



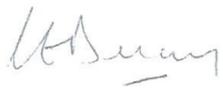
Bellevue Place

EDUCATION TRUST

Policy for Provision for Able, Gifted and Talented Pupils

The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.

SENDCo/Inclusion Manager for Halley House School – Soozii Lim

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2019
Renewal period	2 Years
Review Date:	September 2021

Contents

School Setting	3
Beliefs and Values about Most Able Children.....	3
Aims	3
Objectives	4
Definition	4
Identification.....	4
Whole School Approach to G&T Support	5
Analysis of Needs	5
Monitoring and Evaluation and Success	5
Supporting Pupils and Families	6
Training	6
Responsibilities	6
Storage and Management of Information.....	7
Reviewing the Policy	7
Accessibility.....	7
Development of Thinking Skills.....	8
Support Services and External Providers	8
Extra Curricular Activity	9
Procedures for Resolving Complaints about Provision for More Able Pupils.....	9
Appendix	10
Pupil Assessment Profiles	10
Pupil Assessment Profile Tables.....	11
Profile Scores into Register Categories.....	13

School Setting

Halley House School is a one-form entry, co-educational, non selective, free-school for pupils of the age of 4 to 11 years. We also have a Nursery provision for pre-schoolers aged 3 to 4.

The SENDCo/Inclusion Manager for Halley House School is responsible for managing the provision you make for pupils who are working at significantly greater depth than their peers. For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

The SENDCo is a member of the Senior Leadership Team (SLT) and works closely with the Headteacher, Deputy Headteacher and other senior leaders across the school.

Halley House School are part of Bellevue Place Education Trust (BPET), a multi-academy of free schools across London and neighbouring areas. Halley House Schools collaborates closely with our Local Authority (LA), other LA schools and a network of multi-agency professionals. This is coordinated by the SENDCo.

Beliefs and Values about Most Able Children

At Halley House School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas. Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Halley House School values all pupils and celebrates diversity of experience, interest and achievements. This includes who have Special Educational Needs and Disabilities (SEND), and G&T pupils. We believe in 'challenge for all' where learning is matched to each pupil's appropriate stage within their learning journey. Every teacher is a teacher of every child or young person including those with SEND and/or are more able.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator (SENCD/Inclusion Manager) who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 2 levels (6 sub levels) above their peers.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Identification

Pupils who have been identified as most able, are included on the SEND register.

The following list indicates that Halley House School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Assessment results (e.g. NTS tests)
- Parental nomination: which may be useful in revealing high achievement in activities out of school

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to G&T Support

Halley House School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Halley House School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

- **Assess:** The class or subject teacher, working with the SENDCo/Inclusion Manager, will carry out a clear analysis of the pupil's needs
- **Plan:** In consultation with the parent and pupil, agree the adjustments and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The SENDCo/Inclusion Manager will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support
- **Review:** The effectiveness of the adjustments and support and their impact on the pupil's progress is reviewed termly; the impact and quality of the support and interventions is evaluated by the SLT along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents

Monitoring and Evaluation and Success

The SLT, SENDCo/Inclusion Manager and teaching staff will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals. This is done through a range of ways including audits of provision undertaken by the SENDCo, pupil progress meetings led by SLT, external audits completed through school improvement partners at the LA or BPET and sampling of parent, pupil and staff views.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress a part of your child's termly Individual Education Plan (IEP) meetings and any other relevant review meetings with school.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo/Inclusion Manager to explain the systems and structures in place around the school's More Able provision and practice and to discuss the needs of individual pupils.

The school's SENDCo/Inclusion Manager regularly collaborates with other SENDCos within the LA and across the range of BPET schools in order to keep up to date with local and national updates in More Able provision.

Responsibilities

The SENDCo/Inclusion Manager is also the co-ordinator for More Able pupils.

Responsibilities include:

- compiling and managing the gifted and talented register
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work

- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising /managing the deployment of L.S.A.s
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will continue to use the system of Individual Education Plans (IEPs) to record the overall steps taken to meet the needs of individual pupils. Where relevant, individual reports or meeting minutes will also be recorded. The SENCo/Inclusion Manager is responsible for ensuring that records are kept and are available when needed. Relevant staff working closely with the pupil will also have access to these to inform their planning and support via the school system. These are available to share with parents following the meeting and will be sent via email directly to parents/carers.

Reviewing the Policy

This policy was updated: September 2021

It will be reviewed: September 2023

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability

- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Halley House School, pupils work in small groups of no more than 15 pupils across core subjects. Pupils are taught in mixed ability groups in maths across most of the school, with some Upper KS2 pupils being taught in more targeted focused groups as they near the end of their primary school experience.

In literacy across EYFS and KS1 they work in appropriate-level reading groups, based on their reading ability. Pupil progress is regularly assessed by class/group teachers and the RWI Leader to ensure that early literacy is taught at an appropriate level. Groups are fluid and pupils may move across groups throughout the year. Differentiation may still be used within a set, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons. The following higher order thinking skills are acknowledge at X School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

Support Services and External Providers

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Halley House School, support services have included the following:

- Educational Psychologists
- Specialist subject teachers
- Local Authority specialists
- BPET subject specialists

Extra-Curricular Activity

Halley House School offers a variety of extra-curricular activities that provide opportunities for More Able Pupils to develop specific skills alongside their peers. In terms of wraparound provision such as clubs, pupil access remains the same across all needs and abilities.

Extra-curricular activities focus on developing a range of skills across different areas an interests and include art, clay, music tuition, computing and animation, STEM, creative writing, fencing, Irish dance, street dance.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure. For more details, please see the [Complaints Policy](#).

Bullying

At Halley House School, steps are taken to ensure and mitigate the risk of bullying of Most Able learners, as well as all other pupils. For more information, please see the [Anti-Bullying Policy](#).

Appendix

Include or delete the following scoring sheets if not using. If using, add to the relevant section in the policy.

GIFTED, ABLE AND TALENTED

Pupil Assessment Profiles

In this section a series of six sheets are presented (profiles A to E) for compiling an overall **Pupil Assessment Profile**. The method recommended for deciding which names should be entered on the **AGT Register** involves the profiling for accurate assessment of *all* pupils under consideration. Each of the component profiles contains a number of key assessment statements regarding the pupil in question, for which scores should be recorded as follows, in relation to the peers within the school:

- 4 – Performing (or capable of performing) **exceptionally** well;
- 3 – Clearly **well advanced** (or has the potential to be so);
- 2 – Displaying (or capable of displaying) **above-average** performance;
- 1 – Performing **in line with the year-group average**.

It will be important when evaluating these scores not to attempt mathematical calculations, such as '21 out of a possible 40', but simply to concentrate on the frequency of scores above 1.

Pupil Assessment Profile Tables

Pupil's Name:

Year Group:

Date of Birth:

PROFILE	A	THINKING SKILLS	SCORE
1		Is able to process information quickly and accurately.	
2		Has a highly-enquiring mind, with well-developed reasoning and deduction skills.	
3		Capable of having very imaginative ideas.	
4		Approaches problems creatively.	
5		Is able to evaluate data objectively.	
6		Can retain significant facts and information, and recall selectively.	
7		Is highly articulate, using subject-specific language and a wide vocabulary confidently.	
8		Is well able to work independently, and enjoys doing so.	
9		Analyses situations well, and can generalise.	
10		Is highly curious and confident in new situations.	

PROFILE	B	LEARNING SKILLS	SCORE
1		Acquires new knowledge, understanding and skills quickly and easily.	
2		Is a self-directed learner who develops own ideas.	
3		Shows well-developed attention and concentration.	
4		Confidence and motivation levels are high.	
5		Is a productive worker who learns at a good pace.	
6		Is a self-evaluative learner, who knows what is being done, how well it has been tackled and how it can be improved.	
7		Approaches problems logically and thoroughly.	
8		Organises own approach to work properly.	
9		Can see connections among different aspects of learning.	
10		Can use and apply new learning, work in the abstract, and devise original ideas.	

PROFILE	C	PERSONALITY TRAITS	SCORE
1		Displays a sharp and often mature sense of humour.	
2		Pays considerable attention to detail.	
3		Is highly responsive to new ideas and situations.	
4		Often emerges as a leader of others.	
5		Understands the whole picture with relative ease.	
6		Is capable of being very flexible in approach.	
7		Shows tenacity in pursuing a line of enquiry.	
8		Avoids errors caused by rushing.	
9		Is quick to see own errors and to devise alternative strategies.	

10	Can be very popular with his or her peers, and relates very easily to adults as well.	
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PROFILE	D	ATTAINMENT IN CORE SUBJECTS AND IN GEOGRAPHY AND HISTORY (i.e. the subjects the DfES considers as 'gift' subjects)	LEVEL & GRADE e.g. 3A	SCORE (see note below)
English		Speaking and Listening		
		Reading		
		Writing		
		Spelling		
		Handwriting		
Maths		Using and Applying Mathematics		
		Number and Algebra		
		Shape, Space and Measures		
		Handling Data		
Science		Scientific Enquiry		
		Life Processes and Living Things		
		Materials and their Properties		
		Physical Processes		
Geography		The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change.		
History		An understanding of chronology, causality and how the past is represented.		

NB: By the end of Year 2, a child attaining at:

Level 3	scores 2
Level 4	scores 3
Level 5+	scores 4

PROFILE	E	ACCOMPLISHMENTS	SCORE
1		Has very good interpersonal skills.	
2		Has very good intrapersonal awareness.	
3		Has particular musical aptitude, especially as an instrumentalist.	
4		Shows prowess as a modern or traditional dancer.	
5		Has a flair for both improvised and scripted drama, either as an actor or as a director.	
6		Has real mechanical ingenuity, e.g. an ability to design and build models.	
7		Has true artistic aptitude, in drawing, painting, sculpting or design.	
8		Is a gifted sportsperson, whether in games, athletics, gymnastics or swimming.	
9		Displays a capacity for advanced, original thought.	
10		Is a gifted orator or singer.	
11		Has exceptional computer skills.	

Profile Scores into Register Categories

Having completed an assessment profile for each child that you judged to be a candidate for the AGT Register, you can now make an initial evaluation.

First, here is a reminder of the letters and titles of the five component profiles for the overall Pupil Assessment Profile:

PROFILE	TITLE
A	Thinking Skills
B	Learning Skills
C	Personality Traits
D	Core Subject Attainment
E	Accomplishments

Profile	Score 2	Score 3	Score 4
A			
B			
C			
D			
E			

The following tables translate a given score profile into the most likely register category:

<p>AVERAGE ATTAINERS</p> <p>Pupils with the following profile would normally be unqualified for the AGT Register:</p>
<p>Scores are 1, with only the occasional 2, for all statements.</p>

<p>ABLE</p> <p>These pupils' profiles will tend to be as follows:</p>	
<p>SPECIFIC ACHIEVERS</p>	<p>GENERAL ACHIEVERS</p>
<p>Some scores of 2, in D. Other statements may score from around average to above average (from 1 to 2).</p>	<p>As specific achievers but evidence of above average progress in other non-core curriculum subjects e.g. ICT, DT etc.</p>

<p>GIFTED OR EXCEPTIONALLY GIFTED</p> <p>These pupils' profiles will tend to be as follows:</p>	
<p>ADVANCED SPECIFIC ACHIEVERS</p>	<p>ADVANCED GENERAL ACHIEVERS</p>
<p>Quite a few scores of 3 and 4, in D. Other statements may score from above to well above average</p>	<p>As specific achievers but evidence of well advanced or exceptional progress in other non-core curriculum subjects e.g. ICT, DT etc.</p>

(from 2 to 3).	
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TALENTED OR EXCEPTIONALLY TALENTED	
These pupils' profiles will tend to be as follows:	
TALENTED	EXCEPTIONALLY TALENTED
<p>Some scores of 2, 3 or 4, in E.</p> <p>Other statements may score from around average to above average</p> <p>(from 1 to 4).</p>	<p>Some scores of 3 or 4, in E.</p> <p>Other statements may score from around average to above average</p> <p>(from 1 to 4).</p>

You should now be ready to start entering names on the Able, Gifted and Talented Register for your class. Remember a child may fall into more than one category, for example;

Specific Achiever in Maths, Talented in Music, Exceptionally Talented in ICT.

- Add web links to all other policies indicated in this one.
- Add a list of resources and intervention programmes that you use

END