Primary Additional Support Department

2017-2018

Handbook 2017 – 2018

Contents

The Sultan's School Additional Support Team 2017-2018

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1: An Introduction to the Additional Support Department

Use of the handbook

This handbook was drawn up by the Head of Additional Support. Its purpose is to provide practical guidance for teachers, parents and interested persons on the provision of effective learning support to pupils experiencing low achievement and/ or learning difficulties.

This handbook contains an outline of the day to day running of the department, policies and procedures. It should be read in conjunction with the Primary School Handbook. If things are still not clear then please do not hesitate to ask for information or clarification.

Aims

Through the implementation of the policies in this handbook we strive to:

- Optimise the teaching and learning process in order to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy, before entering secondary school.
- Establish early intervention to enhance learning and reduce difficulties in learning.
- To inform and include parents of children who are receiving support teaching of the aims and implementation of the learning support programme.
- Promote cooperation among teachers and the learning support team in the implementation of the learning support policies.

The Head of Additional Support is responsible for:

- Overseeing the day to day operation of the Additional Support Department.
- Providing supplementary teaching.
- Coordinating provision for children with special educational needs
- Consulting with class teachers on the identification of pupils who may need diagnostic assessment, taking into account the pupils' scores on an appropriate standardised screening and entrance tests.
- Carrying out a comprehensive diagnostic assessment of each pupil who has been identified as experiencing low achievement and/or learning difficulties and then in consultation with the class teacher and parents, identify the type and level of learning support that is needed to meet the pupil's needs.
- Overseeing the records of all children with special needs and store copies of all assessments, tests and IEP's in the locked filing cabinet of the learning support office.

Responding to Children with Learning Difficulties

Children with learning disabilities/difficulties may face some of the following challenges:

- Delayed conceptual development and limited ability to generalise
- Difficulty expressing ideas and feelings in words
- Hyperactivity- constantly in motion, restless, tapping of finger or foot, jumping out of seat or skipping from task to task
- Limited attention span and retention
- Clumsiness and difficulties with motor skills
- Tactile-kinesthetic- poor tactile discrimination, an excessive need to touch, poor writing and drawing performance.
- Auditory discrimination – finds it difficult to distinguish between sounds.
- Auditory comprehension- poor ability to get meaning from the spoken word
- Visual discrimination- finds it difficult to distinguish between visual stimuli
- Visual closure- find it difficult to fill in missing parts when only part of the word or object is seen
- Visual memory- has difficulty remembering and revisualising images or sequences
- Auditory memory- has difficulty remembering and reauditorising auditory stimuli or sequences
- Reading comprehension
- Low academic achievement
- Spelling and writing problems

Every child with learning difficulties does not obviously manifest all of these characteristics, but rather a unique combination of such traits.

As the child progresses through the school, we aim to move towards enabling him or her to:

- Communicate needs, desires and preferences to other people
- Interact and communicate as fully as possible with peers and adults
- Interact as fully as possible with materials and equipment in his or her environment
- Become as independent as possible in managing personal care needs
- Become as active as possible in controlling his or her environment
- Improve and enhance speaking and listening skills
- Improve reading and writing skills to an age appropriate level

Arabic and English Mediums

Both the Arabic and the English Learning Support use similar documentation, recording and reporting methods, only the interventions differ. Different programmes are offered in Key Stage One in Arabic and English. The Head of Additional Support is responsible for both mediums.

- The Additional Support Department's primary responsibility is to identify individuals or groups of students whose performance differs significantly from their peers; this is undertaken jointly by the English Learning Support Department and the Arabic Support Department.

- Secondly to assess these differences.

- Thirdly to develop strategies in full consultation with parents, teachers and the administration, that will optimise students' opportunities for learning during their education at the school. This may involve liaising with outside professionals. At this stage consultations are undertaken with parents, teachers and the administration.

Identification and Register

Learning difficulties will be primarily identified when liaising with the administration, teachers, parents and the students themselves.

The Additional Support Department also provides evaluation and interpretation of the statistics derived from administering attainment and diagnostic tests to specific year groups (CAT tests Years 4 and 6).

In Years 1-4 each child has a file with their assessment, carried out either within the school or by an outside agency, IEP and other relevant information.

Assessment

Assessment seeks to fully investigate the nature of any difficulties and counsel students, teachers and parents as to the nature of these difficulties and their short-term and long-term effects. Advice on effective intervention can then be given in the light of a comprehensive report, and an Individual Education Plan is written based on achieving short-term objectives.

Intervention

On the basis of an Individual or Group Education Plan intervention can be implemented. These plans will target specific language or learning difficulties on an individual or group basis. The effectiveness of the intervention is measured by establishing baselines before and after the intervention.

2:The Referral Process

(Arabic and English Language)

1. Referral forms are sent to class teachers at the end of the academic year.

2. This is completed by the class teacher and sent to the English or Arabic Learning Support teacher.

3. At the beginning of the following academic year letters of consent are sent to parents so that a battery of tests can be performed in Years 3-4. Students in Years 1-2 are identified but normally not formally tested unless outside agencies are involved.

4. Tests are conducted in either Arabic or English

5. An I.E.P. is written targeting specific objectives.

5. A consultation with parents and teachers is called to agree the I.E.P.

6. The I.E.P. is implemented for a specific period and then reviewed.(Reviewed in December and May)

7. Students may also be referred during the course of the academic year if the class teacher has any major concerns.

Students who have been flagged up will be tested the following September. These tests may also be administered to other children during the school year, if for example a class teacher expresses concerns about a child's performance or to a new pupil entering the school during the year, if his/her class teacher is of the opinion that he/she may need supplementary teaching.
Recommendations are made for the nature of intervention to be provided to the pupil following the analysis of diagnostic tests and standardised tests administered. This may be in the form of additional support from the class teacher or learning support teacher in a group or on a one to one basis, depending on the child's individual needs.
After diagnostic assessment has been completed and recorded a meeting is then held between the learning support teacher and class teacher to discuss and analyse the results. There is also a meeting between the learning support teacher and parents/guardians to inform them of the results and to devise an IEP, or GEP (Group Education Policy).

(Maths)
Students in Years 1-3 are referred to the Department in Years 1-3. They are chosen by the class teacher based on the previous year's results or referred during the year as a cause for concern.

(Moderate Learning Difficulties)
Students in Year 1-6 may be referred at any time (Arabic or English Homeroom Teachers) to be diagnosed for moderate learning difficulties. These tests will be carried out by the Head of Additional Support who will contact professional agencies if the need for further investigation is needed and involve the school counselor when necessary.

3:Assessment

The primary purpose of giving any test should be to obtain information that will help us and parents to understand the student and also help the student to understand himself or herself in relation to the learning tasks and education decisions that have to be faced. Teachers will also be able to understand better class competency and thus plan more effectively.

Tests used in the Additional Support Department

- (**MIST** –Middle Infants Screening Test) is used to test children in Year 2.The results are discussed and analysed by the learning support and class teacher and the information is used in conjunction with teacher referrals to compile the register in Year 2.

- An 'Early Intervention' programme using the forward together programme is offered to the parents of students flagged up by the test to be administered at home.

- Lasting from eight to 12 weeks, the programme can bring pupils' skill levels in reading and writing up to that of their classmates, raising confidence and self-esteem. Each pupil works through the *Forward Together* Activity Book at school with the help of their parent/tutor.The emphasis is on oral language, print awareness, print conventions, phonological awareness, letter identification and knowledge of letter sounds, visual discrimination, and word identification skills, understanding of word meanings/sentences, spelling cvc words, sight vocabulary and basic sentence writing.

- ***Aston Index*** is used to test children with literacy difficulties in Years 1-6(below is an explanation of the subtests).

- The Aston Index is a comprehensive, tried & tested battery of assessments for screening and diagnosing language difficulties. It offers a thorough understanding of the needs and difficulties of individual children - a sound basis for planning a programme of remedial work. It contains 16 tests which enable learning support teachers to measure an individual pupil's general underlying ability and attainment with reference to the child's mental age. It also examines the pupil's strengths and weaknesses in visual aid and auditory discrimination, motor co-ordination, written language, reading and spelling. The index identifies:
- Children with language difficulties.
- Children with auditory and visual perception difficulties.
- Children with graphic difficulties
- Specific difficulties in reading, writing and spelling fluency.

Aston Index – Subtests (explained)

Vocabulary Scale: Measures a child's understanding of vocabulary and can indicate underlying ability.

Draw-a-man: The detail of the drawing indicates a child's mental age which can then be used to givea rough estimate of I.Q.

Phoneme/Grapheme Correspondence: This measures a child's ability to match letter names and sounds out of sequence.

Reading and Spelling (Schonell): The Schonell reading and spelling tests are not diagnostic; however both are graded, meaning that the reading and spelling sequences roughly follow a pattern of phonological acquisition.

Visual Sequential Memory

Pictures: Indicates how children see and process whole words, i.e. sight words.

Symbols: Indicates how children process individual letters, their position and sequence in words and/or how children retain number sequences and/or the order of operations. Weakness in VSM/S can result in difficulties when spelling unfamiliar words resulting the omission of letters, incorrect sequencing, letter reversals and/or problems retaining and applying multiplication tables and the correct use of the 4 basic number operations.

Auditory Sequential Memory: Indicates how well children process and retain verbal information. Low scores in the reverse digits are the most indicative of weakness and usually mean the child has problems with short-term memory. This affects the ability to retain and utilise information, retain and follow instructions and make rapid arithmetical calculations.

Sound Blending: Measures a child's ability to synthesize the individual phonemes (sounds of letters or digraphs) into words. Children also use sound synthesis as a supplementary spelling strategy.

Sound Discrimination: Measures the ability to discriminate similar sounding words. Difficulties nearly always indicate some form of hearing impairment.

Maths Assessment:

The Dyscalculia Assessment is a tool for investigating pupils' numeracy abilities. It is designed to inform a personalised teaching programme for individuals or small groups of pupils who have difficulties with numbers. It can be administered to students in Years 1-6 under the supervision of The Secondary Learning Support Department.

Sandwell Early Numeracy Test - Revised (SENT-R) enables teachers to assess a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language, and provides a baseline of a pupil's number skills It can be administered to students in Years 1-6

NARA 2 (Years 5 and 6 only if necessary)

The **Neale Analysis of Reading Ability, Second Edition**, is a diagnostic test that gives a reliable and valid measure of a child's reading accuracy and reading comprehension. It allows the tester to determine the behaviours used in the physical, psychological and cognitive process of reading.

TONI-2

The **Test of Nonverbal Intelligence, Second Edition**, is a standardised, norm referenced intelligence test with a response format that eliminates the need for language, fine motor control and is free of cultural factors.

BPVS-2

The **British Picture Vocabulary Scale, Second Edition**, is a test of receptive vocabulary for Standard English and may be used as a measure of academic aptitude. No reading or writing is required of the subject, just a verbal or pointing response. The BPVS-2 includes separate normative scores for pupils that have English as an Additional Language.

- (*TAPS-TVPS 3*)Test of auditory and perceptual skills) is used to further test children in Years 3-6 who have been identified with audio or visual problems .The test identifies weaknesses in visual discrimination and memory, spatial relations, figure ground and sequential memory. It also tests word discrimination, phonological segmentation and blending, number memory and auditory comprehension.

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- If a learning difficulty is suspected then students will undergo in-depth assessment using specific diagnostic tools, normally the Head of Additional Support undertakes this. If additional assessment is needed then the school has access to outside speech pathologists, educational psychologists and medical personnel who will form part of a multidisciplinary team within the school or beyond.

4: Supplementary Teaching

The Head of Additional Support decides the size of groups, taking in to account the individual needs of pupils and the overall caseload. One to one teaching is provided to meet the needs of individual children. Supplementary teaching can take place in the classroom or in the learning support room, according to the individual child's needs. Lessons focus on the development of phonemic awareness, word identification strategies, oral work, reading skills and planned reading, comprehension skills, writing skills, spelling skills and mathematical procedures and concepts.

Identification

Priority is given to pupils who achieve scores on or below the 10-12 percentiles on standardised tests or students who cannot access the curriculum through differentiated activities within the classroom environment. In the case of pupils performing at or below the 10-12 percentiles, the screening process is followed by a consultative meeting between the class teacher and the learning support teacher concerning the pupil's performance and the possibility of the student attending learning support. Parents will also be informed of test results and consulted at this stage and written parental consent is sought for pupils to attend learning support and diagnostic assessment. Parents who refuse permission for their children to undergo diagnostic testing, or who do not wish their child to attend learning support will be asked to sign a form to confirm their wishes.

Additional Support Provision Years 1-5

Year Group	Maths	English	Arabic
KG		Develop phonological awareness, vocabulary and basic pre-literacy skills	Develop phonological awareness, vocabulary and basic pre-literacy skills
Year One	Reinforcing concepts being done in class in a small group situation or intensive work on difficult concepts.	Referred student begin with letter recognition and all are issued with a GEP. An IEP is issued for each child in December.	Small groups withdrawn to develop phonological awareness, vocabulary and basic pre-literacy skills
Year Two	Reinforcing concepts being done in class in a small group situation or intensive work on difficult concepts.	Individual needs based on IEP targets derived from assessment *Letter and Sounds* (Phonics Scheme)	Reading comprehension and rate. Writing and spelling. Improving visual and auditory processing skills.
Year Three	Reinforcing concepts being done in class in a small group situation or intensive work on difficult concepts.	Individual needs based on IEP targets derived from assessment *Letter and Sounds* (Phonics Scheme)	Reading comprehension and rate. Writing and spelling. Improving visual and auditory processing skills.
Year Four and Five	Guidelines for teachers and parents based on assessment	Individual needs based on IEP targets derived from assessment *Letter and Sounds* (Phonics Scheme)	Reading comprehension and rate. Writing and spelling. Improving visual and auditory processing skills.

The learning support programme in literacy consists of a range of interventions and the teaching of a selection of different strategies to the pupils experiencing difficulties. The aim of the learning support programme is to optimise the teaching and learning process so as to enable pupils with learning difficulties to achieve adequate levels of proficiency in literacy before leaving primary school. The learning support programme is a team effort in which the learning support teacher and the class teachers cooperate with each other, with parents and with relevant outside agencies. We feel it is important to attempt to build up confidence, morale and self-esteem in pupils. Pupils who have a history of failure are given an opportunity to enjoy and succeed in their reading related activities. Due to the differences in pupils' strengths, needs, targets and learning activities as outlined in the Individual Education Plans, it is not possible to adhere to a strict learning support programme. However, suggestions regarding lesson content and methodologies that may be adopted are outlined below:

Developing Skills and Strategies

Direct instruction in phonemic awareness, letter names, letter sounds and sight vocabulary.

Developing Oral Language

The importance of oral language cannot be overestimated. Oral language is seen as the basis for all activities in learning support. This will include listening to stories and responding to stories, participating in discussion of stories, extending vocabulary and sentence structures, oral games, and structured activities.

Developing Emergent Literacy Skills

Ensure that all pupils have developed the emergent literacy skills is an important aspect of learning support. The child needs to be familiar with all concepts of print. - left to right directionality, links between print and spoken word, vocabulary such as sentence, word etc, and punctuation

Letter Knowledge

Matching, recognition, identification, reproduction & habituation.

Monitoring Progress within the Additional Support Department Years One to Four

Year Group	*Subject Topic*	*Assessment*	*Examples of area to be assessed*	*Assessment Schedule*
1-5	English Reading	*Letters and Sounds Progress Assessment* *Dandelion Phonics Books*	Decodable High Frequency Words, Tricky Words list Students read books that contain sounds they have learnt.	Asses if students can read high frequency and Tricky Words when students have completed that phase. As soon as students know all sounds needed to read a particular level.
1-5	English Spelling	*Letters and Sounds* *Fry's Sight Words*	Decodable High Frequency Words, Common words list Yrs 1-2 Years 3-5	Assess high frequency and Tricky Words when students have completed that phase Yr 3-List 1in Term one and two
1-5	English Phonics	*Letters and Sounds* or *Phonological Battery Assessment* For a more detailed assessment	Grapheme-Phonic Correspondence, Oral Blending, Phonological Working Memory, Phoneme Segmentation, Phoneme Deletion, Decodable High Frequency Words	Assessed at the end of each phase.
3-5	English Sight Words	Fry's Sight Words	Most common words beginning with the simplest and moving on to more difficult levels	Yr 3-List 1in Term one and two Assessment in end of term 2.
3-5	English Comprehension	Scholastic Comprehension Ages 5-7	Reading and Comprehension skills.	Guided Reading lesson followed by comprehension questions. Yr 3-Group reading of multiple choice answers Yr 4-Independent reading of questions.

All results are to be kept on excel spread sheets for all members of the Primary Team to observe.

Procedures and Criteria for Continuing and Discontinuing Pupils in receipt of Supplementary Teaching

At the end of the academic year a review of a child's progress takes place. The learning support teacher may undertake further diagnostic testing to determine how much progress the pupil has made in meeting the goals set out in the IEP /GEP. A decision is then made to continue/discontinue the provision of supplementary teaching. Results of this assessment are recorded in the pupil's learning support folder and an evaluation of the learning programme is made. A decision with regard to the level of support now required by the pupil is made in consultation with the class teacher, learning support teacher and parents.

The decision to discontinue supplementary teaching is based on:
- Has the pupil achieved some/all of the learning targets set?
- Will the pupil be able to cope independently/semi-independently in the classroom learning context?

The decision-making process involves consultation between the class teacher, the learning support teacher and the pupil's parents and account is also taken of the overall learning support demands of the school.
A decision to continue the provision of supplementary teaching will result in the revision of the pupil's I.E.P.
A child may discontinue learning support if the class teacher and learning support teacher feel the child no longer needs supplementary teaching.

When it has been identified that a child is still struggling and performing below their potential despite receiving supplementary teaching, the class teacher and the learning support teacher may seek the advice from the Head of Additional Support in consultation with the child's parents. Other agencies may need to be contacted, who will advise on a range of provision including IEP targets and strategies.

The triggers for further intervention, despite receiving an individualised programme for the child could be:

- The child makes little or no progress over a long period of time
- Continues to work at Primary curriculum levels substantially below that of children at a similar age and with a similar IQ
- Continues to have literacy and numeracy difficulties
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning, or that of other chi

Referral to out of school agencies

(Children may be referred to one of the centres listed below or an educational psychologist will be invited into the school. If so the following procedures will be followed)

- The Head of Additional Support coordinates the referral of pupils to outside agencies e.g. educational psychologist
- The Head of Additional Support, class teacher or learning support teacher meets with the parents to discuss the need for referral and to seek consent.
- The class teacher completes the necessary referral form in consultation with the learning support teacher.
- Parents are asked to complete their section of the referral form.
- The external professional either visits the school to meet with the pupil or the pupils attends the professional's place of work.
- Professional may meet with parents, class teacher or learning support teacher and the assessment is conducted.
- This is followed by a return visit at which findings are discussed, recommendations are considered and an appropriate response is agreed.

Index of Services

Index	Organisations or Individuals	Contact
Associations and Support Organisations	Oman Autism Society	**Mobile:** +968 99311133 info@OmanAutism.org www.omanautism.org
	The Association of Early Intervention for Children with Disabilities	**Tel:** +968 24496960 inquiries@earlyintom.org www.aei.org.om
Psychology Services	Al- Harub Medical Centre	**Tel:** +968 24600750 info@alharubmedical.com www.alharubmedical.com
Speech and Language Therapy Services	I Communicate	**Tel:** +968 22042571 najah@icommunicate-slp.com www.icommunicate-slp.com
Educational Psychology Services, Educational Therapists and Consultants	Inspire Educational Consultancy Nadia Sultan	**Tel:** +968 99202186 nsinspire@gmail.com
Educational Psychology Services	Al Massarah Hospital- Psychology Clinic	**Tel :** + 968 24873671
Cognitive and Educational Psychological Assessments	Child Early Intervention Medical Centre	**Tel :** + 971 44233667 info@childeimc.com www.childeimc.com
Cognitive and Educational Psychological Assessments,	Happy Kid Clinic	**Tel:** + 968 24565535 or + 968 96545535 www.happykidclinic.com

Communication Strategies

The operation of an effective communication system between all the parties involved in meeting the learning needs of the child is considered essential. The various strands of the system include:

- Class teacher and support teacher agree which children should be assessed for learning support.
- Class teachers are given a record of diagnostic testing from the learning support teacher.
- The class teacher and the learning support teacher discuss and plan together the I.E.P.
- The class teacher and learning support teacher agree which part of the programme will be the responsibility of the class teacher.
- There is ongoing communication between the learning support teacher and the class teacher throughout the instructional term with weekly meetings in Years 3-6 and the class teacher is kept up to date with child's progress.
- Class teachers to be given access to materials or worksheets for pre-reading activities, early reading activities, and activities to develop phonological awareness or comprehension activities as requested.

Parental Involvement

Parents are the child's primary educators. Therefore, it is particularly important that there are close links between the learning environment of home and school. A collaborative approach between parents, teachers and others involved in the child's education is essential. There will be regular communication between the learning support teacher and parents/carers. Support is available to the parents from the learning support teacher to assist them to work effectively with their child. Parents are actively involved in the achievement of the targets set for their child e.g. through homework that reinforces the work done in supplementary teaching and shared reading. An updated IEP will be sent to parents of students receiving English Support in December and May showing progress made in relation to their targets.

The Sultan's School, Gifted and Talented Provision in the Primary School

Introduction: aims and objectives

At The Sultan's School we shall:

- Identify those students who are capable of achieving well beyond the average for their year group. These students will be identified by a variety of means, including results of standardised tests and teacher assessments, classroom observation and discussion with colleagues.
- Help our more able pupils to develop their personalities, skills and abilities, intellectually and socially;
- Provide teaching which makes learning challenging and enjoyable and enables our more able pupils to achieve their potential.

Rationale

We aim to develop a defensible rationale for providing differentially for gifted and talented students:

- Our provision for gifted, talented and more able pupils is not intended to be elitist or divisive but should be seen within the context of meeting individual needs and raising standards for all pupils;
- We are aware that it is a practical issue for all schools and all classrooms. Gifted, talented and more able pupils who are not appropriately challenged can lose confidence and motivation and easily become bored or disaffected;
- It is an issue for the community and society at large – if the particular needs of these pupils are not addressed, their talents may be wasted and society will not benefit from their future achievements;
- It is also an equal opportunities issue – every pupil has the right to receive the educational support and assistance they require in order to achieve their full potential.

Identification

Who?

Gifted, talented and more able means much more than an academically able pupil who produces high quality work. Truly gifted pupils make up only about 2-5% of the school population. There are many definitions of gifted and talented. The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly in advance of the average for the year group in their school.

Gifted:

'Gifted' pupils are defined as having particular academic ability in one or more subjects in the statutory school curriculum other than art and design, music and PE

Talented:

'Talented' pupils will have aptitude and skill in art (performing e.g. dance and drama and visual), music or sport.

Initially, it is academically gifted children in the areas of Maths, English and Science who will be catered for, with the expectation that provision will be extended to other areas of giftedness and talent in time.

Staff need to be aware of potentially gifted students within their classes and be prepared to provide opportunities for differentiated learning for these students.

Why?

The main purpose for identifying gifted and talented pupils is to:

- ensure that additional educational needs are fully met in an appropriate learning environment (quality teaching and learning) which is barrier free, stimulating and suitably challenging and in which potential is fulfilled and self-esteem enhanced;

Although some of these pupils will succeed anyway, there are those who will need motivating and stimulating if they are to achieve their potential.

How?

No single method of assessment or identification process will accurately identify a pupil's ability profile or learning needs. It will be necessary to gather information from a variety of sources to understand these needs more clearly.

Strategies and methods might include a balance of the following:

Quantitative data

Results of standardised tests and teacher assessments.

Qualitative data

Classroom observation; Discussion with colleagues; General Characteristics checklist (see below); Class teacher nomination (knowledge of background and of pupil as a whole person); Case studies; Records and pieces of work from previous years/phase e.g. subject portfolio.

Organisation of G&T provision Academic Year 2016-2017

Year 5-6 Register

Students gifted in English, Science and maths will be identified at the beginning of the academic year.

After school activities as well as class time sessions will be provided for these students.

- Year 5 science students will take part in ***Science Across the world***after school activityterm one.
- Year 6 science students will form a science committee and work throughout the year promoting science in the Primary.
- Year 6 maths students will take part in accelerated schemes of work once a week during an afterschool activity.
- Year 5 and 6English students will take part in accelerated reading and writing after school activity.

It is important that our G&T identification framework:

- Is based on an agreed, whole-school, understanding of gifted and talented;
- Is concerned with a range of aspects of high ability;
- Includes subject specific and overarching skills;
- Has an inclusive emphasis;
- Is linked to a shared purpose and within a climate that seeks to celebrate success;
- Is coordinated;
- Is monitored and evaluated.
- Is undertaken in order to facilitate effective provision.

Parental Notification

Parents of those students identified as gifted will be notified by the Head of Additional Support at the end of the academic year, when student assessment has been completed and class lists finalised.

General Characteristics Checklist
- Possesses extensive general knowledge
- Has quick mastery and recall of knowledge
- Has exceptional curiosity
- Shows good insight into cause-effect relationship
- Asks many provocative searching questions
- Easily grasps underlying principles with the minimum of explanation
- Quickly makes generalisations
- Often seeks unusual, rather than conventional relationships
- Listens only to part of the explanation

- Jumps stages in learning
- Is a keen and alert observer
- Sees greater significance in a story or film than his peers
- When interested becomes absorbed for periods
- Is persistent in seeking task completion
- Is more than usually interested in "adult" problems such as religion and politics
- Displays intellectual playfulness, fantasises, imagines, manipulates ideas
- Is concerned to adapt and improve institutions, objects, systems
- Has a keen sense of humour; sees humour in the unusual
- Appreciates verbal puns, cartoons, jokes etc.
- Criticises constructively
- Is unwilling to accept authoritarian pronouncements without critical examination
- Mental speed faster than physical capabilities
- Prefers to talk rather than write
- Daydreams
- Reluctant to practise skills already mastered
- Reads rapidly and retains what is read
- Has advanced understanding and use of language
- Shows sensitivity
- Shows empathy towards others
- Sees the problem quickly and takes the initiative

The Needs of Gifted Children

1. The opportunity to work at an increased pace.
2. A starting point to suit their ability, not one to conform to everyone else.
3. Less practice at routine tasks.
4. Less detailed instruction.
5. More independence of study.
6. A reduced number of steps in a process.
7. Open ended challenges.
8. Abstract tasks
9. The need to fail.
10. A wide variety of opportunities.
11. The need to be treated as a child whatever the intellectual ability reached.
12. Contact with teachers despite the ability to work independently.
13. Creative opportunities.
14. Programmes for their benefit not their parents.
15. Space and time to experiment.
16. Appropriate question and answer sessions.
17. Contact with peers.
18. The opportunity to take risks in an organised way.

<u>Provision</u>

Good provision includes:

- high expectations of individual pupils;
- a positive and supportive learning environment with appropriate challenges;
- access to opportunities for enrichment and extension;
- celebration of success and achievement.

Provision for more able pupils should be considered in the following areas:

- The whole-school approach where there is a general positive climate of high expectation and extended provision, it is 'cool' to succeed and high achievement is promoted.
- Within the classroom
- Within, and beyond, the school

<u>Within all Primary classrooms</u>

Provision might include:

1) Different forms of differentiation e.g. by outcome, resource, task, dialogue, support, pace, content, self i.e. adapting a task to make it more complex, create challenge and make it more sophisticated.

2) Differentiated homework with opportunities for open ended investigation and research tasks.

3) Questioning, explaining and challenging to extend thinking.

4) Grouping/setting.

5) Target setting at a sufficiently high level to extend and challenge pupils.

6) Opportunities to develop own interests and learning strategies enabling pupils to become more independent participants in their learning.

7) Classroom environment - development and promotion of high achievement; empowering a community of learners with permission to fail, take risks etc.

8) Provision of creative, open ended or abstract tasks.

9) Use of TA.

10) Mentoring as a supportive strategy.

11) Teaching and learning programme – enrichment (breadth), acceleration (pace), extension (depth), avoiding 'more of the same'.

12) Inclusion of higher order thinking skills i.e. synthesis, analysis, evaluation and providing activities to develop investigative and exploratory approaches.

13) Planning for additional time.

14) Presenting/recording/delivering content in unusual, different, challenging ways

15) Accelerated progress perhaps for one subject – reading, numeracy etc.

Beyond the classroom (within and beyond the school)

Provision might include:

1) Use of the wider community i.e. parents etc.

2) Extension and enrichment opportunities – extended school activities; extra-curricular clubs/activities; celebration assemblies etc.

3) Contact with chronological/intellectual peers.

Differentiation

In order that the children's learning time is as productive as possible and that we can maximise the effectiveness of what we are seeking to achieve in the classroom, differentiation of the task in hand should reflect the needs of the child.

Differentiation can be achieved in a number of ways:

By outcome – giving a common task but eliciting different levels of response.

By rate of progress – allowing a pupil to proceed through a course at his or her own pace.

By enrichment – giving a pupil supplementary tasks intended to broaden or deepen skills or understanding.

By setting different tasks – requiring greater sophistication within a common theme or topic.

Monitoring and evaluation

• The Head of Additional Support within the school will maintain the register in consultation with other staff and monitor pupil progress regularly.
• The Head of Additional Support within the school will liaise and discuss the pupil's needs and arrange for the forwarding of all relevant documentation on transition between key stages.

Areas for future consideration

- Expansion of provision for G&T students into other curriculum areas.
- Exploration of opportunities for Sultan's School G&T students to enter national and international competitions.
- Explorations of links with other schools and other G&T cohorts.
- Explore opportunities to introduce G&T into the Arabic curriculum.

This policy will be reviewed annually.

Sean Griffin
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