NORTHAMPTON HIGH SCHOOL

PROVISION FOR DIFFERENT NEEDS POLICY

Please also refer to the SEND Policy

Principles

Northampton High School values the individuality of every child and acknowledges the importance of helping all pupils to recognise the spectrum of their capabilities in order to fulfil their potential. We encourage all children to value their own particular gifts and to appreciate those of their peers.

Our aim is to help all pupils discover something they are good at in order to build their self-esteem, bolster their confidence and raise their aspirations. To this end we refer to provision for 'different learning needs' rather than isolating a specific group of 'more able, gifted and talented' students, although the use of these terms is widespread and can help in clarifying the rationale of certain programmes in use in school.

The Learning Enhancement Coordinator (LEC) has oversight of all special provision and reports to the Head, Head of Juniors and Deputy Head Academic. The Reach Coordinator aims to develop the ways in which we can discover and build on the individual talents and passions of the students.

Inclusion

Our aim above all in designing the curriculum is to develop an inclusive approach with opportunities for those with learning differences to find their voices and build confidence as learners. At the heart of this inclusive philosophy are teachers who are supported to adapt teaching to the needs of all pupils, under the careful guidance of the Learning Enhancement Coordinator. We avoid embedding exclusionary approaches such as separate groups for SEND pupils or having a separate curriculum offer. Where additional support is required for a specific reason, as established by appropriately qualified staff, there is provision within the SEND policy for additional specialist support for certain individuals. This will be rare and usually for a strictly defined period of time and the costs of such provision would not normally be covered by standard fees.

Reach

In the Senior School the Reach Coordinator organises a range of activities that will appeal to all students. The Deputy Heads, Reach Coordinator and LEC review the programme with pastoral staff, via tutorials and other one to one meetings with pupils, to ensure those identified as having particular talents or aptitudes are being encouraged to attend relevant activities and they then follow up where opportunities are possibly being missed.

The aim is all students to have opportunities to choose the activities they wish to take up. This lends itself more to a growth mindset approach and is in line with our continuous improvement assessment and marking policy, whereby all students are encouraged to set themselves ambitious targets.

See further information below about scholarships.

Provision for those with particular aptitudes and talents in class settings
Despite the broadly above average ability profile of our intake we still cater for a wide range of abilities. To offer all children the same opportunity is not to offer them equality of opportunity, in fact teaching and learning should be personalised and tailored to the needs of the individual to ensure that every pupil reaches the highest standards possible.

So we do need to be aware of our most able pupils, as we are of our least academically able pupils and those with specific learning difficulties (SpLDs), such as dyslexia and slow processing speeds. More able, gifted and talented pupils also require special provision in order to flourish and fulfil their potential, however, they may of course also have SpLDs and this is taken into account through SEND pupil profiles which are reviewed on a regular basis by the LEC. Teachers use a range of tools in class and beyond (such as training programmes and digital resources to be used at home) to support more able pupils, once they have been identified using the methods below.

Identifying students with specific talents and attributes
As much as possible the defining process in identifying which students should take part in given extension and enhancement activities as part of the Reach programme is self-selection. As such there is no need to develop an artificial boundary for entry to what could be seen as an elite grouping, however, it is important to be able to identify students with particular aptitudes and/or abilities to ensure they are being offered relevant opportunities. There are many definitions of what constitutes an 'able, gifted or talented' child and they all have their merits, indeed, it could be argued that all children might fit into one or more of these categories given the right support and inspiration. The aim of using these definitions is to ensure that we support all such children and offer them varied and relevant opportunities to develop. The scholarship programme explained below explicitly identifies some of the gifted and talented pupils in school and has as one of its aims to encourage collaboration and self-selection. Non-scholars are invited to join events and lectures etc. where they have an interest, or may be selected for activities to encourage them to consider an application for scholarship at a later stage.

DFE definitions
- "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)".
- "Gifted: children at the upper end of the spectrum of academic ability.
- "Talented": those with special ability in sport or the arts (Music, Art & Drama).

Scholarships
The Reach Coordinator manages the scholarship programme in conjunction with the Director of Marketing and Deputy Head Academic. Scholarships fall into 3 categories:

Reach Scholarship
In recognition of excellence in academic results in our entrance assessment, and performance in our scholarship papers.

Flair Scholarship
In recognition of excellence in a demonstrated talent, for example, Sport, Art, Craft & Design, Creative Writing, Dance, Drama, Food Technology, Fashion Textiles and Music.

Spirit Scholarship
In recognition of characteristics prized by the School: a pupil's character, passion and endeavour in an area of special interest to them. This could include activism on a topic of interest, service to the wider community, involvement in volunteering, commitment to personally addressing an issue such as the climate emergency, animal welfare, support for the homeless and charitable or outreach endeavours.

The Scholarship programme recognises, rewards and celebrates our pupils' characteristics, talents, interests and aptitudes, whilst providing them with enrichment and support. It offers ongoing development opportunities for students to build on their talents, model behaviour and their characteristics and represent the school in an ambassadorial manner. This might be in terms of mentoring younger students, presentations in assemblies, running a competition/project etc.

Scholars are invited to a Celebration event in the summer term (an annual gathering with presentations/performances etc. by all current scholars for parents & guests), a Scholars' event activity (an annual event for all scholars either in school or to a museum, gallery, workshop, theatrical performance, lecture etc.). Scholars are also expected to be involved in student-led seminars, to run clubs and activities and to enter internal and external competitions (and/or encourage peers to do so) in their respective areas of expertise.

Scholars receive dedicated support from a relevant staff mentor to guide them in their supra-curricular and extracurricular activities in order to provide academic and intellectual challenge beyond the normal curriculum. E.g. masterclasses, summer schools, academic competitions, essay prizes and other extension activities that might contribute to the Celebration event, for example.

Scholarship awards

Scholars are entitled to an annual scholarship financial award (currently up to £500 per annum, for each scholarship awarded) which is overseen by the Reach Coordinator and administered by the school Finance department. Requests are submitted via an online form and must be related to the type of scholarship in place.

Requests for spending can be for single items, like books and sports equipment or for ongoing costs of individual tuition, for example. Requests can also be for contributions to trips and visits, whether these be school-run activities or external to school. The Reach Coordinator will authorise spending and where there are questions about the validity of a given request, will discuss this with the Deputy Head Academic.

Sources of information
Our current method is based on the following sources of information:
● Junior School - GL assessment Baseline, start and end of Year 3 and Year 6. NGRT Year 2-6, SWST Year 2-6, Progress in English Year 3-6, Progress in Maths Year 3-6, Progress in Science Year 4-6, CAT4
● KS3-4 CEM MidYIS, PASS
● KS5 CEM ALIS CABT
● Any qualification offered by an external body, e.g. ABRSM, LAMDA.

Evidence of exceptional ability in a talent, such as an audition for a professional performance or a trial at county/national level. Also work samples, observation notes, checklists of characteristics, parent/peer/self-nomination. It is worth bearing in mind the range of intelligences and talents that may be displayed. Teachers could refer to Howard Gardner's model of the 8 Multiple Intelligences.

Beyond this, of course, teachers use the HOPE model (also referred to as the Teaching and Learning Manifesto). It is entirely possible that an individual might be recognised through this approach as having skills and talents through the day to day monitoring of activities and achievement at school and beyond, without recourse to the above sources of information directly.

MidYIS (Middle Years Information System) tests
These tests are taken by pupils in Year 7 (or the year of entry if they do not start in Year 7). They are designed to measure, as far as possible, ability and aptitude for learning rather than achievement. The tests are comprised of Vocabulary, Maths, Non-verbal and Skills sections. All sections contribute to an overall measure of ability that strongly predicts subsequent achievement. Each MidYIS Test is standardised on a large sample of pupils and can, therefore, provide high scores which are meaningful:

130 +   Top 2% nationally + used to designate 'mentally gifted'

| 120+ | Top 10% nationally |
| 100 | Mean national score |

The school takes pupils who are above the national average and on occasions some who are close to this level, where potential and attitudes to learning are positive.

These tests rarely produce false positives, but false negatives are more likely. For this reason we do not generally share baseline grades with pupils or parents. All approaches to discussing grading should be made with the school's limitless learning and continuous improvement philosophy in mind. MidYIS Attitudinal testing also takes place and helps the pastoral team to develop programmes to support able learners who have a negative academic self-image, for example.

PASS (Pupil attitudes to self and school)
THis was introduced in 2016-17 as a further tool to develop understanding of students' academic profiles. From this data, and existing measures, we have been able to design a single page document that outlines academic profile and gives information about possible areas needing support. This then feeds into the processes for identifying the academically more able.

Senior School faculty system
The faculties in the Senior School have a key role in supporting students with specific skills and talents and developing the provision for different needs across the ability range. Teachers are asked to monitor and report students who might be missed by the processes used above, for example, those who might not perform well in traditional tests and exams but who have great potential in their subjects nonetheless. Each faculty has a provision for different needs policy held in the faculty handbook. This outlines the approaches taken in class to cater for different learning needs.

In the Senior School internal examinations are taken in June in all subjects, but there are limitations in using these alone as the results can be substantially altered by effort on the part of the student or other external influences such as the degree of parental support. This method of identification is likely to miss some pupils who are underachieving or who lack motivation and this must be taken into account by teachers and reported to subject leaders or heads of faculty. GCSE performance aids the identification of new pupils joining us in Year 12. The results of the Entrance and Scholarship Examinations can also provide important input.

In the Junior School, assessments, project work and tests are completed throughout the year where results are used to identify able students and provide for different learning needs across the ability spectrum.

Methods used to identify Talented pupils
Talented pupils are nominated by teaching staff in the **PE, Music, Art and Drama** subject areas and any other relevant external organisations or individuals e.g. sports coaches, peripatetic music teachers, Speech & Drama tutors. The examinations of the Associated Board of the Royal Schools of Music or the London Academy of Music and Dramatic Art (LAMDA) can also provide useful evidence to support these nominations. In sport, representation at County, Regional or National levels are also key indicators.

Other evidence
Evidence can also be provided from pupil's work completed out of class (during lunchtime or after-school clubs) or at home, as some pupils produce their best work away from the distraction of the classroom. Using a variety of methods for identifying able, gifted and talented pupils encourages all partners in children's education to be "on the lookout for excellence" thus reinforcing the positive school ethos and our aim to help all children discover something they are good at.

Howard Gardner's Model of Multiple Intelligences
In his book "Frames of Mind" (1984) Howard Gardner proposes that there are 8 different kinds of intelligence, each of which becomes evident (either singularly or in concert) in different social contexts. Consequently, we recognise each of the following as valid fields within which children might demonstrate enhanced capability.
● Linguistic skills – reading, writing, speaking, listening, factual recall;
● Mathematical skills – number manipulation, logical and sequential processes;

- Naturalist skills – hierarchical ordering, awareness of natural world;
- Visual & spatial skills – observation, artistic representation;
- Musical skills – musical appreciation, singing, instrumental;
- Physical skills – fine & gross motor skills, sports, creativity;
- Social skills – relationships, leadership;
- Personal skills – self-awareness, emotional intelligence.

PROVISION

In the classroom

In the Senior School, each faculty develops its own subject/class specific strategies to provide stretch and challenge for all pupils. These strategies are documented in the faculty handbooks. All teaching staff are expected to be aware of any pupils with specific needs in their classes and to adapt their teaching accordingly. In the Junior School, class teachers along with the Learning Support teacher and Learning Enhancement Coordinator ensure that provision maps are created and utilised as required for those with specific learning needs.

Methods and strategies recommended:

- **Differentiated activities** – by outcome and by task
- Using the school Thinking Skills programme to ensure **HOTS** (higher order thinking skills) not **MOTS** (more of the same)
- **Extension tasks** available which should be interesting, motivating and preferably contain an element of choice
- Open-ended activities, projects and problem solving are built into lesson planning
- Emphasis on developing **Thinking skills**
    - **E.g. Six Thinking Hats** approach
    - Thinking skills lessons in all subject areas using Higher Order Thinking skills programme in T&L shared drive
    - Working in ability related peer groups will often help – get the class used to changing working groups
- Encourage involvement in **enrichment activities**, clubs, teams and competitions
- Use **targeted questioning** to extend and deepen thinking during oral work.
- Use of **Bloom's taxonomy** when differentiating tasks and questions, i.e. Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge.
- Use of digital technology via the Digacy programme to encourage sharing and collaboration (peer support) as well as specific learning resources to offer stretch and challenge.

Acceleration

This strategy is not actively practised. Keeping pupils in their peer groups is deemed to be more important for their social and emotional development. The taking of tests and exams earlier than would usually occur is also not encouraged. Enrichment and enhancement activities are the preferred route, allowing pupils to develop a deeper understanding of subjects without the added pressure of further examinations. However, in certain cases, it may be appropriate to run accelerated groups, for example in Maths, where the more able students can complete GCSE courses early and move on to Further Maths GCSE. Or in Science, where similarly, some students can start to access AS Level materials that support active revision once they have completed GCSE courses.

Extracurricular

There are many opportunities outside of the classroom for pupils to develop skills, talents and abilities and to nurture interests and aspirations. These include clubs, societies and groups (via the REC programme), educational visits and one-off events, such as lectures and annual competitions.

Reviewed by: Henry Rickman, Deputy Head Academic
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