

Donabate-Portrane



Educate Together

Higher Able Children's Policy

Aims of Policy

In line with the Mission statement in the Educate Together Charter, we are committed to *"Placing the child at the centre of the educational process"*. As 'No child is an outsider' we believe that every child has the right to be included in a broad, enriched and extended curriculum so that they can fulfil their individual potential within whatever field of strength they possess.

Definition of a Highly Able Child (H.A.C.)

Highly able or exceptionally able is used to describe students who have been identified as requiring enrichment and extension opportunities outside of the normal curriculum for each individual standard. This includes children who may display a gift or talent in a certain area. These areas include:

- General Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Ability
- Visual and Performing Arts
- Psychomotor Ability e.g. athletics/gymnastics

It is generally recognised that 5-10% of the school population may be 'highly able'.

Identification

It is our aim to review senior infants to sixth class under the heading of 'highly able' each year as the highly able child may underachieve or may also have a disability which will mask the gift. Our key methods for identification include:

- Teacher observation
- Identification by psychologists

Providing for H.A.C.

The main aim is to challenge and motivate highly able children on a daily basis within the classroom. The needs of these children are best met as part of a normal differentiated classroom provision. This includes enrichment and extension activities.

However as a base guideline each teacher will:

- On a yearly basis familiarise him/herself with the contents of the draft guidelines for 'Teachers for Exceptionally Able Students' (NCCA)
- Read a copy of 'Teaching Gifted and Talented Students' at the start of each academic year (available from S.E.S.T.)
- Make parents aware of support services which are available to the family (e.g. An Oige Threitheach or The Irish Centre for Talented Youth)

- Review the template completed for each H.A.C. and plan an approach for the coming year
- Assess whether new children should be added to this group

Teacher observations will be carried out during the year and updated to templates by June for review and handover to subsequent teachers.

Recording and Monitoring of H.A.C.

Once identified the class teacher will complete a template (see attached) to assist the monitoring of each child's progress. Subsequent teachers will have access to this template aid planning for each child and to add new children to this template. These templates will be kept on the children's individual files and stored centrally in the SEST area.

Responsibility for Co-ordination of H.A.C. policy

- It is the function of the SEST teach to incorporate reminders twice a year (October and February) for class teachers to plan for H.A.C.
- It is the individual class teachers' responsibility to plan for each individual child.
- Within the timetabling for SEST, the team will assess whether there is any time available to be designated for a higher able group. This will occur during Term 1 (October) and Term 2 (February).