



Elmfield Rudolf Steiner School

Gifted and Talented Policy

November 2018

Policy Tracker – Responsibility for monitoring this policy: Diana Ball (Education Lead) (Reviewed annually or in response to changes in legislation or LSCB operating procedures)			
Date	Reviewed and Updated By:	Role	Date Approved by the Council of Management
Jan 2018	Diana Ball	Education Lead	
12/11/18	Diana Ball	Education Lead	20.11.18

Ethos and Policy Aims

The school aims to ensure that all children, including those with additional needs, have access to, and can benefit from the Steiner Waldorf curriculum. Each pupil is valued for his/her uniqueness and is encouraged to develop into the best that he or she can be. We take a holistic approach and aim to support children in a variety of ways, to respond to their social, emotional, behavioural, physical as well as educational needs. It is our intention that all pupils are equally valued and respected.

All children have individual needs, which may be ongoing or arise at particular times, and the school tries to meet these in a way appropriate to the child's age, stage of development and personal circumstances. We recognise that some pupils will have particular needs, whether they are exceptionally gifted or able or because they have difficulties that make learning more challenging. We seek to identify those needs on an ongoing basis through our procedures, and to put in place support to meet those needs wherever reasonably possible.

We aim to foster a close relationship between teachers and pupils to enable us to gain a deeper understanding of the wide range of abilities children bring to the school and develop through their time here. Investigating and understanding a child's learning patterns, strengths, weaknesses and needs is an integral part of daily teaching at the school. However, we are careful to avoid putting too much emphasis on one particular facet of a child as this can be detrimental to the child's well-being in the short or longer term.

A child may show particular strengths in a number of different areas. These may be:

- Academic (linguistic, mathematical, analytical, etc.)
- Creative
- Artistic
- Musical
- Physical
- Social

It is important to recognise that pupils who are gifted or talented may present as good all-rounders or be high achievers in a particular area and be motivated to do well, but they may equally demonstrate high ability coupled with low motivation, a short attention span or poor social skills, or have good verbal skills but poor literacy. Gifted and talented pupils may also take pains to hide or dismiss their abilities. It is also important to note that pupils can have special educational needs in one area while being talented in another.

Definitions

Gifted: A child who has developed or has the potential to develop a range of abilities within the wider curriculum to a level significantly beyond the norm for his/her class.

Talented: A child who has developed or has the potential to develop a subject-specific ability to a level significantly beyond the norm for his/her class.

Responsibilities

All teachers are responsible for identifying any gifted and talented children in their classes or lessons and for informing the SENDCo. They are also responsible for planning and teaching appropriately differentiated lessons for these pupils and for reviewing the success of their teaching.

Our SENDCo is responsible for creating the Gifted and Talented Register at the start of each academic year with input from the teaching body, and for maintaining it during the course of the year. She is also responsible for monitoring our provision for these pupils in conjunction with the teachers.

Related Policies

Curriculum Policy
SEND Policy

Policy Review

This policy will be kept under regular review. The SENDCo, Education Lead and College of Teachers will gauge the success of the policy against all the above information, and its implementation within school. They will also take into account feedback from parents and professionals.