained between the Learning Development Department and teaching and support staff, including regular visits of LDD staff to the Pre-prep classrooms. The pupils' twice-yearly reports to parents, EYFS tracking documents and the EYFS profile (completed in the final term of the Reception year), are scrutinised by the Head of Pre-prep, EYFS Co-ordinator and SENCO. These track the following areas:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS profile is used to inform plans for future learning and to identify any additional needs for support.

5.2 The provision of Learning Support always follows careful analysis of need and discussion with the pupil and parents. Close liaison with classroom teachers and parents mean that individual targets and programmes best reflect the needs of the learner. Need is reviewed on a termly basis, with pupils included or discharged from Learning Support as appropriate. Interventions will follow the cycle of 'Assess, Plan, Do, Review' as advised in the Code of Practice.

5.3 Duke of Kent School seeks to respond additionally to those pupils who require short term assistance, for example, with planning and organisation, and provides a two or three week study support course for individuals in Years 7-11 who require such intervention. Pupils may self-refer for this assistance or be referred to the Learning Development Department by parents or teachers. The Learning Development Department also run a series of lunchtime 'drop in' sessions which are open to all pupils and provide a forum for them to seek help with any work they are finding difficult.

6. Reasonable Adjustments

6.1 Duke of Kent School is committed to treating its pupils and applicants fairly. According to the Equality Act 2010, we must take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison with pupils and applicants who are not disabled. Recognising that every child is unique, this document does not seek to cater for every situation. It is intended as a general statement of our policy which sets out the principles underlying our approach to making

adjustments for disabled pupils and the factors the school will take into account when considering requests for adjustments.

6.2 We have a duty to make reasonable adjustments for pupils and applicants who are disabled under the Equality Act 2010 when they are put at a substantial disadvantage compared with pupils and applicants who do not have disabilities. A pupil or applicant is disabled if (s)he suffers from a physical or mental impairment that has substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or be likely to last for 12 months or more.

6.3 We seek to ensure that disabled pupils and applicants are not put at a substantial disadvantage by making reasonable adjustments:

- . to our policies, criteria and practices (ie the way we do things); and
- . by providing auxiliary aids and services (ie additional support or assistance).

There is no standard definition of an auxiliary aid or service. Examples include: pieces of equipment; extra staff assistance; note-taking; induction loops; audio-visual fire alarms; readers; and assistance with guiding.

6.4 We are not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils. Similarly, we do not need to provide auxiliary aids for personal purposes unconnected with the education and services provided by the School. The School site is large, with the Sports Hall and changing facilities located at the bottom of a steep hill. The site also includes a Victorian mansion building and access around the building is not level, and most entrances and exits to the teaching block involve steps. Teaching and pupil facilities are arranged over several floors. All these factors present access challenges, for example, for pupils with impaired mobility. However, the School is committed to making any reasonable adjustments to ensure that disabled pupils may participate fully in school life.

6.5 We have an inclusive approach to admissions and are proud to admit pupils with a wide range of ability and potential. We are allowed by law to apply an entry test and we do so as part of our admissions process. If necessary, we make reasonable adjustments for disabled applicants sitting the entry test.

6.6 Duke of Kent School prides itself on considering whether there is any adjustment it could make to overcome any substantial disadvantage suffered by a disabled applicant or pupil. However, we do not always think of all possible adjustments and we want to work with parents to think as creatively as possible about this matter.

6.7 If your child is disabled, you believe your child is being put at a substantial disadvantage compared with pupils without disabilities and there is an adjustment that we could make which would overcome this, you may write to the Special Educational Needs Coordinator (SENCO) setting out in full the adjustment required and (if necessary) how the school could put this into practice.

6.8 In some cases, the school will be able to agree to and implement the requested adjustment as soon as possible. In particular, it is envisaged that where an adjustment costs £100 or less and satisfies the non cost-related criteria listed below, it will be approved and implemented speedily. In other cases, for example where the adjustment would be logistically difficult or more financially costly, we may need to consider in more detail how best to overcome the substantial disadvantage that the pupil or applicant is suffering and what measures it is reasonable for the school to take. In these cases, the school may seek input from teachers, other experts (such as doctors and/or educational psychologists), you and the child in question.

6.9 When considering whether it would be reasonable to make the adjustment, the school will consider the following factors:

- whether it would overcome the substantial disadvantage experienced;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- will it be provided under an EHCP from the Local Authority;

- the school's resources;
- health and safety requirements
- the interests of other pupils (and potential pupils).

6.10 You (or your child if the school believes your child has sufficient understanding of the nature of the request) may request that the existence or nature of your child's disability be treated as confidential by the school. We will take any such request into account when considering whether an adjustment is reasonable.

6.11 Once the school has determined whether the relevant adjustment is reasonable, we will write to you, setting out the decision and the reasons. If you are not happy with the school's decision about the reasonableness of the adjustment, you may lodge a complaint using the school's Complaints Procedure, available on the School website.

6.12 For pupils with an EHCP, disability or applicable diagnosis, relevant Access Arrangements will be put in place according to current JCQ guidelines and dependent on the pupil's normal way of working. Pupils will be monitored within internal tests and exams and evidence gathered to support their Access Arrangement.

EAL Policy

Introduction:

Duke of Kent School recognises the rich contribution made to its community by those pupils who have English as an Additional Language (EAL), and who may have had significant life experience of other cultures. Studying in an additional language, particularly if family are living overseas, can present considerable challenges, however, and the School seeks to support pupils with EAL in a number of ways: through academic provision, through communication with pupils and parents, through support with cultural and social development. We pursue equal opportunities for all members of our community and value diversity.

This policy should be read in conjunction with other School policies, including the Curriculum Policy, Equal Opportunities, and Social, Moral, Spiritual, Cultural Policy.

Academic Provision:

1.1 Pupils for whom English is not the primary language will be screened on admission and will have appropriate access to EAL lessons where this is deemed appropriate by the Head of Learning Development (SENCO), either from arrival or at any later stage in their School career should the need arise.

1.2 Small class sizes mean that pupils will receive considerable attention in the classroom. Where appropriate, Learning Support assistants can be assigned to support EAL pupils outside the classroom in specific areas of challenge, with a view to working towards ultimate linguistic independence.

1.3 Staff are expected to keep in mind the needs of pupils with EAL in planning and delivering lessons. All teachers will be expected to be sensitive to EAL pupils need to have contextual support in order to access all areas of the curriculum, for example.

1.4 Pupils of appropriate ages who have strengths in languages (e.g. Russian native speakers) not taught as part of the School curriculum will be encouraged where appropriate, and supported when possible, to study for public examinations in their native language. This is a powerful way of supporting EAL pupils to achieve positive educational outcomes from their linguistic heritage, reinforcing skills for future use, and formalising learning.

Communication with Pupils and Parents:

2.1 Particular care is taken with the provision of information for EAL pupils and their families: materials must be clear and should be checked for potentially confusing idiom and cultural assumptions.

2.2 Reports/letters are sent home electronically for ease of translation where this is required. Relevant school publication or communications maybe produced for parents in translation on request where possible. Interpretation services can also be arranged for parents, with appropriate notice of the request, when required. There will be a cost for this service.

Cultural and Social:

3.1 Pupils with EAL play a full part in the life of the School and are encouraged and, where necessary, supported to take part in activities, for example, in which they may have had no prior opportunity to participate.

3.2 Events such as European Day of Languages and World Book Day present opportunities for the whole School, including pupils with EAL, to explore a rich variety of other languages and cultures, enhancing the global perspective of the School community and stressing to peers the skills being developed by pupils with EAL. A variety of national cuisines are often presented by the team in the School Kitchen, with themed lunches and suppers as elements in study days related to other languages and cultures.

3.3 Pupils, including those with EAL, are encouraged to give presentations in Form/Assembly time, and in English lessons, about important aspects of their lives, including cultural heritage or traditions.

3.4 Form Tutors will pay particular attention to the social development of pupils with EAL, supporting the development of friendships where necessary.

MORE ABLE PUPILS

At Duke of Kent School we aim to have high expectations of all students all of the time, by encouraging and supporting the learning of all students.

“There are two ways to interpret the phrase “stretch and challenge”. On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil’s thinking. On the other, it relates to individuals and the importance of pushing the thinking of the most-able pupils. Both interpretations are equally valid and essential components of great teaching.” **Mike Gershon**

Whole School Aim

The best provision for more-able students and their peers is one that challenges them and extends their thinking, knowledge and skills. Many of the ways of extending the thinking and learning of more-able children constitute good practice for all students, when pitched at the appropriate level of challenge and, therefore, will impact on raising standards overall.

At Duke of Kent we have a growth mindset, operating on the principle that all learners can, when properly challenged and supported, achieve extraordinary progress. Our focus is on achieving personal best in every aspect of development. We expect, and celebrate effort, with our philosophy based around extending all learners to their own individual limits. This individualised approach, enables pupils to experience stimulating teaching beyond the examination specifications and ensures that there are no ceilings to achievement.

We also recognize that students with particular abilities and talents must be recognized and supported to be stretched and challenged. The top 10% of students within each year group are identified by their subject teachers. These ‘more-able’ students’ progress and provision is tracked to ensure they are achieving results and opportunities that are in line with their predicted potential.

However, at Duke of Kent School we believe that pupils intelligence is not fixed and therefore increased effort and focus will enable progress and improvement with learning. To support, promote and engage this

view our whole school focus this year is on 'stretch and challenge' specifically to ensure that every child is stretched at their point of challenge. We aim for a whole School ethos which encourages and celebrates learning. Our ambition is to provide a challenging and stimulating learning environment for all, which offers the opportunities for students to shine and develop an enthusiasm for learning.

Through this policy we hope to achieve a whole school ethos where achieving at a high level is an expectation, by implementing effective identification and monitoring of the more-able students on the basis of their academic abilities and potential.

This will include:

- Identification of students with particular abilities
- Teaching and learning strategies that meet the needs of the more-able
- Procedures for monitoring and evaluating intervention and provision for the more-able
- Information and guidance for all staff to support the more-able

Stretch and Challenge Coordinator

The Stretch and Challenge coordinator oversees the achievement and provision for more-able students across the school.

The role involves:

- Having an oversight of the students on the stretch and challenge register ensuring they are supported through an enriched programme of study in taught subjects and have exposure to additional activities, competitions or specialist workshops.
- Providing information and guidance for staff to support pupils on the register.
- Developing a stretch and challenge programme that meets the criteria in order to be judged as 'Excellent' according to the ISI descriptor levels both in terms of provision and documentation.
- Contribute to the Communications message that the Duke of Kent is a School where the more-able can thrive and be fully stretched.

Why do we need to identify more-able pupils?

Some more-able pupils can have a tendency to screen their full range of abilities and not challenge themselves as much as they could. This may be the result of peer pressure, lack of opportunities or a lack of desire to push themselves. At Duke of Kent School, we will provide all pupils with ways to utilise and celebrate their achievements. In doing so we aim to raise the attainment of these pupils and enable them to further develop their own intelligence and personality.

Identification Process

Senior School

During the first half of the Autumn term class teachers use assessment, classwork and professional judgement to identify students who are 'more-able' within that subject. Teachers communicate this with their Head of Department who completes a 'more-able' identification booklet. This booklet assists HODs with the collation of information from across the whole department and allows them to identify the top 5-10% of students within the subject in each year group.

HODs will also identify 2 students which are then place on the stretch and challenge monitoring list.

This is for students that exhibit some characteristics of a 'more-able' student currently, or are potentially progressing in a manner that demonstrates that in the future they may have made significant advancement within the subject to be identified as 'more-able'. The aim is to keep the stretch and Challenge register a

'fluid' document (matching our growth mindset) and to provide slight leeway as it is often difficult to narrow down to just a few select students.

The booklet allows for the HOD to highlight to the stretch and challenge co-ordinator how and why the identified student is more-able in that particular subject. This valuable information enhances the stretch and challenge student database with data that can be referred to later.

The identification booklets are passed to the stretch and challenge co-ordinator, and the data is then collated into the stretch and challenge register which is shared with the staff body via the network staff share drive and the online stretch and challenge area of Google drive.

Prep School

Within the prep school the Deputy Head (Academic), collates stretch and challenge information from class teacher similar to the method within the senior school. Class teachers are requested to identify the top 5-10% of students within the following subjects (English, Math, Science, French, History, Geography, R.S, Art, PE, DT, Drama, Music) and pass this information to Rob.

This data is then compiled into the Prep School Stretch and Challenge register which is accessible to staff on the shared areas previously mentioned.

Monitoring progress

Once all students have been identified within both the senior and prep school and the stretch and challenge registers have been constructed, student's names are then added onto an online tracking grid which enables a visual collation of data. This system is used to input evidence of progress, provision and extracurricular activities that students are partaking in. The system is particularly useful to track and monitor provision to ensure that students are being pushed to their full potential.

Data can be uploaded on an individual basis as well as for groups of students. The system allows for reporting of information on an individual, by year group or subject. This permits for investigating provision students are receiving, highlights inconsistencies and can therefore help generate action when required.

Monitoring teacher provision for these pupils

During the academic year Staff are observed and produce documentation outlining how they Stretch and Challenge the more-able pupils on two separate days (Differentiation Day and Stretch & Challenge Day). In addition to being asked to provide evidence of differentiation for pupils on the LD register, teachers evidence the steps they are taking beyond the classroom to provide opportunities for extension. Appraisal observation takes part annually where staff also outline strategies for

Provision

The school and teachers will provide a challenging and enriched curriculum to enable our more-able students to emerge, be recognised and developed. HOD's, supported by the Stretch & Challenge Coordinator, will provide enrichment opportunities to challenge and stretch their cohort further. Having high expectations means that students are encouraged to engage in their own learning by being active participants in lessons and taking responsibility for their own learning, grasping the initiative where possible. The emphasis will be on increasing the depth before breadth of the curriculum for more-able and talented students rather than providing an accelerated curriculum.

Within the Classroom (examples)

- Stretch and challenge students used to lead particular parts of lessons within Drama.
- Challenge boxes within English classroom for students to self-select their next task.
- English stretch and challenge students given quotations that they had to become an expert on and had to teach the rest of the class about how it links to the gothic genre

- Group work with specific roles given to stretch and challenge students
- Use of google classroom to promote independent work and encourage students to take responsibility for their own learning
- In History students created motte and bailey castles over half term - challenged to create them as unusual as they could (virtual/computerised castle & lego castle)
- Student provided with questions from year above workbook to encourage progress and promote students to stretch themselves more often due to the feeling of huge achievement upon successful completion
- In PE, scholarship and stretch and challenge students are placed in more challenging positions or are given leadership roles within the sports team to enhance their ability and encourage them to rise to their full potential.
- GCSE Students in French are extended with work that is targeted towards A Level curriculum and ability.
- Tests extended in Science with "core" questions and challenging optional extension questions for those who were able to fully complete the core questions well within the time allocated.
- Standard activity for the class and then three traffic light tasks (red, yellow and green depending on the level of challenge you wanted) as an extension task that pupils could self-select
- Students explaining their challenge task to the rest of the class once completed
- More-able students leading a practical taking on roles of teachers explaining task to 'their' group
- Students using Work logs that allows them to self-select their task and then work at their own pace
- Students encouraged to try and solve problems on their own, making use of the pre-made examples for support if required
- Leader for the lesson – A student each lesson given leadership and responsibility to decide the format and flow of lessons during independent work
- Delegation of task and certain roles to stretch and challenge students
- More-able students used to lead a warm up and coordinate positions of the team
- Problem solving task set to the class involving several elements of the topic – Students needed to think 'outside' the box
- Use of challenging language to encourage a culture of high expectations
- Mark schemes for group task provided to students. This allows them to identify for themselves how to obtain the highest marks.
- S&C students given task to summarise part of the topic

Enrichment

Duke of Kent School provides a variety of extra-curricular clubs and activities, allowing for both enrichment and extension. Sports teams, music and drama clubs and many opportunities for performance are organised. Language days, reading clubs, theatre visits, field trips, community projects/performances, and debating competitions are also available. Enrichment activities provide opportunities for students to work with those of different ages, but similar interests and abilities. Just a few of the specific stretch and challenge opportunities include:

- HPQ - We currently have 5 students working on this project. Their areas of study include the impact of African art on Western art, the effects of globalisation on Tanzania, Tanzanian v UK policy towards plastic bags, the rise of the Tanzanian football team, and how to run a successful fundraising campaign. It therefore gives opportunity for students to access the 'top end' of Blooms Taxonomy - analysis - synthesis - evaluation
- Year 3 trip to Butser Ancient Farm - Students encountered a day of activities to support, engage and bring to life topic work on Roman Britain
- Tanzania Trip - Students attended GCSE lessons, took part in assemblies and helped students with their classwork
- Trip to The Hannah Peschar Sculpture Garden - Students practised their drawing, photography and creative writing in the stimulating environment of the woodland garden
- Year 9 Trip to modern day adaptation of Macbeth - Students interpreted and compared the modern day play to the traditional version to extend their understanding of the GCSE text
- Science Top of the Bench Competition - KS4 students contend a science knowledge contest examining their scientific understanding.
- Year 3 Trip to Kew Gardens - Students tour of the different habitats and ecosystems supported topic work on rainforests and made relevant the importance of conservation
- Year 6 trip to battle of Hastings re-enactment - Students Experience History being brought to life in front of them, encouraging a passion for the subject and a longing to discover more about important historical events.
- Year 8 entry into BP Ultimate Stem Challenge - Students designed new wearable tech that will benefit everyday life, inspiring a passion for engineering and design.
- Year 7 to visit Shakespeare's Globe theatre - Students had backstage access which allowed them to meet the staff at the theatre, understand more about the challenges of performing a Shakespeare play and to comprehend the logistics of a performance.
- Senior School Medical Mavericks Experience - Students were given the opportunity to discover the 350 careers that are available in the NHS and learn and practice many of the skills that are required.
- Year 5 Trip to Winchester Science Centre - Students treated to inspiration workshops during the day which developed a passion for the subject
- Year 10 trip to Hendon Air Museum - Students were able to visualise their historical studies of WWI and Physics due to the interactive workshops, in addition to reminding students of the RAF background history of Duke of Kent School
- Satro Stem Competition - Students engineering, design and Science ability challenged in a design competition
- GCSE Art trip to Booth Museum in Brighton - Student created observational drawing to help capture imaginations and develop ideas for GCSE portfolios
- Year 10 GCSE Drama Trip to Godalming College - Students invited to watch a performance of the play 'Teachers', to encourage a passion for the subject and foresee drama at A Level
- Physics Olympiad Competition - Students Physics knowledge put to the test in a national competition
- Inspirational Talk 'Running Across America' - Students received a gripping talk by Chris Finill on the nutrition, hydration, injuries, heat and miles that were involved in the epic challenge

- Year 10 Trip to the Design Museum, London - students experienced a thought provoking day which stimulated creative ideas and provided inspiration to assist GCSE work
- Reception Trip to the Weald and Downland Open Air Museum - Students experienced History being brought to life and gained an appreciation for how everyday life has developed
- Year 11 Trip to Sussex University - Students observed University life and gained a taste for potential future higher education studies
- Years 5 and 6 Trip to Guildford Cathedral - Students toured the Cathedral gaining an appreciation for the historical importance of the building alongside an awareness of religious significance.
- Year 5 Trip to Blackland Farm - Student experiences challenging team building activities which pushes them beyond their own believed capabilities
- Year 10 Trip to the Houses of Parliament - Students learnt about the 'running' of the parliament, experience politics in action and had their curiosity sparked about the democratic process
- Reception Trip to RSPB Nature Reserve - At an early ages students investigate the idea of conservation and comprehend an importance for the natural world.
- Year 8 pupils compete at Salters' Festival of Chemistry - Students knowledge of Chemistry is put to the test in a school vs school ability content.

Guidance and Professional Development

Inset Training

To engage staff with a variety of stretch and challenge strategies in addition to providing challenge to staff, teachers were grouped into mixed subject group (mixed ability) and then provided with a starting location around the school. At this location the group encountered a stretch and challenge strategy which they needed to make a note of and discuss/contemplate how it could be implemented within their lesson. They also were provided with a clue which as a group they had to solve to take them to the next location. A 'hint' was provided if they were unsure, however they were challenged to try without and instead collaborate their ideas to problem solve the solution.

This was a highly beneficial activity as it not only provided staff with some potential new ideas and strategies to try out fresh at the start of the academic year, but it also worked as an experiment to see how the staff behaved when placed within a stretch and challenge activity themselves. It was particularly useful to see a strategy from a 'student' perspective, this hopefully provided guidance and inspiration for potential lessons in the future.

Sharing Best Practice

Following Differentiation Day, feedback was provided to staff on the huge progress that has been made with differentiation and classroom management across the school. Areas of focus were highlighted with additional methods of stretch and challenge being encouraged. A target was put forward to trial some new strategies with classes and investigating their effectiveness rather than returning back to default options. New stretch and challenge methods were shared, alongside being reminded of the location of several strategies already promoted on the stretch and challenge shared area.

Stretch and Challenge Strategies on GDrive

All teaching staff have access to the stretch and challenge shared drives where there are a vast amount of strategies which can be tried by teachers within class. The database of strategies is added to on a fortnightly basis, with detailed information about the method, as well as examples of how it could work within various lessons. Currently there are 24 separate strategies which staff can make use of.

Teachers are requested to give feedback to the stretch and challenge co-ordinator regarding the effect of the strategies with details of which students were challenged. This data can then be added to the tracking grid.

Person Responsible for this policy: The Head of Learning Development / Stretch and Challenge Co-ordinator

Reviewed: September 2021

Next review: September 2022