

GIFTED and TALENTED

Reviewed 22.05.09(Shirley, Alan, Hine) – 16.11.12 (Tracey, Donal); Reviewed Nov/Dec 2013 (Tracy/Donal)

ACTION

1. To promote a broad-front approach in and outside the classroom so that identification of gifts and/or talents is accurate and as early as possible.
2. To give clear direction in terms of identification, monitoring, teaching methods, resources, programming and evaluation.
3. To provide suitable professional development and resources for all teachers and especially for teachers with special responsibility in this area.
4. To establish management systems needed to support any Gifted and Talented programmes, including quality of documentation which ensures accurate tracking and continuous evaluation of individual needs.

GUIDELINES

1. The teaching staff will develop a credible, manageable and flexible structure to achieve the ends referred to above.
2. The Senior Staff are designated as in overall charge of the various programmes within their syndicates and will consult with the SENCO, who will be directly responsible to the Principal.
3. Appropriate training of, and in-class support for, classroom teachers to be able to meet the ongoing needs of such children will be deemed important and provided.
4. In-class programmes (Grouping Gifted and talented children will happen as organisation of classes and staff can support it at year levels) will be used to develop these children's giftedness, talent, potential and self-motivation. (Staff strengths and interests will also be taken into consideration.)
5. Our provision will be wide ranging and include all aspects of a child's development (i.e., physical, academic, aesthetic, social, leadership, etc.).
6. Individual Education Plans will be devised for specific children where appropriate. This will be completed by the SENCO
7. Each year's budget round will take account of staff training needs and provision of resources.
8. The SENCO will maintain an updated Gifted and Talented Student Register.