

The Hayfield School Policy Statement: SPECIAL NEEDS – ABLE PUPILS
Reviewed: December 2005

RATIONALE AND PURPOSE:

The school seeks to ensure that all students realise their full potential and recognises the need to challenge the small proportion of able and gifted students by additional provision:-

- Extension – students are provided with opportunities to progress more quickly to higher order skills.
Enrichment: students are provided with opportunities to broaden their knowledge and experience within National Curriculum levels, progress towards GCSE and Post 16 provision.
- Thinking Skills: Students are encouraged to maximise their thinking skills and problem solving / leadership attention.
- Extra-Curricular Involvement: Students are encouraged to participate in a wide-range of extra-curricular activity.

The school recognises that there is no single definition of an able or gifted student but assumes that the top 2% of the school population may be gifted and that the top 20% of the school population will be able. However a flexible and open-minded approach to the identification of able and gifted pupils is necessary.

The school seeks to ensure that all staff are aware of able and gifted students and are committed to meeting their needs. The school is aware that pupils may be gifted and/or talented in one (ore more) subjects or activity.

BROAD GUIDELINES:

- The school places an emphasis on close liaison with parents of able students. The school publishes an able pupil booklet for parents which contains a wide range of information and advice.
- A Gifted and Talented Development Group, chaired by the G&T Co-ordinator, is charged with the task of overseeing G&T pupil provision throughout the school.
- The school seeks to recognise, not only the existence of all-round ability, but also pupils who are able or gifted in specific areas: sport and physical education, visual and performance arts, mechanics and science, leadership and social awareness, creativity and creative thinking.
- Year Tutors, Deputy Year Tutors, and staff play a part in the identification of G&T students and are responsible for monitoring progress.
- Information on all incoming students is collated to ensure that able pupils are identified and that there high level of specific or general ability is known to teaching staff.
- Departments are required to have regard for able pupils and to ensure appropriate provision.
- The curriculum structure allows for setting in a number of subjects in order to facilitate speed and breadth of learning for able and gifted students.
- The school provides a wide-range of extra-curricular activities and encourages the full participation of able and gifted students.

- All staff are required to ensure that able pupils:
 - are provided with appropriate and challenging work.
 - are not allowed to under-achieve or to hand in work which is of a mediocre standard.
 - are not subjected to unnecessary repetition.
 - have an understanding of their own abilities and potential.
 - are encouraged to have a full and rewarding lifestyle in and out of school.
 - are encouraged to read widely.

- A work-related learning initiative has been introduced, operative from September 1999 for one year. The school will evaluate the outcomes of this exercise and implement recommendations linking work-related learning to able pupil development.

Other supporting documents available:

- Able Pupils booklet (May 98)
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