

Cheslyn Hay Primary School

INCLUSION NOW! Policy for Gifted and Able	
NAMED PERSON RESPONSIBLE	Head teacher. Input from Assessment Co-ordinator.
PRINCIPLES	The policy statement for Gifted and Able will sit alongside other policies and programmes of work. As an inclusive setting we aim to ensure that: <ul style="list-style-type: none"> • Able and talented children are identified early in their school life. • Parents/Carers are involved in their child's progress and decisions taken. • Children are appropriately challenged. • Staff skills are matched to develop activities to challenge able and talented pupils. • Identify external groups who can assist with materials and ideas to facilitate extension support.
DEFINITION	Pupils who demonstrate ability, understanding or potential to operate at a level 3 years or more beyond that which would be expected from a child of their chronological age. Or Outstanding ability in a specific area e.g music, maths, art, sport etc rather than overall, outstanding ability. This also includes children who although not working at a level 3 yrs beyond their chronological age but children who require more challenging experiences and are identified as part of our process for raising and maintaining levels of attainment.
ASSESSMENT	We have a variety of methods for assessment and these include: Standardised reading tests. Sat's materials Half term/termly assessments (Literacy and Numeracy) Observed performance Input from SENSS and advice from the G&T Adviser
PROVISION	Within school we have a variety of sources of expertise including: Liaison with High school to support children working at particular levels. Identification of focus groups to challenge individual need. Identified focus groups for literacy and numeracy. Extension and differentiated activities/groupings to support individual need. After School Homework and study support
PERSON RESPONSIBLE FOR DEVELOPMENT	Head teacher Inclusion Governor
SUCCESS CRITERIA	At Cheslyn Hay we aim to: <ul style="list-style-type: none"> • Recognise individuality and the challenge of diversity. • Promote a mutual understanding of others. • React positively to the needs of others. In an attempt to secure these aims we: <ul style="list-style-type: none"> • Meet with parents/carers to set individual targets and agree to the home - school agreement. • Challenge our able children by providing extension activities and small group work with support. • Celebrate success in assemblies and class by giving certificates, stickers and positive behaviour. Our school ethos is to show that

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	<p>Every Child Matters - Every Day Counts'. Parents/Carers are expected to be kept informed of their child's progress and needs.</p>
INSET	<p>We are committed to whole professional development and staff inset is given high priority. Our SDP highlights areas for development and training opportunities are offered to all staff. The Governing body are kept up to date with all training opportunities and are always included in any training when relevant. Individual training opportunities are also encouraged to help meet the specific needs of children.</p>
RESOURCES	<p>The assessment co-ordinator is responsible for administering resources and materials to be used. Materials are available in school for staff to use. Funding is available to support any children in school to further facilitate able and talented children.</p>

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Process of Development

<u>Drafted:</u>	September 2009
<u>Discussed with staff:</u>	September 2009
<u>Adopted by Governors:</u>	July 2010
<u>Review Date:</u>	July 2011
<u>Updated:</u>	September 2013
<u>Adopted by Governors:</u>	November 2013