



CHILDREN WITH SPECIAL ABILITIES POLICY

Rationale

Making ongoing provision for children with Special Abilities and interests (including gifted children) is a matter of equity and is necessary to enable them to reach their potential.

Policy Statement

In addressing the recognised learning needs of students who are gifted or talented will:

- Promote a broad front approach in and outside the classroom so that identification is accurate and early as possible
- Give clear direction in terms of identification, monitoring, teaching methods, resources programming and evaluation
- Provide suitable professional development and resources for all teachers and especially for teachers with special responsibility in this area
- Establish management systems needed to support these programmes including quality of documentation which ensures accurate tracking and continuous evaluation of individual needs.

Policy Guidelines

- The SENCO will develop a credible, manageable and flexible structure to achieve the ends referred to above
- The SENCO designated as being overall in charge of this programme will consult with the Deputy Principal and be directly responsible to the Principal
- Both withdrawal and in-class programmes will be used to develop those children's potential and self-motivation using available staff strengths and those from the wider community
- Our provision must be wide ranging and include all aspects of a child's development (ie physical, academic, aesthetic, social, leadership etc)
- Each year's budget round will take account of staff training needs and provision of resources
- The Principal will report to the Board annually on programmes implemented and their effectiveness.

Reviewed by the Board: 7 April 2025

Next Review: April 2028
