



## **ST. ILLTYD'S CATHOLIC HIGH SCHOOL**

### **INCLUSION & MORE ABLE AND TALENTED POLICY**

St. Illtyd's Catholic High School operates an inclusive policy where all children are valued whatever their race, language, culture, gender, ethnicity, attainment, impairment or background. This will take place in a caring, Christian, environment that will recognise and celebrate diversity.

Therefore inclusion involves:

- Identification of the barriers to learning.
- Finding ways of minimising those barriers by making efficient and effective use of resources available to support learning.
- Ensuring that teaching strategies are of the highest quality so that all pupils can learn successfully.

Inclusion is successful when there is a clear focus on learning and teaching.

Best practice involves:

- Accurate assessment of the school's strengths and areas where further improvement is necessary.
- Planning effectively to address areas of need.
- Adopting individual approaches to optimise individual learning.
- Involving pupils in identifying their own goals and evaluating their progress towards targets.
- Evaluating and reporting progress.
- Working with parents to inform them of their child's progress, and involving them in their children's learning.

There are many groups of children who may have additional learning needs. The term additional learning needs is already being used by ESTYN in the New Inspection Framework for Schools (2004). WAG identifies the following groups of pupils who will be encompassed by this term:

- Minority ethnic (ME) groups, including pupils learning English as an additional language (EAL).
- Children of families seeking asylum, or who have refugee status/unaccompanied asylum seeking children.
- Gypsies and Travellers.
- Pupils with severe, complex and/or specific learning difficulties (Special Educational Needs).
- Disabled pupils.
- More able and talented pupils.
- Those who are looked-after by the local authority.
- Pupils with medical needs.

- Young parents and pregnant young women
- Young offenders
- Children of families in difficult circumstances.
- Young carers.
- Lesbian, gay bisexual and transgender pupils
- School phobic and school refusers.
- Pupils who perform or who have employment.

St. Illtyd's Catholic High School will support inclusive education in all its various facets.

## **MORE ABLE AND TALENTED PUPILS**

St. Illtyd's Catholic High School is intent on creating an inclusive learning environment that celebrates and meets the needs of all pupils. The school is dedicated to providing stimulating and challenging experiences through a broad balanced differentiated curriculum that offers quality learning through a variety of teaching and learning styles. Strategies are in place to identify and meet needs at the earliest opportunity to enable pupils to benefit from prompt intervention.

### Aims:

- To appoint a co-ordinator for gifted and talented pupils.
- To develop a provision for gifted and talented pupils.
- To develop a curriculum that extends and enriches the learning of this particular group.
- To develop a range of learning and teaching strategies in the light of developing knowledge about the brain and in response to multiple intelligences.
- To work effectively with all partners including pupils and parents/carers to support pupils in realizing their full potential.
- To organize activities to help pupils develop particular skills.

### Objectives:

- To enable the co-ordinator to work with departments to develop a whole school approach to meeting the needs of these pupils.
- To identify and place on a data base more able and talented pupils.
- To ensure departments have effective monitoring and evaluation systems in place.
- To encourage departments to locate and help those pupils with specific talents in a subject area.

### Definition:

More able and talented pupils have a significantly higher level of skill/ability than their peers of the same age. The most able tend to have skills across the curriculum; for example, in core subjects, whilst specific talents may be looking for evidence of multiple intelligences within subject areas such as:

- Verbal-linguistic
- Mathematical-logical
- Musical
- Visual/spatial
- Kinaesthetic
- Interpersonal
- Intrapersonal
- Existential

St. Illtyd's recognizes that gifted and talented pupils can fall into three broad categories:

1. High achievers – pupils who display a level of ability above and beyond their peers. They are usually highly motivated and enjoy challenging learning experiences.
2. Underachievers – these pupils are often shy members of the class who do not seek attention.
3. Disaffected – these pupils often engage in disruptive behaviour owing to lack of sufficient challenge resulting in boredom.

#### **Identification Strategies:**

- Liaison with primary school together with Key Stage 2 levels.
- School data especially MIDYIS
- Teacher observation and classwork levels.
- Examination results.
- Talented pupils will be identified through individual subject areas by discussion at departmental level.

Upon identification pupils will be placed on a department register of more able and talented pupils and their names passed to the coordinator for inclusion on the school register.

#### **The Co-ordinator for More Able and Talented will:**

- Keep a register of these pupils and circulate it to Subject Leaders / faculties.
- Lead staff discussions and awareness raising.
- Liaise with subject leaders, heads of faculties and the senior management team.
- Set up a base in the SEN office where resources and documents related to more able and talented pupils may be found.

#### **Heads of Department:**

- Will liaise with the coordinator
- Will discuss issues with subject teams
- Plan for implementation of specialized work within their team.

#### **Subject Leaders will:**

- Liaise with the co-ordinator over identification of pupils in department.
- Will seek advice and purchase/provide suitable materials for this group of children.
- Ask for training when it becomes available in their subject area.

Teachers should:

- Discuss planning for these children with their subject leader.
- Use a variety of teaching strategies to ensure their needs are met.

Partnership and Communication:

- Where necessary and appropriate the school will liaise with the LEA and external providers.
- The school handbook to parents will contain a section on provision for gifted and talented.

Governors:

- Will ensure the policy is implemented.
- Will comment on this policy in the Annual Governors Report to Parents.
- More Able and Talented Co-ordinator will liaise with the governors with responsibility for this area.

Organisation:

- The schools policy for more able and talented pupils will run within the framework of the curriculum policy.
- Staff will make flexible and efficient use of resources within and across departments.
- Teachers will deploy suitable teaching styles and evaluate outcomes.
- Teachers will use assessment to inform future strategies.

Monitoring and Evaluation:

- Monitoring and evaluation should mirror the school's self-evaluation procedures and monitoring and evaluation policy.
- The More Able and Talented Pupils Register should be reviewed and monitored by the coordinator.
- Pupils should be made aware of testing data to enable them to take part in setting their own targets.
- The governing body will comment in their Annual Review on progress and developments in implementing this policy.

The school's More Able and Talented Co-ordinator is Mrs. Dawn Jenkins.