



Kilburn
Grange School
LEARN ENJOY SUCCEED

Policy for Provision for More Able and Talented Pupils

The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2017
Renewal period	2 Years
Review Date:	September 2019

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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Three words that mean the world to us.

Three words that have been with us from the day we started Bellevue Place Education Trust.

Three words that govern all that we do.

As a parent you can expect excellence, both in how we teach and nurture your child. We foster a positive attitude to life, encouraging a 'be interested and be interesting' attitude by providing a rich learning environment full of arts, drama, sport, music and academic rigour.

Bellevue Place children are happy, confident, successful 'all rounders' who expect to win and achieve in an inclusive setting where children, parents and school staff work together to provide the best. Our commitment to you and your child is that we will teach them to learn, enjoy and succeed both in their school career and beyond.

Key Contacts

Role	Name	Contact details
Assistant Headteacher and Inclusion Manager	Ms Amy Holmes	a.holmes@kilburngrangeschool.org.uk 0207 504 0547
Headteacher	Ms Sonia Mallick	head@kilburngrangeschool.org.uk 0207 504 0547
Named SEND Link Governor	Mr Damon Lacey	damonlacey@hotmail.co.uk 0207 504 0547

Ms Amy Holmes, Inclusion Manager, is a member of the Senior Leadership Team (SLT) and has completed the National Award for SEN co-ordination through the Institute of Education with merit.

The expectation at Kilburn Grange School is that every teacher is a teacher of every child or young person, including those with SEN.

School Setting

Kilburn Grange School is a co-educational primary school for pupils of the age of 4 to 11 years.

School beliefs

Kilburn Grange School believes that all pupils are entitled to high quality, well-planned and well-organised teaching, which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Inclusion Manager in liaison with the SLT, all staff and parents of pupils with SEND in line with current reform to co-produce the policy.

For the remainder of this policy, pupils identified as Able or More able and talented, will be referred to as 'More Able'.

Beliefs and Values about Most Able Children

At Kilburn Grange School, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a SENDCO who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

Definition

Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 2 levels (6 sub levels) above their peers.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of peers working at age-related expectations in one or more subjects.

Identification

Most able pupils are identified and discussed during pupil progress meetings, with strategies and provision listed on the pupil progress context sheets. The following list indicates that Kilburn Grange School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results and other assessments
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to Support

Kilburn Grange School takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

Ongoing processes of **formative and summative assessment** is an integral part of the teaching and learning process at Kilburn Grange School, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

The process

- **Assess:** The class or subject teacher, working with the SENDCO, will carry out a clear analysis of the pupil's strengths
- **Plan:** Agree the adjustments and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- **Do:** The class or subject teacher remains responsible for working with the pupil. The Inclusion Leader will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support
- **Review:** The effectiveness of the support and their impact on the pupil's progress is reviewed termly; the impact and quality of the support is evaluated by the Inclusion Leader; the support is revised in light of the pupil's progress

Monitoring, Evaluation and Success

The SLT, the SENDCO and teaching staff will review this policy bi-annually and will evaluate the impact of provision on the attainment and well-being of individuals. The evaluation process will include regular audits discussion, pupil voice and staff views.

Examples include:

- comparing baseline data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly

- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Supporting Pupils and Families

We encourage parents to make an active contribution to their child's education and hold regular meetings to share progress every term, alongside annual written reports outlining children's achievements and progress.

More Able pupils are catered for through quality first teaching, home learning and thorough analysis of their achievement at pupil progress meetings.

Training

The Inclusion Manager will liaise with relevant agencies to organise and deliver appropriate training for identified staff.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development, as part of their continuing professional development (CPD).

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attends Brent Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Responsibilities

The Inclusion Leader is also the More able and talented Co-ordinator.

Responsibilities include:

- working with teachers to identify the more able and talented pupils
- overseeing the day-to-day operation of the school's more able and talented and higher ability policy
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising / managing the deployment of L.S.A.s
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.L.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Accessibility

Learning activities are differentiated by:

- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- flexible grouping, including grouping by ability
- providing home learning activities at a more challenging level. Home learning will be differentiated when appropriate.

At Kilburn Grange School pupils are set by ability in reading in EYFS and KS1. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons. The following higher order thinking skills are acknowledged at Kilburn Grange School:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

Support Services and External Providers

At Kilburn Grange School, support services may include:

educational psychologists

specialists from local secondary schools/colleges

parents with specialist knowledge

Support Services are welcomed to support a most able child, if required.

Extra Curricular Activity

Kilburn Grange School offers a variety of extra-curricular activities that provide opportunities for More Able Pupils to develop specific skills. The school has offered:

- Mandarin
- Choir
- Chess
- Physical Activity
- Enrichment visits to other schools

Kilburn Grange School welcomes all children regardless of background, and this is clearly stated in all school publications including (but not limited to) the school's admissions policy, anti-bullying policy, prospectus, in newsletters and on the school's website.

Reviewing the Policy

This policy was updated: December 2018

It will be reviewed: December 2020

GIFTED, ABLE AND TALENTED

Pupil Assessment Profiles

The Inclusion Leader, in conjunction with the Class Teacher uses the following assessment criteria to identify children who are More Able and/or Talented.

More Able

More Able pupils are those performing consistently above the level of most able peers in one or more subjects.

GIFTED

Gifted pupils are those among a minority of pupils who are performing at a level at least 2 years above their peers.

TALENTED

Talented pupils may exhibit specific abilities in areas such as art, music, P.E etc.