



## **Exceptional Ability and Giftedness Policy**

### **Aims**

The aims of our policy are to:

- Raise awareness of the needs of exceptionally able students
- Support teachers to:
  - differentiate the curriculum
  - develop effective strategies
  - provide models of good practice which support and nurture the development of exceptionally able students.

### **Definition of Exceptional Ability**

“An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range.” (Eyre 1999)

Although there is no single code that defines levels of exceptional intelligence, one possible set of levels is as follows:

- able IQ range 120-129
- exceptionally able IQ range 130-169
- profoundly exceptionally able IQ range 170+

Giftedness is recognised as a special need in the Education Act of 1998

## **Procedure for Identification of Pupils with Exceptional Ability**

### **Criteria for Assessment:**

1. A combination of strategies may be used to identify exceptionally able pupils;
  - NRIT (Non Reading Intelligence Test) / CAT4 (Cognitive Abilities Test: 4<sup>th</sup> Edition)
  - Psychological Assessments
  - Annual standardised tests
  - Teacher observation
  - Parental requests
  - Referral by other individuals, schools or organisations
2. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a non-academic area the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

### **Catering for Pupils with Exceptional Ability:**

The pupils who meet the criteria for exceptionally able (IQ 130+) will be catered for within the classroom based on a differentiated programme of work.

Strategies within the classroom:

- Varied and flexible grouping
- Differentiation/extension in schemes of work
- Asking higher order questions which encourage investigation and enquiry
- Enabling children to evaluate their own work
- Avoiding repetitive work

### **Monitoring and Assessment:**

Student achievements will be monitored and evaluated against set targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements

### **Responsibility and Management:**

- The class teacher is responsible for differentiation within the classroom including acquisition and distribution of teaching resources for differentiation.
- The SEN team will be responsible for the assessment stage of this process, acquisition and distribution of information regarding referral and assessment by outside agencies.
- The Principal will liaise with parents, SEN and class teachers throughout the process.

### **Review:**

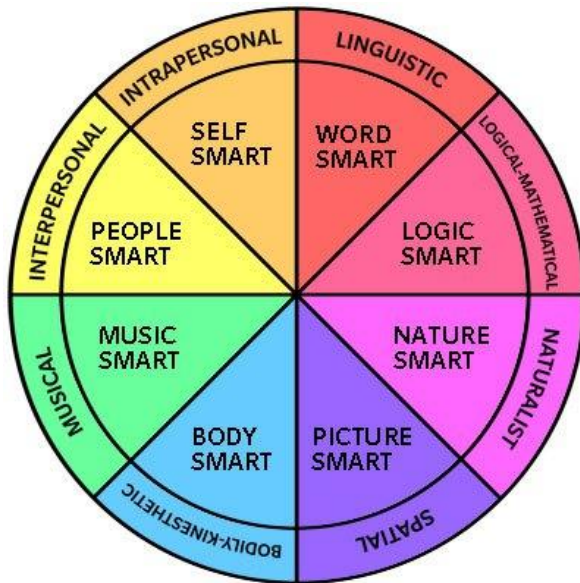
This policy is subject to review every 3 years.

Policy was drafted on school year 2015/16

Ratified by the Board of Management on 24/10/2016

Signed: Owen Wilson (Chairperson)

## Gardener's Theory of Multiple Intelligences



- **Verbal**
- **Mathematical**
- **Spatial**
- **Bodily-Kinesthetic**
- **Musical**
- **Interpersonal**
- **Intrapersonal**
- **Naturalist**