



BELVEDERE INTERNATIONAL SCHOOL

MORE ABLE / GIFTED AND TALENTED POLICY

2023-2024

Review Date:	April 2024
Next Review Date:	April 2025

Acting Principal	Ms. Antonette Naidoo		
Signature		Date:	03-Apr-2024
BIS Board of Governors	Dr. Salem Aldarmaki		
Signature		Date:	09-Apr-2024

NOTE: BIS sections within this policy contain English UK spellings however, sections taken directly from the source ADEK policy will contain English US spellings.

Vision

At Belvedere International School (BIS), we believe in providing high quality provision for all students. Teaching and learning is planned to enable every student to aspire to their highest level of achievement.

At BIS we value the individual gifts and talents of all our students and work to ensure that every student has appropriate support and opportunities to enable them to be happy, successful and prepared to take an active place in local and/or international communities.

We aim to:

- Provide an inclusive education as a fundamental right for all students including those who are gifted and / or talented
- Ensure that all gifted and talented students are clearly identified and known to all staff
- Provide appropriate identification and educational opportunities for students who are identified as gifted or talented in specific areas
- Provide opportunities for gifted and talented students to be challenged through engaging in thought-provoking and stimulating learning experiences.
- Work in partnership with student's parents / carers to understand and meet gifted and / or talented student's needs.

Definitions

The UAE School Inspection Framework (p.117) defines **More Able (previously referred to as Gifted and Talented)** students as those who demonstrate exceptional ability and/or attainment.

Giftedness refers to *'a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domain of human ability.'*

Whereas **talented** refers to '*a student who has been able to transform their 'giftedness' into exceptional performance*'.

All gifted students have the potential to be highly able but not all highly-able students are necessarily gifted.

Gifted students may demonstrate that they are:

- enthusiastic, independent, enterprising and analytical
- able to apply new skills with confidence to both real and abstract learning situations
- able to make connections between different areas of learning

The following additional definitions are taken from the ADEK Inclusion Policy (2024)

Accommodations and Modifications to Teaching	Any adjustments to the way in which teaching takes place, including lesson delivery and behaviour management, so that it is suitable for the needs of students with additional learning needs.
Accommodations and Modifications of Assessments	Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.
Adaptive Teaching	An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Annual Review	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalised approach to learning.
Clinical Assessment Report	A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in- person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.
Cycle	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (KG), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching UAE Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).

Documented Learning Plan	A plan which outlines any personalised learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behaviour Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.
Equitable Access to Education	Enabling the same access to learning and educational settings for all students through the provision of individualised accommodations and modifications to address any barriers that inhibit this.
Gifted and Talented	Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.
Head of Inclusion	The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.
Inclusion Assistant	A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Inclusion Teacher	A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.
Inclusion Team	Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.
Individual Assistant	Formerly known as “Shadow Teachers”, Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioural, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.
Mainstream Education	The learning environment where all students learn alongside their peers in an inclusive school environment.

Modified Curriculum	Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.
Multilingual Learners	Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.
Personal Emergency Evacuation Plan (PEEP)	A personalised plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.
Pull-out intervention	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.
Push-in intervention	Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.
Specialised Provision	Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalisation and possibly external support by specialists (Tier 3: Intensive and Individualised). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.
Twice Exceptional	Students who are both gifted and/or talented and have other additional learning needs.

Universal Design	A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.
Universal Design for Learning	An approach to teaching and learning which promotes equitable access to education to all students regardless of their differing needs.

Roles and Responsibilities

The Inclusion Department, the Senior Leadership Team and other teaching and support staff will collaborate with one another, alongside parents, students and, where involved, external agencies to address and meet the needs of gifted and / or talented students.

By the start of academic year 2025 / 26 BIS will have moved to the ADEK approved staffing model and where needed appointed additional inclusion positions. Workload adjustment and evidence of professional development, in line with ADEK policy will also have been implemented.

The Inclusion Governor will:

- Work with the Principal and Head of Inclusion to determine the strategic development of the Gifted and Talented Policy and its provision across the school.
- Ensure that budgets are identified to provide, if required, additional specialist staffing and resources to support identified gifted and / or talented students
- Monitor, alongside SLT, the quality and effectiveness of provision for gifted and / or talented students within the school and provide termly updates to the governing board.

The Principal will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Gifted and Talented Policy and provision across the school, including the evaluation and improvement of provision for gifted and / or talented students

- Allocate a member of staff to be responsible for the coordination and provision for gifted and/or talented (more able) learners.
- Provide access for all staff to professional development and training related to adaptive teaching and ensure staff are trained in student protection and safeguarding as per the *ADEK Student Protection Policy*.
- Ensure the school's data on gifted and / or talented students is submitted to ADEK as required.

The Head of Inclusion will:

- Be a member of the senior leadership team and work with the Principal and Inclusion Governor to determine the strategic development of inclusive provision in the school
- Support the identification of gifted and / or talented students who meet the school's criteria
- Maintain, review and update the school's register of gifted and / or talented students including their documented learning plans (DLPs) and advanced learning plans (ALPs)
- Co-ordinate, through liaising with teachers and other professionals, the provision made for gifted and / or talented students
- Track the progress and attainment of gifted and / or talented students
- Provide professional development and training for staff, and parents to ensure that gifted and / or talented students receive appropriate support and high-quality teaching.
- Ensure the school keeps securely, up to date records of all gifted and / or talented students and that these are evaluated and shared as needed, as per the *ADEK Records Policy*.

- Ensure eSIS information on gifted and / or talented students is up to date at all times.
- Review and evaluate the quality of provision for gifted and / or talented students
- Meet with parents to discuss the provision for gifted and / or talented students and to identify how they can provide additional support at home.
- Implement all aspects of the ADEK In-School Specialist Services Policy

The Gifted and Talented lead will:

- Monitor the provision and progress made by gifted and / or talented students
- Work with the Head of Inclusion to ensure that professional development and training includes aspects of gifted and talented provision
- Support in the creation of Advanced Learning Plans for gifted and / or talented students
- Oversee and in some cases provide enrichment and extension activities for gifted and / or talented students.

Every BIS Teacher is responsible for:

- Ensuring that gifted and / or talented students are identified
- Ensuring that inclusive teaching strategies are incorporated into lesson planning to support gifted and / or talented students
- Ensuring that gifted and / or talented students are suitably challenged
- Liaising with staff to plan, implement and assess the impact of support and interventions

- Collaborating in the review of gifted and / or talented student's progress and contributing to the writing of new (SMART) targets.
- Utilising resources and programs that support high quality provision for gifted and / or talented students
- Discussing strategies that are being implemented with parents.

Identifying of gifted and / or talented students

Gifted and talented students at BIS are considered to be students who are judged as demonstrating outstanding skill in one or more of the following:

- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability

BIS uses a combination of the following to identify gifted and / or talented students:

- Information shared on the admission form.
- Identification prior to admission on the basis of information provided by parents, previous schools and/or external agencies such as Educational Psychologists.
- Meetings between the Head of Inclusion and parents.
- Baseline assessment data such as: NGRT, GL PTs and CAT4
- Referrals and observations by staff /parents
- Gifted and/or talented screening checklists and referral forms
- Student interest surveys, self-reports and student interviews

Academic Gifted:

- Students with a CAT4 score of 119 -126 (stanine 8) in one or more battery areas (Quantitative, Spatial, Verbal and Non-verbal) are identified as highly able in the identified area.
- Students with a CAT4 score of 127 or above (stanine 9) in one or more battery areas (Quantitative, Spatial, Verbal and Non-verbal) are identified as gifted in the identified area.
- Students with a subject Progress Test SAS score of 119 -126 (stanine 8) are identified as highly able in that subject.
- Students with a subject Progress Test SAS score of 127 or above (stanine 9) are identified as gifted in that subject.

Non-Academic: Talented:

- Students are identified, at different levels, in the broad areas of Performing Arts, Physical Education and Visual Arts.
 - Level 1: Represents the school
 - Level 2: Represents the community
 - Level 3: Represents the country

Provision for Gifted and / or talented students

A wide range of extension and development activities are available to ensure gifted and / or talented students are given the opportunity to reach their potential. Some examples include:

- Providing opportunities for problem-solving, hypothesising and developing thinking skills
- Providing the opportunity to work with other Gifted and / or talented students in a small group situation

- Identification of extension/challenging work in schemes of work and lesson plans
- Encouraging students to take risks, express ideas and to regard all answers, whether right or wrong, as opportunities for learning
- Offering enrichment opportunities which allow gifted and / or talented students to excel, and which encourage and maintain enthusiasm for subjects
- Alerting parents to the existence of extra-curricular or community activities that may be of interest to their child
- Sharing specific projects aimed at developing independent study skills, critical thinking skills and areas of talent

Consultation and involvement of students and parents

At BIS the role of parents as partners in their child's education is paramount. From early identification staff will talk with both the student and their parents to discuss potential needs and next steps. These conversations ensure that:

- Everyone understands the student's areas of strength
- Parents' views are sought and recorded.
- Everyone understands the agreed outcomes required for the student, and what the next steps are.

Register of students who are gifted and / or talented

The school maintains a register of all gifted and / or talented students to ensure all staff are aware of the needs of the students in their classes.

Documented Learning Plans (DLPs): Advanced Learning Plans (ALP):

These plans support students classified as more able / gifted and talented in one or more subjects.

Evaluating the effectiveness of provision for gifted and / or talented students

Every teacher is accountable for the progress and development of gifted and / or talented students. Subject and phase leaders are also required to track the progress, attainment and strategies used for gifted and / or talented students within their subject/phase.

Gifted and/or Talented students will be monitored through:

- Review of tasks and activities
- Lesson observations
- Staff, student and parent review meetings
- Review of internal and external assessment data
- Review of ALPs

Monitoring arrangements

This Gifted and Talented Policy will be reviewed by the Inclusion Governor and SLT each year and then approved by the Chair of Governors.