



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.

SENCo/Inclusion Manager for Halley House School - Soozii Lim

Signed:	
Chair of Trust Board:	Claire Delaney
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1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Front Page

On the front page of your policy you should state the name and contact details of your SENCo/Inclusion Manager or person responsible for managing your settings in response to the provision you make for pupils who are G&T or HA.

At the beginning or on the front page name the SENCo/Inclusion Manager with contact details and add status regarding National Award for SEND (NASENCo award).

State clearly whether the SENCo/Inclusion Manager is a member of SLT or if the SENCo/Inclusion Manager is not a member of SLT name the advocate on the SLT

State here:

- Your own school/setting beliefs and values around SEN
- Every teacher is a teacher of every child or young person including those with SEN

You may also want to add:

How your policy was developed, who you consulted and how it was shared with your stakeholders, including parents and staff and that it reflects the SEND Code of Practice, 0-25 guidance

School Setting

At Halley House School the education we offer ensures that every pupil achieves confidence and success through high quality educational experiences, with a broad, balanced and enriching curriculum that has an emphasis on core learning and a key focus on ICT. At Halley House the pupils

develop the ability to communicate in an intelligent, articulate and confident manner. The pupils learn in a stimulating, safe and welcoming environment with first class educational experiences from which they thrive.

Our ultimate aim is to instil a love for learning and a desire to be motivated to enable the pupils to become proud of their achievements and become responsible future citizens.

Education at Halley House School is to be for life. Each student will leave the school, not only with the best possible educational attainment, particularly in the basic skills of literacy and numeracy, but also with the skills and attitudes needed to succeed and achieve fulfilment in a changing world and to make a positive contribution as responsible and valuable members of society.

Through Halley House School's high expectations for all children's learning, there will be strong moral purpose and a unique ethos of warmth and respect to educate children who:

- Show equality to others
- Respect themselves and show respect to others
- Understand the importance of learning and strive to achieve their best
- Understand the importance of making a positive contribution to the community and to society as a whole
- Communicate well with others and show consideration to others' beliefs and points of view
- Present themselves with confidence and articulacy
- Take responsibility for their own actions
- Develop the ability to show empathy, compassion and give support to others
- Develop a sense of pride in themselves and others

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

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.

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 (or SENCo/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

A gifted and talented register provides a basis for provision for most able pupils OR 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:

- Test results and other assessments
- 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
- 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.

Monitoring and Evaluation

The Headteacher and Trust will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

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 acknowledged at Halley House 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 and interests and include art, clay, music tuition, computing and animation, STEM, creative writing, fencing, Irish dance, street dance.

Bullying

At Halley House School, steps are taken to ensure and mitigate the risk of bullying of any of our pupils. (See our Bullying Policy).

Signed:

Date:

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.	

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

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:

PROFIL	TITLE
E	
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.</p> <p>Other statements may score from above to well above average</p> <p>(from 2 to 3).</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>
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<p style="text-align: center;">TALENTED OR EXCEPTIONALLY TALENTED</p> <p style="text-align: center;">These pupils' profiles will tend to be as follows:</p>	
<p style="text-align: center;">TALENTED</p>	<p style="text-align: center;">EXCEPTIONALLY TALENTED</p>
<p style="text-align: center;">Some scores of 2, 3 or 4, in E.</p> <p style="text-align: center;">Other statements may score from around average to above average</p> <p style="text-align: center;">(from 1 to 4).</p>	<p style="text-align: center;">Some scores of 3 or 4, in E.</p> <p style="text-align: center;">Other statements may score from around average to above average</p> <p style="text-align: center;">(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.

END