

POLICY	Owner	Head of Secondary
GIFTED AND TALENTED	ID (Version)	DU/4.3.3. (v2)
	Published	21-January-2024
	Valid Until	21-January-2026

POLICY STATEMENT

The Arbor School (“Arbor”, “we”, “the school”) aims to establish comprehensive and rigorous systems that lead to the correct identification of gifted and talented students, and ensure these students continue to be stretched and challenged. We plan our teaching and learning to ensure each child achieves to the highest level of personal achievement, and continually review our curriculum to ensure students access a range of opportunities to be stretched and challenged in all facets of their development.

In doing so, we maintain the following relevant definitions:

Term	Definition
Gifted	Children are gifted when their natural ability is significantly above the norm for their age. Giftedness may manifest in one or more domains, such as intellectual, creative, artistic or leadership; or in a specific academic field, such as language, mathematics, or science.
Talented	Children are talented when they have taken a natural aptitude or skill for something and created exceptional performance.
Dual or Multiple Exceptionality	Dual or Multiple Exceptionality is a term that is used to indicate a student who is gifted but who also has one or more additional exceptionalities. It can refer to gifted students who are deaf, vision-impaired or have a physical disability, as well as Attention Deficit Hyperactivity Disorder (“ADHD”), Autism Spectrum Disorder (“ASD”) or a learning disability such as dysgraphia, dyslexia, and dyscalculia.

APPLICATION

1. IDENTIFICATION

Identification of gifted and talented students will be made after an assessment process that demonstrates above age-related attainment. Assessment information will be gathered from three or more of the following sources:

- Teacher / staff nomination
- Checklists
- Cognitive assessment – Standardised score of 128 or higher
- Attainment testing
- Curriculum-based assessment – Stanine 9
- Observations
- Parental information
- Discussions with children / young people
- Achievements / accolades in school and external organisations

Students will be categorised into levels:

- **Level 1** –Stretch and Challenge work provided by the class teachers.
- **Level 2** – Stretch and Challenge work provided by class teachers and access to specialist interventions and enrichment activities. These students are known as accomplished learners

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- **Level 3** – Curriculum modification and access to subject specialist extension groups, as well as application for the scholarship programme to receive fee discount These students are known as scholars

Class teachers and SLT/PLT are responsible for identifying Level 1 students, as well as for collecting evidence to support a gifted and talented referral to SLT/PLT. SLT/PLT liase with the Head of Thrive and Support Teachers to ensure appropriate stretch work is given, and any further specialist screenings and tests are conducted as required.

2. ROLE OF THE SUPPORT TEAM

The role of the school’s Support Team is to support parents and teachers with the process of gifted and talented identification through monitoring data, completing observations, carrying out specialist assessments and coordinating specialist provision where required. Specialist staff will also track the wellbeing of students on the gifted and talented register.

The Head of Thrive is responsible for monitoring the provision set-up for each student and for coordinating with the Heads of School when tracking student progress and the impact of provision.

3. PROVISION AND SUPPORT

3.1. PROGRAMMES

Individualised learning is about tailoring education to individual need, interest, and aptitude to ensure that every learner achieves and reaches the highest standards possible, notwithstanding their background or circumstances. For gifted and talented learners, this includes:

- Effective assessment for learning so that planning takes account of prior learning, stretching curricular targets are set with pupils, and differentiated learning objectives and outcomes are shared;
- Learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment, and extension;
- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills;
- Support in specific areas, for example through language support or mentoring, alongside increased challenge in areas of strength; and
- A rich provision and alternative curriculum, which provides further opportunities for identification.

3.2. STRATEGIES AND SUPPORT EXPECTATIONS

All students identified as gifted and talented must be recorded on the school gifted and talented register. These students will be set additional targets and will be a focus group for discussion during pupil progress meetings. Some students may be withdrawn from class to attend targeted interventions or specialised extension lessons (e.g., piano) as appropriate, whilst others may be signposted to extra-curricular activities or set extension activities in class. Occasionally, students who exceed all learning outcomes across the curriculum for their age will be offered an alternative curriculum.

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Class teachers and subject specialists will identify appropriate in-class provision to extend Level 1 students. A Support Plan will be completed by the class teachers in partnership with the Inclusion Team for Level 2 and Level 3 gifted and talented students.

When teaching students with dual or multiple exceptionalities, all staff should communicate with the Inclusion Support Team to ensure consistency in identified strategies and additional provision needed.

Some students identified as exceptional may need to access alternative provision offsite or may be eligible to enter gifted student programmes and awards.

3.3 SCHOLARSHIP PROCEDURE

Please see the Scholarship Policy and Procedure Document for more detail on the process for a scholarship application, and support given.

3.4 RAHHAL

Under the auspices of the Knowledge and Human Development Authority (“KHDA”), the Rahhal programme allows students to focus on special skills through a combination of onsite and offsite education. Where appropriate, the school will consider a specialised programme and submit an application behalf of students who demonstrate exceptional talent in academics, sports, arts, or ecological literacy. The school’s Head of Inclusion/Thrive is responsible for overseeing students registered on the Rahhal programme.

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
IEP	Individual Education Plan
KHDA	Knowledge and Human Development Authority