

GIFTED AND TALENTED PUPILS POLICY

AIMS

Whilst we aim to provide a relevant and challenging curriculum for all, we recognise that within the pupils at the school, there are those with the additional needs of the gifted and talented. We know that it may be difficult to identify and that careful monitoring of progress within the school needs to take place in order to recognise possible underachievement or the potential for giftedness to be displayed.

POLICY INTO PRACTICE

DEFINITION

'Gifted' pupils are those with particular abilities in one or more of the subject areas of the school curriculum. 'Talented' pupils are those with particular abilities in the creative or performing arts such as art and design, music, P.E., dance and drama. Guidance suggests we view the more able 5-10% of the school as the gifted and talented cohort regardless of the over-all ability profile.

Dual or multiple exceptionality (DME) is used to describe a group of educationally vulnerable pupils. DME pupils are those who belong to both the SEN and the Gifted and Talented Groups. Often only the SEN will have been recognised and addressed. The issue highlighted by the new focus on this group is the one of missing their talents and abilities by a total focus on their learning needs.

IDENTIFICATION

We intend to identify these pupils by:

- Teacher assessment
- Pupil tracking
- Partnership with parents
- Providing breadth of experience and opportunity within the curriculum

Provision and Resources

- Curriculum co-ordinators will review their curriculum areas to ensure that the needs of the gifted and talented are addressed
- Ensure that extension activities and resources are available to teachers to use with pupils as appropriate
- To develop opportunities in the expressive arts for individual and small groups of pupils to have blocks of extension work in art, dance or music

HOME SCHOOL LINKS

- Parental support and ideas for their children in the programme for the gifted and talented will be encouraged

ROLES AND RESPONSIBILITIES

- The Headteacher will take a lead in the identification of the pupils who are gifted and talented and in co-ordinating appropriate programmes with class teachers, curriculum co-ordinators and key stage managers.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

All Curriculum policies
Teaching and Learning
Monitoring and Evaluation
PARRC
Equality and Diversity
SEN

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