



ST LAWRENCE COLLEGE JUNIOR SCHOOL

Able, Gifted & Talented Policy

Rationale

At St Lawrence College Junior School (SLCJS), we feel that every child is an individual, whose specific learning needs matter as reflected in our Learning Support policy, which aims to ensure that the additional needs of each child be met in as inclusive a way as possible. The inclusive provision for Able, Gifted and Talented (AG&T) pupils requires that we can identify our AG&T pupils as early as possible and ensure that a suitable range of opportunities are available for each child to work towards his/her potential. (See Appendix A). Alongside AG&T we run a STRETCH programme, unique to our Junior School, whereby we provide further opportunities.

Aims

- To raise aspirations for AG&T pupils
- To have high expectations of achievement for AG&T pupils
- To foster enterprise, self-reliance and independence for AG&T pupils and to develop specific skills
- In doing the above, all pupils in the school will benefit (See Appendix B)

Definition

As a staff we have defined 'able', 'gifted' and 'talented' pupils as follows:

- able: those with the potential to achieve at a higher level than the majority of their peers in the academic subjects;
- gifted: those who demonstrate academic and thinking abilities/potential that clearly exceeds the norm of their peers;
- talented: those who demonstrate creative, artistic, musical, sporting, social skills/potential that clearly exceeds the norm of their peers. (See Appendix C)

Identification

The strategy for identifying pupils as AG&T is based on identification-through-provision alongside analysis of pupils' work and testing. Key features of this would be:

- Teacher observation
- Provision for learning and outcomes
- Whole pupil profiling
- School tests and standardised tests (See D)
- Pupils who are awarded an academic scholarship are automatically treated as AG&T

Organisational responses

- Varied groupings for different aspects of school: forms, setting for Maths and English in KS2 as appropriate, and Saturday morning activities for cross-age (KS2), enrichment groups as needed
- Delivery of an enriched curriculum for all pupils – specialist teaching/facilities, cross-curricular opportunities

- Thinking and Learning Skills (TLS) as a timetabled subject for all KS2 pupils
- Active participation, engagement and inclusion of all pupils with an emphasis on celebration of success
- A wide and varied Saturday morning Activities programme
- Being part of a whole school, age-range 3–18, affords Junior School pupils access to Senior School resources/facilities and comprehensive transitional reports
- Ensuring opportunities for home/school liaison and parental involvement as appropriate (See Appendix E)

Pedagogic responses

We encourage a wide variety of teaching strategies to promote effective learning including:

- Planned differentiation within lessons to include enrichment tasks
- Assessment for Learning, to ensure that there is always a next step towards which pupils should be working, keeping all, including the AG&T, pupils stretched
- Pace and depth of learning including higher-order thinking challenges
- Target and/or task related
- Teaching and learning styles
- Team-teaching as a feature of the English department
- Cross-curricular and ICT opportunities (See Appendix F)

Extra-curricular activities

To allow pupils to discover and develop areas of potential that might otherwise not be realised, we offer a wide and varied range of Saturday morning Activities. In addition there are: local, national and international school trips; inter-house competitions; many sporting opportunities – including inter-school competition; drama and music productions; peripatetic music lessons; LAMDA, local concerts and festivals for performance opportunities. (See Appendix G)

Social-emotional development

Opportunities to develop these talents are provided through positions of responsibility in various areas including: Head Boy and Girl, Friendships Representative, Librarians, Lighthouse Club representative, School Council representatives and supporting Social Skills groups. (See H)

Co-ordination, monitoring and evaluation

As this policy falls within the remit of Learning Support provision at SLCJS, so the co-ordination, monitoring and evaluation comes under the responsibilities of the SENDCo. Weekly whole-staff meetings and referral forms ensure formal monitoring in addition to general overseeing of AG&T provision. This also helps enable identification of and provision for pupils with dual exceptionality. Identified AG&T pupils will be put on the Learning Support register. (See Appendix I)

(For further information on all of these areas see Appendices A - I)

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Appendices

A – Rationale

1. In line with the earlier 'Every Child Matters', 2004, agenda, we believe that every child deserves the support required to enjoy and achieve in school.

The AG&T child needs his/her individual needs met for enjoyment, achievement and positive contributions to form part of the school experience.

2. It is important that, in creating an **inclusive learning environment** that stretches the most able, the least able are not excluded or alienated, and vice versa. (Hymer 2012, p.3)
3. Each child working towards his/her potential means that provision needs to be flexible, recognising that **equal opportunity does not mean identical provision for all**, and that an AG&T pupil with a learning difficulty/disability will need extra support. (Gifted and Talented Policy for Stowting CEP School)
4. Supporting the rationale behind this policy is the core belief that:
 - ***“All children have a right to a high quality education***
 - *The primary aim of education is to excite in children and young people a passion for learning, and to facilitate the acquisition of skills and dispositions which will permit this passion for learning to be satisfied and sustained*
 - ***The primary role of the school is to maximise opportunities for all children to reach their educational goals***
 - *Children’s educational goals will differ”* (Hymer 2012. p.3)

B – Aims

1. It is well established that **higher expectations lead to higher achievement** in pupils, and vice versa. Therefore to realise the needs of our AG&T pupils it is essential that we not only aim to have high expectations of achievement for these pupils but also raise their own aspirations. Fisher, R. (2005) p.203 cites Brophy & Good (1974):

“When teachers had high expectations, they actually produced higher achievement in those students than in students for whom they had lower expectations.”

2. Fisher, R. 2005, p.23 quotes Jean Piaget :

“The principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done – men who are creative, inventive discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered”

Our aims are reflected in the above quote from Piaget. The ‘enterprise’, ‘self-reliance’ and ‘independence’ as aims for our AG&T pupils are prerequisites for creating innovative adults with critical minds.

3. Hymer (2012, p.61) asks:

*“What sort of provision do gifted and talented students need?
What sort of provision do all students need?”*

The juxtaposition of these 2 statements suggests that they might in fact be the same things; thus **the provision for AG&T pupils can in fact benefit all pupils within the school**. This also links back to the earlier point about high expectations in that if the expectations of pupils are high within the school, then pupils will more likely perform accordingly. This is further supported in Clark and Callow (2002, p.1) who cite The Third Report of the House of Commons Select Committee on Highly Able Children (1999) which states that,

“...many of the strategies which work well for able pupils will also benefit other pupils...if the school is providing opportunities intended to identify and challenge the highly able, children are more likely to display their latent abilities.”

“Gifted and talented need not be simply labels for the few but goals towards which all can aspire in different areas.” Hymer (2012, p.7)

C – Definition

From the summary of findings when the staff were consulted about their views on AG&T:

What do you think the term 'Gifted and Talented' means, especially within the context of this school?

- Children who achieve/have ability/have a 'flair'/demonstrate potential over and above others in their class/set/ any area of school life/curriculum/expectations
- Gifted – academic
- Talented – games/art
- Anyone who thinks "outside the box" across the curriculum & challenges the teacher with their questions
- Having an interest, knowledge or skill that far exceeds the norm
- Having the ability to absorb and understand information to a significantly greater degree than the norm
- Having an ability within a particular field or have a more general ability

In addition to the staff's definition, the following have been considered when determining how AG&T is defined within SLCJS.

"Gifted and talented learners are defined those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology;

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill. " DCSF (2009)

Montgomery, D. (2003, p.4) cites Gagné (1993, p.72) who,

"...assigned giftedness to those abilities naturally or non-systematically developed, whereas talent applied to those areas of human endeavour in which skills and abilities were systematically developed."

This links giftedness to measurable forms such as IQ and problem-solving style tests and talent to skills that need rehearsing such as playing a musical instrument.

D – Identification

1. Identification-through-provision:

Hymer (2012, p.22) suggests an alternative to the ‘*rigid exclusive*’ nature of identification which has “*a tendency to distort the development both of those included and of those excluded.*” Hymer goes on to suggest an alternative, ‘*identification-through-provision*’, approach, stating,

“This approach seeks to consider aptitude and provision simultaneously, not sequentially, and it places less emphasis on the existence of some pre-existent gift or talent than on the following elements:

- *Seeing identification as process-based and continuous*
- *Basing identification on multiple criteria, including provision for learning and outcome*
- *Validating indicators for each course of action and provision*
- *Presenting students’ abilities as a profile rather than a single figure*
- *Adopting increasingly sharp criteria at subsequent learning stages*
- *Recognising that attitudes may be affected by outside influences such as culture and gender*
- *Involving students in their own educational decision-making, especially in areas of their own interest”* Freeman, J (1998)

2. Teacher observation:

The teacher is in a position to identify the child who may not be demonstrating his/her true abilities in test situations. The teacher can assess the quality of the child’s oral response in class, the way in which the child engages with class discussion and how well the child understands underlying concepts. The teacher can also assess the way in which a child accepts or questions what s/he is told, demonstrating independent thought and an enquiring mind. An enterprising approach cannot always be easily measured or identified in formal terms, but teacher observation allows for this to form part of the identification process. This is essential in identification of children with dual exceptionality, as often the performance on paper of such children is not a true representation of their innate abilities.

Montgomery, D (2003, p.26) writing about GLD (Gifted with Learning Disabilities), says,

“Another problem is the quantity of writing that these students produce. They may have untidy handwriting (Fall and Nolan 1993; Silverman 1997) and they find it difficult to actually get thoughts down on paper (Hishinuma 1996). In addition, the use of sentence structure, punctuation and grammar is more basic (Dix and Schafer 1996).”

This makes teacher observation a vital part of the identification process to avoid such children’s abilities being overlooked.

3. A key question when using provision for learning and outcomes as part of identification is:

“Is the method flexible and open-ended enough for the child to develop at his or her own pace?” George, D. (1997, p.62)

Hymer (2012, p.29) looks at the teachers’ role in provision in order that there be opportunities for observable outcomes that indicate the abilities of the learner.

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“Teachers play a crucial role in the foremost challenge – that of creating and sustaining an enriched and stimulating learning environment which gives all students an opportunity to reveal (albeit at different times) their unique profiles of strengths.”

As he goes on to say on page 30, it is important that there be a range of opportunities as, without exposure to different activities, how does one discover one’s talents and abilities?

4. Pupils are discussed at weekly key stage meetings so teachers are able to get an overview of pupils in different contexts. Therefore if a member of staff feels that a child might be demonstrating signs of AG&T there is an opportunity to look at the whole child in his/her wider contexts. There are also open channels of communication with parents which affords opportunities for parents to alert teachers if a child appears to them to be underachieving. Pupils’ achievements outside of school are celebrated in assemblies, which is another way of enabling teachers to build a profile of the whole child. There are also a range of contexts in which pupils’ social and emotional skills can be observed, those with leadership, empathetic, group facilitating and other interpersonal skills, supporting whole pupil profiling as a means of identification. These methods are relevant at all stages within SLCJS.
5. The school uses NFER tests for Verbal Reasoning, Non-Verbal Reasoning and Maths. This is undertaken in Years 2, 3, 4 & 5. In Year 6, pupils may choose to take like tests such as the Kent Test or SLC Scholarship Tests. The results of these tests are used to inform identification of pupils who might be termed gifted.

This would usually be those with a standardised score of 130+, however in as much as the term gifted looks at those who exceed the norm in relation to their peers, it could be that in some cases the standardised score indication varies. This would be if the relevant peer group was either exceptionally strong or weak. If the whole group yield high standardised scores then the teaching of the group would reflect this. Likewise in a weaker group, it could be that specific strategies need to be in place for one with a score below 130 if the score is significantly higher than that of his/her peers.

Any discrepancies between these tests and school exams, reading tests, spelling tests etc can then be used to help identify those children with dual exceptionality.

Likewise, sporting achievements, music exams, successes in competitions etc can be used to help identify those with specific talents.

(Taken from the Standards Site for the Department for Children, Schools and Families.)

General Characteristics of Able, Gifted & Talented Pupils

He or she may:

- be a good reader
- be very articulate or verbally fluent for their age
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults - often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem-solving activities
- prefer verbal to written activities
- be logical
- be self-taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well-liked by others

E – Organisational responses

1a In EYFS and KS1, TA (Teacher Assistant) and ‘gap tutor’ support is available to allow for enrichment work, as needed. The TA can either support the class, leaving the teacher to work with a targeted group, or vice versa. In EYFS and KS1 there is flexibility in the teaching of numeracy and literacy. In practice, this means that the more able pupils in Maths can be extended either by working with pupils from an older group and/or by having specific tasks set through the ‘My Maths’ programme used throughout the school. This enables the Maths extension to be tailored to the pupil’s individual needs and ensures that gaps do not appear by moving the pupil up completely. With literacy, the ‘Sounds-Write’ programme forms the basis to reading and spelling and pupils can again be moved to a different year-group for these lessons. KS2 resources are also available and pupils can select reading material with the SENDCo. to ensure that the content is suitable while the reading level matches the pupil’s reading ability. Guided reading is another way that the more able readers continue to be extended.

1b In KS2, setting for Maths and English is introduced in Year 4 and remains in place for Years 5 and 6. Higher level work in the top sets can then be further differentiated for the most able pupils. When possible, a further set is created to support both the most able and those requiring additional support.

1c Pupils are in mixed-ability tutor groups and are taught most of the curriculum in these groups. This allows for pupils to work with different people, affording more opportunities for development. Differentiation within these groups to ensure that the most able pupils are suitably challenged is monitored via learning walks, the appraisal system and monitoring scheme.

1d There is also a House system in place in KS2, which allows for another set of groupings affording other opportunities.

1e Finally there are Saturday morning Activities for KS2, which are grouped according to interest. This not only provides a wide range of opportunities but allows for targeted provision for the AG&T as needs arise. All of these activities offer a range of opportunities to our pupils. This includes: rehearsal for school productions and performances in ways that do not impinge upon general teaching. This offers pupils *“an opportunity for new experiences and learning and a chance to grow intellectually”* Clark and Callow (2002, p.108). Pupils also offer each other support in these situations, sharing their expertise and developing leadership skills. There is also strong parental involvement in the Saturday morning Activities, as part of a resourcing from outside expertise. This is offering a wider range of opportunities than might be found by using the staff alone. The Saturday morning programme addresses both gifts and talents as a wide range of activities are on offer. This can also be used to support identification as areas may be covered that are not addressed through the regular curriculum. Moreover, outside of the more formal classroom environment, a child might display abilities that have otherwise been overlooked.

1f Provision is also available for enrichment groups if needed, with some support being targeted in the higher sets. This is also important when addressing the needs of those with dual exceptionality. There are pupils in top sets who have dyslexic or dyspraxic tendencies that might limit their performance on paper, but their innate abilities necessitate them being in the top set. To further support this, team teaching is a key feature of the English department, allowing for ideas to be shared across the ability range, while targeted support and extension is available for written tasks, which are more usually taught in sets.

2. There is specialist teaching in some subject areas from a young age. A specialist music Teacher and a specialist French Teacher helps to ensure that talents in this area are addressed. Swimming is also taught by a specialist teacher from Nursery upwards. In KS2 there is more targeted specialist teaching with Geography, Art, DT, PE, History and ICT being taught by specialist teachers alongside the core curriculum areas of English, Maths and Science. These are phased in from Year 3. This enables pupils' needs to be more readily addressed as the expertise is available and in place to both identify and provide for the more able.

Alongside this are the aforementioned Houses. This offers cross-curricular opportunities through inter-house competitions and activities. Enrichment days feature at least 3 times a year, there is an annual inter-house quiz and there is an annual inter-house Poetry Recital, Games are also taught within a wider age framework, with inter-school and inter-house competitions. This allows opportunities for those with specific talents to develop the relevant skills.

3. The establishment of TLS (Thinking and Learning Skills) as a timetabled slot ensures that a range of skills are addressed. These include: critical thinking, working collaboratively, independent learning, prioritising, justifying views, debating, creativity, spatial reasoning, verbal reasoning, non-verbal reasoning, building resilience and more. TLS enables Teachers to ensure High Performance Learning Skills are embedded.

Year 5 TLS is split between 2 teachers, with the groups alternating between them on a weekly basis. One teacher focuses on verbal and non-verbal reasoning, as well as other work to support the Kent Test. The other teacher works on a range of projects, in line with other TLS teaching. The TLS split is arranged to enable targeted support for all pupils with regards to taking the Kent Test. There is a further 'Spy Club' opportunity during Saturday activities, to provide further targeted support in skills that would be required for the Kent Test. These activities ensure that AG&T pupils are being stretched according to their abilities.

4. In celebrating the success of our pupils, we actively encourage pupils to bring in awards, certificates, signs of achievement from outside of school. These are celebrated as fully as any school based achievement. In this way we aim to foster a culture of success and achievement that nurtures higher aspirations for all pupils. As identified earlier there is the need to, '*Enjoy and achieve*'. This is also reflected in Maslow's Hierarchy of Needs, Stopper (2000, p.55) which recognises '*esteem needs*' as a central pivotal point when working towards one's potential.
5. A significant factor in the organisational response to AG&T at SLCJS is that it is part of St Lawrence College as a whole. It therefore is part of a wider learning environment for 3 – 18 year olds. This means that there is always expertise available at whatever level the pupil requires. There is a sharing of facilities and resources so that specialist subject resources are available, allowing for development of pupils' gifts and talents. The Taylor Hall theatre provides the venue for various events which enhance the learning experience for AG&T pupils, and those who show a particular talent in sport benefit from regular use of the College sports centre. There is also a Chaplain to the college who helps meet the needs of the more spiritually able. This is in addition to the facilities for more academic subjects. Being a through school also allows for comprehensive reports at all transitional stages so that AG&T needs will not be overlooked as the child progresses through school. Furthermore it is a small school which means that all pupils are known to all staff.

As part of the whole school, pupils as young as those in the Nursery have opportunities with older pupils and these same opportunities are there for Year 6 pupils. Pupils from the Senior School Sixth Form give assemblies to the Junior School, helping develop aspirations, which in turn lead to higher achievement. There is a strong understanding of possibilities for development that acts as a driving force for all pupils and inspires those with gifts and talents. The use of role-models for celebrating success is an important factor in encouraging the development of latent gifts and talents.

There are also close links between the Junior School Subject Leaders and Senior School Heads of Department, especially those responsible for English, Maths and Science.

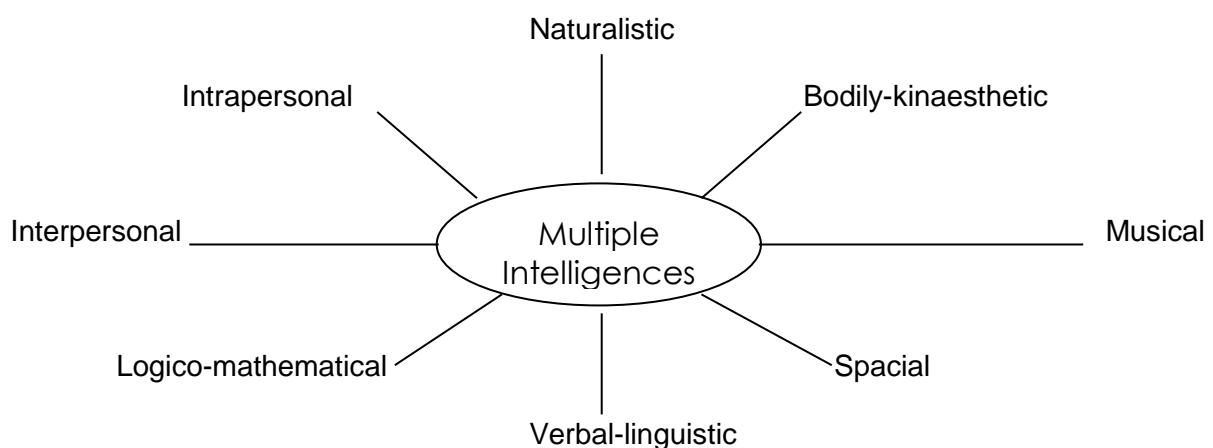
F - Pedagogic responses

1. Planned differentiation is a part of teaching at SLCJS. As well as catering for those with learning difficulties, this includes provision of enrichment tasks to develop the most able pupils. A key aspect of this is that it enriches the learning as opposed to providing more of the same. Referring back to Piaget, as quoted under 'Aims', if pupils are to be "*capable of doing new things, not simply repeating*" the enrichment activities need to involve an element of investigation and enquiry, with pupils able to take the subject in different directions as well as to greater depths, challenges that require higher order thinking skills that are not dependant on received information alone. Sometimes it can be necessary for a range of activities to be available in order that pupils can work a pace appropriate to their needs

Again, planned differentiation is also vital to allow the pupils with dual exceptionality to access the more advanced aspects of the curriculum. This can mean allowing opportunities for different methods of recording and demonstrating knowledge and understanding.

2. With a growing emphasis on formative assessment, whereby the marking of work is not simply about grades but more specifically about learning from the task undertaken, pupils can be set or set themselves targets for development. Pupils are shown what is necessary for development as well as having their achievements recognised. There is a range of opportunities so that sometimes a specific target is highlighted and sometimes it is the task itself that is the focus. This allows for a more open ended approach that stimulates the AG&T pupils, allowing them to be creative and innovative in their work.
3. Children are exposed to a wide range of teaching styles and offered an equally wide range of styles for learning. This is based on various theories of multiple intelligences that help to indicate learning approaches and environments to suit different learners. An example of this can be found in Gardner's theory of multiple intelligences, from which the idea of visual, auditory, kinaesthetic and tactile approaches have arisen.

Hymer (2012, p.14) cites Gardner, H (1983) Model of Multiple Intelligences:



Aspects of teaching and learning styles also include the environment for learning, time of day, temperature of room, ambiance of room, music as a background, use of display all affect learning. Likewise the use of music and rhythm, role-play and silent reflection all have a part to play; the more variety in styles, the more opportunities to utilise one's preferences and develop others.

4. To support staff in understanding and addressing the needs of AG&T pupils, there is regular training through INSET, which is repeated cyclically both as a 'refresher' for those who have experienced this and to ensure that staff new to the school can also access this. Further training opportunities are arranged, such as the use of questioning skills to challenge the most able.

As AG&T pupils often exhibit dual exceptionality, those pupils' needs are met in part by the principle of Quality First Teaching on which our Learning Support practice is based. (For further details, refer to Learning Support Policy.)

Emphasis on the most able is a key feature of the staff appraisal and monitoring systems, ensuring that such differentiation is a part of all teachers' planning, whatever the curriculum area.

5. The LRC (Learning Resource Centre) is available for use by different groups at various times and can be booked in advance so that ICT can be planned for within individual subjects. There are termly curriculum planning meetings so that opportunities are available for cross curricular experiences as appropriate. These provide for the AG&T pupils to engage in areas of interest at a deeper level. The use of ICT allows for more independent research and creative methods of recording and sharing ideas. Cross- curricular and ICT opportunities can also be met through Saturday morning Activities.

Refer also to the school's Curriculum Policy:

"Aims

All SLCJS pupils have a right to a broad, balanced and relevant education which provides continuity and progression **and takes individual** differences into account. Work in school is designed to reflect the requirements of the National Curriculum but will, **where appropriate, aim to extend pupils' learning experience beyond NC.**"

The detail corresponds accordingly with the AG&T policy.

G – Extra-curricular activities

1. Opportunities offered through the Saturday morning Activities programme can be seen in Appendix E. As a school we plan to include a range of extra-curricular activities. Some of these are designed to fit in with specific areas of the curriculum, allowing for enrichment of learning and encouraging the AG&T child to explore ideas in greater depth. These have included: concerts in London that are designed to explore various aspects of music; visits to art galleries with guides to explain specific paintings in depth; visits to places like Hampton Court to contextualise learning about Tudors; visits from outside organisations to explore aspects of healthy eating, science and technology, music, poetry and difficulties faced by Third World countries; a yearly trip to France during which children are exposed to a range of activities and situations outside of their own culture.

In addition to these we ensure opportunities to participate in school, inter-house, inter-school and national competitions covering a range of skills. Examples include quizzes, STEAM event, Thanet Music Festival and International Maths Day challenges.

Lighthouse, a Christian-based lunchtime club, allows pupils to explore their spirituality. This also affords opportunities for developing talents as there is a termly assembly presented by Lighthouse. Assemblies also provide opportunities for playing instruments, singing and reading aloud. Furthermore, as part of a whole, larger school, there is a chapel. Chapel Choir provides for the more talented singers and musicians to further develop their talents as they perform in key services throughout the year.

This is all in addition to the aforementioned sporting opportunities as the school has teams for many sports including football, rugby, cricket, hockey, netball, rounders, swimming and cross-country running.

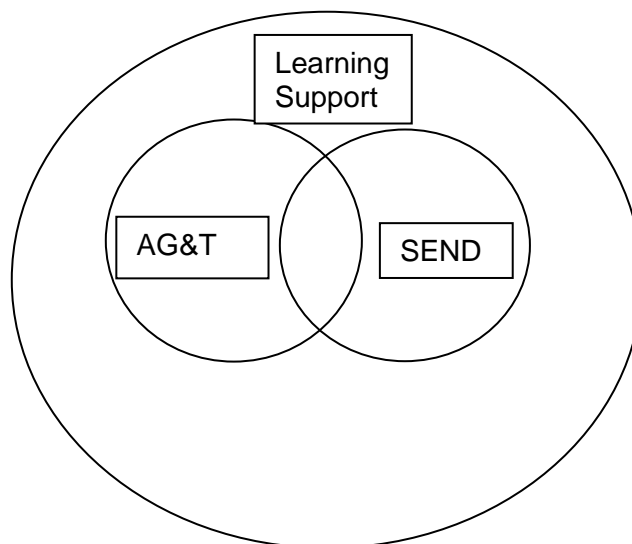
Also, as previously mentioned, the school has productions which offer opportunities for performance. These include a Nativity Play for Pre-Prep pupils and a Summer Production for Prep pupils. Not only is this an opportunity for performance but it allows for development of skills such as lighting and backstage management.

H – Social-emotional development

The positions of responsibility outlined in the policy such as Head Boy and Girl, Librarians, Lighthouse representatives, School Council representatives and support in social skill groups develop social-emotional skills such as organisation, responsibility, team-work, speaking and listening and empathy. Being on school council allows for pupils to have an input in the life of the school, providing opportunities for those with talents in collaborative thinking to develop. Older pupils also play a part in hearing younger pupils from Pre-Prep read and in reading to them. This is another way in which pupils who have good social-emotional skills can further develop them as they learn to adapt their behaviour to suit the needs of the younger child.

I – Co-ordination, monitoring and evaluation

All of the additional needs of pupils at SLCJS come under the responsibilities of the SENDCo.. This includes the SEND (Special Educational Needs and/or Disabilities) as well as AG&T. There are referral systems in place as outlined in the policy and these are for all aspects of Learning Support. It is therefore the duty of the SENDCo. to be aware of pupils who could be identified as AG&T. In addition to the use of channels outlined in the policy, the SENDCo. monitors results from a range of testing, noticing any discrepancies in the individual pupil's profile and in the profile in relation to his/her peers. The SENDCo. can then advise on provision either through personal knowledge or by directing teachers to those with the required expertise. If in class support is necessary it can be put in place if the resources are available. The SENDCo. is also in a position to provide advice and support for those with dual exceptionality. There is a register for pupils requiring or being monitored for Learning Support and this includes AG&T pupils. The SENDCo. is responsible for cross-referencing those pupils with dual exceptionality so that they appear in all appropriate columns of the register and are supported appropriately.



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This policy will be reviewed in accordance with the policy review schedule.

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REVISION HISTORY

Version No.	Revision Date	Summary of change	Approved by	Updated by
1.1	20/01/2020	Review and update of school terminology and SENDCo role.		ER