

Robertstown National School

Exceptional Ability And Giftedness Policy

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Definition and background/origins

"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

1. Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an I.Q. score of 130+, 98th Percentile).
2. Giftedness is recognized as a "disability" or Special Education condition in the Education Act of 1998.

School Ethos

We, the teaching staff at Robertstown National School have agreed to cater for those pupils who are exceptionally able in academic areas (i.e. the top 5% 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 and selection of pupils

1. A range of strategies may be used to identify exceptionally able pupils;
 - Annual standardized tests
 - Curriculum textbook assessments
 - N.R.I.T.
 - Psychological Assessments
 - Teacher observation
 - Peer and Parent appraisal
 - Referral by other individuals or organizations.
2. From First Class onwards those pupils who score on or above the 95th percentile in the Micra T and Sigma T tests will then do the NRIT to gain a more definitive guide to their ability.
3. The pupils who meet the criteria for exceptionally able (I.Q. of 130+) will be offered extension classes on a withdrawal basis subject to the

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approval of the pupil and their parents and subject to availability of SET resources. These classes will form part of each SET's timetable.

Responsibility and Management

1. The class teacher is responsible for differentiation within the classroom.
2. The special education teacher will be responsible for:
 - organisation of extension classes including timetabling
 - acquisition and distribution of teaching resources for differentiation
 - acquisition and distribution of information regarding referral and assessment by outside agencies.
 - liaison with parents and class teachers.
3. The class teacher will meet with parents of Exceptionally Able and Talented pupils to pass on information regarding referral, assessment and programmes at CYTI (Irish Centre for Talented Youth) @D.C.U.
4. When necessary, funding may be made available by the school to cover costs incurred by disadvantaged pupils selected for attendance @ CYTI.
5. According to guidelines for professional developments, costs if available will be paid by B.O.M. to teaching staff who attend in-service training and courses about giftedness.

This policy is subject to review following the issue of the NCCA Guidelines.

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Name of Child:					School Name:				
Date:	Class	Year	DOB	Date	Person identifying	Area of Ability	Review Date	Parent/ Guardian	Ass.
Monitoring Arrangements:	Out of school enrichment activities:				Area of ability (please highlight): A. general intellectual ability or talent B. specific academic aptitude or talent C. visual and performing arts and sports D. leadership ability E. creative and productive thinking F. mechanical ingenuity G. special abilities in empathy, understanding and negotiation				
Assessments:					Parents/Guardians informed (please tick)				