
Exceptional Ability & Giftedness Policy

Definition and Background:

'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)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98th Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

School Ethos:

We, the teaching staff at Cullina National School will cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

Procedure for identification of pupils with Exceptional Ability

Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NNRIT
- Psychological Assessments
- 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:

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work **or** if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each Support Teacher's timetable where feasible.

Responsibility and Management:

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The Support team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling, acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, Support Teachers and class teachers throughout the process.

This policy will be reviewed in three years.

Signed *Paul Neary* **Chairperson** **Date: 29th January 2019**

Ratified by the Board of Management on January 29th, 2019