

HOLMWOOD HOUSE SCHOOL



Policy for Provision for Able, Gifted and Talented Pupils

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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.

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Special Educational Needs

Within the course of their school careers, some children will experience particular difficulties in their learning which go beyond the norm of simply finding things challenging and which hinder the development of their full learning potential. These difficulties can present themselves at any time during a child's years in formal education. Our aim at Holmwood is for all children to achieve their full potential and, where a difficulty is identified, at home or at school, offer support and guidance for both the pupil and their parents.

The primary responsibility lies with the teacher to help support a child in their learning. Every teacher is a teacher of every child including those with SEN. To facilitate this all teachers differentiate in their lessons; this means that, to a greater or lesser degree, they adapt their teaching, resources, tasks and approaches to the needs of the individual child within each class. In many cases, that can be achieved in a straightforward way, but where an individual child's needs demand a more individualised programme, Learning Support may become involved to assess the child's needs in more detail and to create an individual education plan.

School Setting

Holmwood House School is a co-educational, non-selective independent Preparatory School for pupils of the age of 3 to 16 years. For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'.

Beliefs and Values about More Able Children

At Holmwood House 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.

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 Co-ordinator who will work with the More Able Policy
- To provide support and advice for all staff working with More Able pupils

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. 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 least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as art, music, PE, etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Identification

A gifted and talented list provides a basis for provision for more able pupils. The following list indicates that Holmwood House School welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Test results (CAT4) and other assessments (Progress Tests and NGRT/NGST)
- 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 G&T Support

Holmwood House 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 Holmwood House 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.

Process

- **Assess:** The class or subject teacher, working with the Deputy Head Academic, will carry out a clear analysis of the pupil's needs.
- **Plan:** In consultation with the parent and pupil, agree the adjustments, interventions 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 Deputy Head 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 interventions and their impact on the pupil's progress is reviewed termly; the impact and quality of the support and interventions is evaluated by subject coordinators and the Deputy Head, along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents.

Monitoring and Evaluation and Success

The SLT and teaching staff will review this policy biennially and will evaluate the impact of provision on the attainment and wellbeing of individuals.

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

Criteria for Exiting the Register

Individual pupil progress is reviewed regularly and any identified changes in the level of support required are discussed and shared with stakeholders (including parents). Any amendments to existing practice are implemented and recorded, and monitored on an on-going basis.

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their child's education and hold regular meetings to share progress.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality.

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

Training

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 where appropriate.

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

The school's SENCO regularly attends the Bellevue SENCO network meetings in order to keep up to date with local and national updates in More Able provision which is passed on to the Director of Studies.

Responsibilities

The Director of Studies is the Most Able, Gifted and Talented Coordinator.

Responsibilities include:

- compiling and managing the gifted and talented list
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- coordinating provision for more able pupils
- overseeing the records for more able pupils
- 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 coordinator for early years and secondary educational establishments to discuss transition
- advising/liasing/managing the deployment of LSAs in conjunction with the Learning Support Coordinator
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- 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 CPD
- liaising with and advising parents of more able pupils
- in consultation with the SLT, review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will continue to use One Page Profiles to record the steps taken to meet the needs of individual pupils and One Planning documents may also be used. The Nursery and Pre-School will continue to use One Planning documents and one page profiles to assess, plan and review. We implement and meet the needs of each individual child under the EYFS SEN provision. The Learning Support Coordinator is responsible for ensuring that records are kept and available when needed. (Learning Support Drive). These are available to share with parents at review meetings. One Page Profiles and One Planning documents are completed for pupils whose difficulties affect their day to day performance in the classroom. The aim of these is to target specific areas of learning ,behaviour or medical needs.

All staff members have access to individual information via the school system.

Reviewing the Policy

This policy was updated September 2026.

It will be reviewed biennially.

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- 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
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Holmwood House School, pupils are set by ability in Maths from year 4 and English from year 5. Year group sizes in years 9-11 sometimes do not allow for this, and classes are therefore mixed ability. 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 everyday lessons. The following higher order thinking skills are acknowledged at Holmwood House School:

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

Support Services and External Providers

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At Holmwood, support services have included educational psychologists and counsellors.

Extra Curricular Activity

Holmwood House School offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills, e.g. chess, 11+ practice sessions/English and Maths extension, quiz teams, World Scholars Cup, etc.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure which is available on the school's website.

Bullying

At Holmwood House School, steps are taken to mitigate the risk of bullying of Most Able learners. (See Bullying Policy)