

# Stanton St Quintin Primary School



*To motivate, to educate, to nurture*

## **Special Educational Needs including Able Gifted and Talented Policy**

Stanton St Quintin Primary School, Stanton St Quintin, Wiltshire. SN14 6DQ			
Name of Policy	Special Educational Needs including AG and T		
Last Reviewed	April 2016	Reviewed by SENCo/HT	Liz Cullen
Approved by	P&S	Owned by	P&S
Next review	April 2017		

Protocol for Contact

If any parent has any concerns or queries about their child with reference to any Special Educational needs they should in the first instance contact their child’s class teacher. Any issues would then be referred, as appropriate, to the school SENCo / Head Teacher.

Aims

We believe in providing every possible opportunity to develop children’s full potential. Our aim is that all children with special educational needs take part in all activities. All children have the right to a broad and balanced curriculum including extra curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We take consideration of the different ways in which children learn and thus adopt a range of teaching styles.

Objectives

- To identify and monitor children’s individual needs at the earliest possible stage
- To plan an effective curriculum to meet the needs of children with special educational needs
- To work in close partnership with parents of children who have special educational needs
- To involve children in the identification and review of the targets identified in their individual education plans
- To take a ‘Person Centred Approach’ through the use of ‘One Page Profiles’
- To raise the self esteem of children having special educational needs acknowledging the progress they have made
- To ensure that all who are involved with children are aware of procedures for identifying, supporting and teaching them
- To ensure that our teaching styles and strategies take into consideration the differing learning styles of the child

Value, Beliefs and Principles for Learning

We believe in the following principles of learning: -

- All people have the capacity to learn

- Learning is a dynamic process involving the stages of exploration, practice, mastery, application and evaluation
- People learn in a variety of ways, including visual, auditory and kinaesthetic, and at different rates
- People learn best when they are interested, self-motivated and confident
- Mistakes and misconceptions are part of the learning process
- Early experiences, both pre and in school, have a fundamental and long term effect on subsequent personal, social and educational development
- Language in all its forms is a major means of constructing meaning
- Learning involves all aspects of human development, spiritual, moral, physical, emotional, social and intellectual
- Learning requires the active involvement of the learner
- Relationships influence learning
- Learning nearly always takes place in a social context
  - Learning takes place best in a non-threatening high challenge situation

### Special Educational Needs Co-ordinator

Mrs Pam Upton is currently the SENCo, in Miss Eels maternity absence and takes responsibility for the provision of special educational needs throughout the school. This will involve: -

- ❑ overseeing the day to day operation of the school's special educational needs policy and register
- ❑ liaising with and advising colleagues
- ❑ co-ordinating provision for children with SEN
- ❑ overseeing the records of all children with SEN
- ❑ liaising with parents of children with SEN
- ❑ contributing to the in-service training of staff
- ❑ liaising with external agencies
- ❑ working alongside staff in assessing child's needs and ensuring that children make progress
- ❑ overseeing and maintaining specific resources for special educational needs
- ❑ monitoring, evaluating and reporting on provision to the governing body in conjunction with the Inclusion Governor who is presently Liz Cullen
- ❑ being the champion for Looked After Children (LAC), allocating resources to match the priorities for LAC (in conjunction with Karen Winterburn)
- ❑ ensuring that the school is implementing the reforms set out in the SEND Code of Practice: 0-25 years (July 2014)

Responsibilities of the Head Teacher	Responsibilities of the SENCo
<ul style="list-style-type: none"> <li>• Medical provision and records (care plans etc.)</li> <li>• Pupil Premium provision and budget management</li> <li>• LAC- Provision for Looked After Children</li> <li>• AGT- Able, Gifted and Talented children</li> <li>• Staffing for interventions</li> </ul>	<ul style="list-style-type: none"> <li>• General SENCo duties</li> <li>• SEN Support Register</li> <li>• EHCP Register</li> <li>• Monitoring interventions</li> <li>• Implementing the new reforms</li> <li>• Supporting teachers</li> <li>• Observing children</li> <li>• SARFS</li> <li>• Referrals</li> <li>• WGRSS provision</li> <li>• IEP maintenance</li> <li>• CAF liaison</li> <li>• Person centred reviews</li> </ul>

	<ul style="list-style-type: none"> <li>• SEND Action Plan</li> <li>• SEND Policy</li> <li>• Whole School Provision Map</li> <li>• Co-ordinate class provision maps</li> <li>• School and local offer</li> <li>• TA performance management</li> <li>• PRISSM- monitoring and organisation</li> <li>• LA liaison</li> <li>• SEND resources</li> <li>• TAC (Team Around the Child) meetings</li> <li>• SEND data analysis</li> </ul>
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Procedure:

‘Wiltshire Graduated Response to SEND Support’ (**WGRSS**)

The Wiltshire Graduated Response to SEND Support (GRSS) has been written in response to the reforms described in the SEND Code of Practice: 0-25 years (July 2014). It provides structures and guidance for SENCOs, teachers and school leaders to support them in putting in place appropriate arrangements to meet their obligations in respect to children and young people with special educational needs and disabilities. It consists of a Pupil profile that can be completed to aid the “assess, plan, do, review” graduated approach outlined in the SEND Code of Practice and an associated Guidance section. The Wiltshire GRSS replaces the Wiltshire Indicators and Provision Document (WIPD).

‘The first response to [inadequate] progress should always be high quality teaching targeted at the area of weakness’ (6.18; p.84)

SEND Code of Practice: 0-25 years (July 2014)

Class will retain responsibility for the progress of children and young people with SEND. They will work closely with the SENCo, and, where appropriate teaching assistants, but must retain an overview of the planning and progress of the child or young person.

**WGRSS – Steps at a glance**

The Assess, Plan, Do, Review Cycle

Identification of SEND

On most occasions, adequate progress will be made by children and young people through using the resources and expertise that are already available through universal and inclusive provision in their mainstream school, college or early years setting e.g. activities in a small group within the classroom or an additional reward system for targeted behaviour.

Inadequate progress is defined in the SEND Code of Practice: 0-25 years (July 2014) as progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

If pupils continue to make inadequate progress, despite high-quality teaching and appropriate universal and inclusive provision, targeted at their areas of need, the class teacher and SENCO should assess whether the child requires SEN support, using the cycle of:

1. Assess
2. Plan
3. Do
4. Review

What are the areas of special educational need?

There is a wide spectrum of special educational needs that are frequently inter-related. The SEND 0-25 Code of Practice describes difficulties under four broad headings. Children and young people may have needs in the areas of:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical.

“...earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.”

SEND Code of Practice: 0-25 years (July 2014), 6.44; p.100.

At Stanton St Quintin Primary School, it is the responsibility of the class teacher to review provision, progress and set targets in partnership with the parents and the child. As set out in the SEND Code of Practice: 0-25 years (July 2014), provision and progress will be reviewed at least three times a year with parents/carers and the child or young person. The class teacher, working with the SENCO, will revise the support in light of the pupil’s progress and development, and decide on any changes required. This may include adjustments to the targets or intervention.

### Levels of Provision

#### 1. One Page Profiles

Each child who is listed on the SSQ SEND register will write a One Page Profile in conjunction with their teacher and family. This document will celebrate the child’s strengths and interests whilst highlighting their needs. Copies will be distributed to the child (to be kept in their drawer), to the parents, to the class teacher for the class SEND file and placed into the class register (so that a supply teacher can be easily informed of the children’s needs within a class). The profiles will be reviewed on an annual basis or in between if necessary. (E.g. If a significant change has occurred).

#### 2. Individual Education Plans

Where close monitoring is needed, the child’s class teacher will write an IEP in conjunction with the child. This plan outlines child friendly targets to address the particular individual needs of the child. The SENCO will liaise with each class teacher to ensure that children’s targets are ‘SMART’.

Specific – target a specific area for improvement

Measurable – quantify or at least suggest an indicator of progress

Achievable – to promote rapid progress

Realistic – state what results can realistically be achieved, given available resources

Time-related – specify when the result(s) can be achieved

These documents are non-statutory but we will continue to use them in this academic year to track and monitor progress against a child's targets where necessary.

Progress against targets is recorded on a child's IEP through fortnightly notes. Targets will be reviewed by the class teacher on a half term basis and 'tweaked' as necessary. At the end of each term a child's IEP will be reviewed by the class teacher in discussion with the child, parent and SENCo.

It is the class teacher's responsibility to:

- Ensure that information relevant to the front page of a child's IEP is up to date.
- Fortnightly notes against targets are completed.
- Half termly and end of term progress against targets are recorded.
- New IEPs are written based on end of year reviews.
- Progress against targets and setting of new targets are shared with the child and parents.

IEP templates can be found on Staff Server/SEN/IEP Templates

3. My Support Plans (Non-statutory My Support Plans) – at Stanton we have called these Stanton Plans to alleviate the confusion of My Support Plans/My Plans that are non-statutory/statutory.

If concerns remain regarding the child's progress, then they may be a potential candidate for statutory assessment. Children that will be assessed for an EHCP (Education, Health and Care Plan) will be given a Stanton Plan written by the SENCo, Class Teacher and the parents in conjunction with the child.

The Stanton Plan (My Support Plan) is Wiltshire's proposed way of recording and planning for children and young people's needs in a person-centred and collaborative manner, and has been developed in consultation with parents, schools and other agencies. Stanton Plans (My Support Plans) are recommended for children and young people:

- who are failing to make adequate progress despite support
- for whom you are seeking outside agency involvement
- for whom you are gathering evidence for a request for an EHC needs assessment.

4. My Plans (Wiltshire's EHCP- Education, Health and Care Plan)

Statutory Assessment: Requesting an Education, Health and Care (EHC) needs assessment

'In September 2014 a request for statutory assessment of special educational needs became a request for an EHC needs assessment. Requests can be made by the child's parents, a person acting on behalf of an educational setting (this should be with the knowledge and agreement of the parent or young person where possible), or a young person over the age of 16 but under the age of 25.

Initially, an SEN Support "My Support Plan" Meeting will be held, attended by the SEND Lead Worker (SLW). This will review the existing My Support Plan. It is not to agree or disagree with the request but for the SLW to get to know the family and issues in order to encourage a "tell us once" approach.

Once the SEN support meeting has been held, the educational setting then completes the relevant paperwork. An EHC needs assessment may be applied for by sending in a completed My Support Plan with evidence of reviews and the appropriate cover sheet. Initially, review information may be included in older formats, however, over time it is expected that cycles of reviewed My Support Plans will be used as evidence of the needs analysis and support put in place as part of the graduated approach. Where it has been used, the Pupil Profile from the GRSS may also form useful supporting evidence of a graduated response.

The criteria used by the local authority (LA) to consider whether it agrees to conduct an EHC needs assessment are set out in section 9.14 of the new Special Educational Needs and Disability Code of Practice: 0-25 years. In essence it addresses whether the support required to meet the special educational needs is above that normally available to the educational setting, that is beyond the delegated funding, as is currently the case.

In previous documentation issued by Wiltshire (e.g. SEN Entitlement, WIPD) reference is made to the table overleaf as providing an indication of levels of skill which could result in curriculum access being severely restricted. These were based on regionally agreed levels. They will still be taken into account when considering a request but will be only one aspect of a holistic needs analysis and should not in any way be seen as exclusionary criteria. The key considerations will be whether needs have been clearly identified and relevant interventions and support has been put into place.'

SEND Code of Practice: 0-25 years (July 2014) p.16

### *Person Centred Reviews*

Person Centred Review Meetings will be held annually for children with EHCPs. These meetings were previously known as 'Annual Review Meetings'. The child is actively involved in the planning of this meeting and as much of the meetings as is perceived to be appropriate (there may be some concerns that individuals wish to raise in the absence of the child). The meeting will involve a discussion about the following:

- What is working well?
- What is not working?
- What actions need to be taken?

### Summary

Level of Need	Provision
Concern	<ul style="list-style-type: none"> <li>• Child to be discussed with SENCo</li> <li>• WGRSS quick checker sheet to be completed</li> <li>• Raise at Pupil Progress Meeting with Karen Winterburn</li> <li>• Discuss the initial concern with parents</li> <li>• Discussion with child about the problem</li> </ul>
SEN Support	<ul style="list-style-type: none"> <li>• Child is added to the SEND register</li> <li>• Child will write a 'One Page Profile' in conjunction with their class teacher</li> </ul>

	<p>and family</p> <ul style="list-style-type: none"> <li>• If necessary, the child, Class Teacher, family and SENCo will write and IEP (Individual Education Plan)</li> <li>• Children will receive extra support from professionals within school through classroom support and interventions</li> <li>• If necessary, children may receive specific support from an outside agency</li> <li>• If necessary, children who receive support from several outside agencies will have a 'Support Plan'</li> <li>• Children with a Support Plan may be in the process of applying for a statutory assessment (EHP)</li> </ul>
EHCP	<ul style="list-style-type: none"> <li>• Person Centred Review Meetings will be held on an annual basis</li> <li>• Targets set out in EHCP plan will be adhered to by all practitioners who work with that child</li> <li>• A PEP (Personal Education Plan) may be implemented in cases where a child cannot access the same curriculum as his or her peers. This will take the form of a personal timetable</li> <li>• Children may continue to work from a personalised IEP or have a separate behaviour management system if appropriate</li> <li>• Children may receive a higher percentage of small group support and in some cases, 1:1 support</li> </ul>

### Inclusion

Regardless of the level of need, all children at Stanton St Quintin Primary School are equally valued and the school strives to minimise discriminating practices. Colleagues have high expectations for the children and all children are encouraged to take an active role in the daily life of the school.

### Arrangements for Co-ordinating Provision for Children with Special Educational Needs

The needs of the majority of children will be met in the classroom through quality planning, practice and provision. Teachers make every effort to ensure that children with special educational needs are fully involved in the life of the class. This will involve work being differentiated to an appropriate level. For some children it will be necessary for them to spend time on small group work or being withdrawn from the class for specific, timed activities related to their individual needs. This is usually delivered by a teacher assistant but may on occasion be delivered by a specialist teacher and will compliment ordinary classroom work so that skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee the provision to ensure it meets the objectives of this policy and the school's key priorities.

### Admission Arrangements

Normal admission arrangements apply as outlined in the school's admission policy. No child will be denied admission because of his or her creed, race, physical or academic achievement. Where a child has a particular need the governors will make every effort to ensure child's needs are fully met e.g. wheelchair access. If a child is transferring into the school with a statement or named child allowance the continuation of this support will be negotiated through the LA to ensure their needs can be met.

### Specialist Facilities

Stanton is a small school on one level providing good access although there are steps to one of the mobile classrooms. These could be adapted to ramps if necessary. The other mobile classroom has ramped access and so does the EYFS Classroom and main building. There is a disabled toilet for both adult and child use has also been provided. The school has some specialist facilities for children with hearing impairments such as fittings purchased for their sound absorption qualities e.g. thick carpets and blinds.

### Resources including NPA

Most of the resources used by the children are kept in the special needs cupboard. An amount of money from the school's budget is allocated each year and spent on resources for individual needs based on an audit of existing resources – this is carried out by the SENCo. Teachers and TAs may request additional resources necessary for the needs of children they work with. We allocate, when possible, the maximum amount of TA support time needed within the restraints of the annual budget.

TAs may be targeted to work with identified children under the guidance of the teacher, in consultation with the SENCo and will utilise a diary system for daily/weekly feedback. From 1<sup>st</sup> April 2016, children will no longer be given a number of hours on their EHCP/Statement; instead they will be given a banding, a setting and a series of objectives for that child.

Banding Descriptor documents have been developed with the help of SENCOs, SEND lead workers and the specialist SSEN lead teachers and can be found on the Wiltshire Pathways website <http://wiltshirepathways.org>

### Criteria for Evaluating the Success of this Policy

- Do we identify and monitor children' individual needs at the earliest possible stage?
- Teacher's planning identifies learning objectives for children with special educational needs
- Are children moving down or off the special educational needs register?
- Children with special educational needs are involved in all aspects of school life
- Parents are aware of individual targets set for children by discussing and viewing copies of One Page Profiles/IEPs for their child
- Children are involved in discussing, constructing and reviewing their own One Page Profiles and IEPs
- Do SEN children feel proud of their achievements?
- Is the progress of SEN children recognised, celebrated and rewarded?
- Staff are aware of current SEN practices and procedures
- Teachers use a range of teaching styles and strategies
- Child attainment, as measured by objective testing or teachers' professional judgement, is raised

### Complaints Procedure

If parents or carers have a complaint concerning provision they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or Head Teacher. Should the matter still be unresolved the parents should

contact the 'responsible person' on the governing body (this is currently Liz Cullen). If the complaint does not receive a satisfactory response this should be referred to the chair of governors and the LA.

### In-service Training

This will involve the SENCo, teachers and support staff in order to help them work effectively with children having special educational needs. These particular training needs will be closely related to the School Development Plan and the needs of the children on the SEN register. The effectiveness of training and its feedback to staff will be monitored and evaluated through the evaluation of this policy.

### Links with Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies the SENCo will do this using the appropriate referral forms and inform the parents accordingly.

These agencies normally include: -

Wiltshire Learning Support

PASSIS

Behaviour Support

Speech Therapy

Social Services

Occupational Therapy/Physiotherapy

Educational Psychologists

Health Visitors

CAHMS (Children and adolescents healthy minds service)

PSA- The school sources a Parent Support Advisor through The Rise Children's Centre on a needs basis.

### Partnership with Parents

Parents are seen as partners in their child's education and we strive to develop an effective working partnership with them in order to raise their child's attainment. They are full involved in the identification, assessment and decision making process in the school. Parental contributions are highly valued by the staff of the school. Parents are encouraged to involve their children and to seek their views. When possible, the SENCo will organise informal coffee mornings to provide an opportunity for parents to network and raise questions.

### Links with Other Schools

Links are maintained to ensure a smooth transfer on school entry through liaisons and visits to local pre school groups. Pre school children are invited to induction visits in the term before they start school and pre-school children with SEND may receive more induction visits if necessary.

Close links are maintained with Sheldon, Hardenhuish and Malmesbury Schools to ensure smooth transfer into Year 7 and liaison tutors and SENCo make visits. Additional transition visits are arranged depending on the needs of the child.

When children leave the school transfer forms are completed and forwarded to the new school. Incoming children usually bring with them all school documents and every effort is made to locate missing information.



## **Able Gifted and Talented**

### **Introduction**

At Stanton St Quintin we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. We endeavour to create an atmosphere in which success is valued by everybody. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines. We believe that by supporting the needs of Gifted and Talented pupils we are able to raise the achievements for all our pupils.

We do not use the Dfe terms for gifted and talented but choose to recognise these children in our school as "very able" i.e. Those children who show a noticeably higher achievement than their peers in one or more subjects or areas of ability, be it literacy, numeracy, music, sport, art, or any other aspect of achievement.

We respect the right of all children in our school, irrespective of difference in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our Gifted, Talented and More Able Children.

### **Aims and Objectives**

Through this policy we aim to:

- ensure that we recognise and support the needs of our children
- enable children to develop to their fullest potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently

### **Identification of More Able Children**

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents enable us to add further details to these records.

Children undergo an on Entry Profile within the first half term of joining the reception class. This gives information about their developing skills and aptitudes across the six areas of learning of The Foundation Stage curriculum. Pupil's progress is tracked through Learning Journals which are passed onto the reception class from the Pre Schools. We discuss each child's progress with parents, and use this information when planning for individual needs. The Foundation Stage Profile is completed at the end of the summer term.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as Able and Very Able when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 2 and Year 6, a Phonic Test in Year 1 plus end of year assessments in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these assessments with a range of national and LA data, and take account of children who are demonstrating good or outstanding progress (i.e. making more than the expected amount of progress).

We use checklists to help make initial identification of Very Able children (Appendix A) and Able Children (Appendix B). Teachers also use their professional judgment and experience through observation of pupils. Appendix C shows a list of characteristics of Able Under-Achievers.

In addition to these checklists we are exploring the use of and relevance of child questionnaires. At the beginning of each year teachers with their children will complete a questionnaire of interests and talents with their class. These questionnaires are then kept in children's individual assessment folders and discussed through pupil conferencing.

### **Aptitudes in English and Mathematics**

Able/Very Able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation
- use research skills effectively to synthesize information
- enjoy reading and respond to a range of texts at an advanced level
- use a wide vocabulary, enjoy working with words and are verbally fluent
- see issues from a range of perspectives
- possess a creative and productive mind and use advanced skills when engaged in discussion

Able/Very able children in mathematics are identified when they:

- explore a range of strategies for solving a problem
- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options
- look beyond the question in order to synthesize and explain
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways
- spot links, connections and patterns that others miss.

## **Provision within the School and Beyond**

Teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a variety of teaching and learning styles to encompass all children
- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skills or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning

Pupils are grouped in ways that teachers feel will maximise the quality of teaching and learning. In-class support/extension/challenge further aids the learning of our Able/Very able pupils.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. Mathletics and Spellodrome are online homework resources that are used where teachers can set specific tasks to extend and challenge.

We offer a range of extra-curricular activities for our children. These activities provide the opportunity to further extend the child's learning. Opportunities include a variety of sporting, musical, creative, social and cultural clubs. In addition we send selected children to Braeside, Hardenhuish and Sheldon and Malmesbury School for Masterclasses for able pupils. Flute, clarinet, recorder, guitar, violin, voice and piano lessons are offered to the children by peripatetic music teachers and volunteer helpers who prepare children for external examinations. The school also has a committed school council.

The children have the opportunity to experience a range of educational visits that further enrich and develop learning as well as residential visits for Key Stage 2, which cover aspects of the curriculum such as outdoor and adventurous pursuits.

We provide opportunities for extension work such as maths extension sessions for Years 5/6. These opportunities are evaluated each year to meet the needs of our children.

For teaching staff and non-teaching staff, there are opportunities for professional development to increase strategies used and to keep them informed about further developments in meeting the needs of Gifted, Talented and More Able pupils.

## **Teacher/Pupil Skill Development Across the Curriculum**

We recognise that Gifted, Talented and More Able pupils are entitled to develop their knowledge, skills and understanding in full. We endeavour to do this by:

- using questioning skills to promote high level thinking
- including thinking and problem-solving opportunities across all curriculum areas
- providing opportunities to develop effective research techniques, literacy and ICT skills
- encouraging the development of a wide variety of recording and communication skills
- promoting a culture of high expectations and determination to succeed
- celebrating the expression of special ability – musical, sporting, drama, social and art work through assemblies, presentations, certificates etc.

### **Monitoring, Assessment and Review**

The Head Teacher co-ordinates the provision and practice within the school for Gifted, Talented and More Able children. The coordinator's role includes:

- ensuring that the Able/Very Able register is up to date
- supporting staff in the identification of Able/Very Able children
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by Able/Very Able children across all curriculum areas
- reviewing the teaching arrangements for Able/Very Able children.
- monitoring the progress of Able/Very Able children through discussions with teachers
- providing advice and support to staff on teaching and learning strategies for Able/Very Able children
- liaising with parents and external agencies to ensure the needs of Able/Very Able children are met
- providing information for governors and reviewing the policy in accordance with DFE guidelines

The monitoring of this policy includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and evaluations of children's written work.

## APPENDIX A

### Initial checklist for identifying “Very Able” children

Name of Pupil	
Learns easily	
Original, imaginative, creative	
Persistent, resourceful, self-directed	
Inquisitive, sceptical – may point out weaknesses of people in authority, e.g. teachers	
Informed in unusual areas often beyond their years	
Artistic	
Outstanding vocabulary, verbally fluent	
Musical	
Independent worker shows or takes initiative	
Good judgment, logical – prefers open-ended tasks	
Versatile – many interests	
Shows unusual insights – spots links, connections and patterns that others miss	
Shows high level of sensitivity, empathy	
Has excellent sense of humour, sometimes unusual	
Exhibits unusually extroverted or introverted behaviour in a group	
Unusually high motivation and self – expression	
Speed and agility of thought and preference for verbal rather than written expression	
Shows leadership qualities	
Socially adept, but may prefer the company of adults to children	
Skilled and comfortable working in the abstract	
Behavior indicators – e.g. frustrates teacher by appearing not to concentrate, works carelessly at times.	

## APPENDIX B

### ABLE PUPILS

<b>BRIGHT CHILD</b>
Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top groups
Listens with interest
Learns with ease
Understands ideas
Enjoys peers
Grasps the meaning
Completes class/homework
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good at memorising
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

## **APPENDIX C**

### **CHARACTERISTICS OF ABLE UNDER ACHIEVERS**

- A marked difference between the quality of oral and written work
- A task started but then unfinished and/or rushed as concentration diminishes
- Bored for much of the time, but odd flashes of brilliance when interested
- Often day-dreaming rather than getting on with the task in hand
- Shows a dislike of routine tasks but sometimes sparkles when the work is of a more unusual nature
- A poor team member, failing to co-operate in a group situation
- Hypercritical of the efforts of themselves and other people
- Wide mood swings, making it difficult for other people to get a reasonably consistent response
- Posing challenging questions, showing perception but not always for positive reasons

