



Policy for Provision for Able, Gifted and Talented Pupils

Sept 2015

Last reviewed August 2026

Next review August 2027

The guidelines and format for this policy have followed the procedure set in a similar way to the guidelines and format set out in the SEND Policy.

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Front Page

Our SENDCO is Sophie Waring, and her email address is sophie.waring@ealingindependentcollege.com. As of September 2026, Sophie is part of the way through her NASENCo Award, which she will complete in April 2027.

The SENDCO is not on SLT, but both of the Co-Principals are committed to ensuring that students of all levels of ability have their needs met.

At Ealing Independent College, we have a firm commitment that every teacher is a teacher of every child or young person, including those with SEN. As a setting with a high proportion of students with SEN, SEN provision is fully integrated into our college, and this includes those who are gifted and talented.

School Setting

Ealing Independent College is a co-educational non selective independent School from pupils of the age of 13 to 19 years.

For the remainder of this policy, pupils identified as Able or Gifted and Talented, will be referred to as 'More Able'

Beliefs and Values about Most Able Children

Ealing Independent College, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able than others and pupils who are particularly talented in particular areas.

Every child has the right to be included in a broad, balanced and relevant curriculum. We believe that each pupil is entitled to have the opportunity to enjoy an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Aims

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually

Objectives

- To identify and provide for More Able Pupils
- To operate a whole school approach to the management and provision of support for More Able Pupils
- To provide a Co-ordinator (SENCO) who will work with the More Able Policy
- To provide support and advice for all staff working with More Able Pupils

Definition

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

- The gifted child, likely to be one of a minority of pupils and would be performing at a level at least 3-4 terms ahead of National Expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The most able child, performing consistently above the level of most able peers in one or more subjects.

Identification

Pupils who have been identified as most able, are included on the SEND register.

The following list indicates that Ealing Independent College welcomes the potential of these pupils and is able to identify ability in a number of ways:

- Students undertake a CAT4 assessment which gives their baseline ability
- Teacher observation and nomination: this may reveal talented pupils, especially when made by a specialist teacher
- Samples of work revealing consistently outstanding performance in one or more subjects
- Parental nomination: which may be useful in revealing high achievement in activities out of school, for example entering competitions such as olympiads

In English and Mathematics, most able pupils show:

- creativity and originality – *they are able to work in new and imaginative ways*
- the ability to make connections between different concepts they have learned – *seeing patterns of relationships and applying these to new contexts*
- independence and perseverance – *demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry*
- capacity to learn and understand new ideas and ways of working quickly
- communication skills – *expressing ideas succinctly, justifying, qualifying, and explaining what they say; using language in ways that reflect an appreciation of the knowledge and interests of specific audiences, acquisition and use of vocabulary*
- ability to take on demanding tasks – *researching, comparing and synthesising information from a range of different sources, including technology*
- ability to debate and reason – *creating and sustaining accounts and reasoned arguments of more abstract levels in both speech and writing*

Whole School Approach to G&T Support

Ealing Independent College takes a whole school approach to the provision for More Able pupils through assessing, planning, delivering, reviewing and recording of information, to ensure that all pupils achieve their potential.

Analysis of Needs

Ongoing processes of formative and summative assessment is an integral part of the teaching and learning process at Ealing Independent College, providing information useful to the pupil, the teacher and the parents. It demonstrates what has been learned, identifies successes and should identify what the next

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learning stage should be. It also provides valuable information about how the curriculum could be suitably adapted and which methodologies should be adopted to meet individual needs.

Raising a Concern

- Assess: The class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs
- Plan: In consultation with the parent and pupil, agree the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a review date.
- Do: The class or subject teacher remains responsible for working with the pupil. The SENCo /G&T Co ordinator will support the main class/subject teacher in the further assessment of the pupil's particular strengths and advising on the implementation of support
- Review: The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed termly; the impact and quality of the support and interventions is evaluated by the SENCo) along with the views of the pupil and their parents; the support is revised in light of the pupil's progress and development in consultation with the pupil and parents

Monitoring and Evaluation and Success

The S.L.T, the SENCo and teaching staff will review this policy biennially and will evaluate the impact of provision on the attainment and well-being of individuals. We will do this by the following methods:

- comparing CAT4 data with the data collected at the assessment point
- reviewing pupils' progress in relation to the targets set
- taking account of other factors that may have affected progress
- analysing the effectiveness of educational professionals and parents working in partnership
- noticing a reduction or an increase in the total number of most able pupils
- noting how well most able pupils have access to the whole curriculum of the school
- ensuring provision for each pupil is planned for, reviewed and evaluated regularly
- ensuring the most effective deployment of resources is designed to ensure the needs of all pupils are met

Criteria for Exiting the Register

Inclusion on the register is reviewed on a termly basis, and a student can be removed if they no longer meet the criteria, for example due to grades dropping. A review of every student is also made at the end of each academic year so that it can be seen whether any student needs to be removed but also if any need to be added.

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved at all stages. We encourage parents to make an active contribution to their pupil's education and hold regular meetings to share progress, with the parents of each student being invited to termly parents' evenings.

A record is kept of any communication with parents, and all notes and action plans arising from these meetings are kept in a secure place in order to maintain confidentiality (see management of records).

All discussions are dealt with confidentially and in a sensitive manner. In partnership with parents, pupils will be encouraged to contribute to the assessment of their needs, the review and the transition process.

Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs are identified by the SENCO, taking into account the views of staff.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's More Able provision and practice and to discuss the needs of individual pupils.

The school's SENCO regularly attends the Bellevue SENCO network meetings in order to keep up to date with local and national updates in More Able provision. She is also undertaking her NASENCO qualification, which enables her to have access to up to date guidance.

Responsibilities

X is the Most Able, Gifted and Talented Co-ordinator (if the same as the SENCO, say so). Responsibilities include:

- compiling and managing the gifted and talented register
- overseeing the day-to-day operation of the school's gifted and talented and higher ability policy
- co-ordinating provision for more able pupils
- overseeing the records for more able pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for more able pupils
- reading / summarising / disseminating information regarding educational reports
- liaising with the named co-ordinator for early years and secondary educational establishments to discuss transition
- advising / liaising /managing the deployment of L.S.A.s
- screening visiting pupils, reviewing the identification procedure, monitoring progress and record keeping
- liaising with external providers
- identifying, ordering and utilising resources available from other agencies
- contributing to the development of curriculum policies to ensure that the provision for more able pupils is considered
- monitoring progress and providing additional support to more able pupils working in class
- continuing C.P.D.
- liaising with and advising parents of more able pupils
- in consultation with the S.M.T. review the quality of teaching including supporting teachers' understanding of strategies to identify and support more able pupils through appropriate training.

Storage and Management of Information

The school will continue to use CPOMS to record the steps taken to meet the needs of individual pupils. The SENCO is responsible for ensuring that records are kept and are available when needed. These are available to share with parents and staff on request.

Reviewing the Policy

This policy was updated: Sept 2026

It will be reviewed annually

Accessibility

Learning activities are differentiated by:

- taking into account individual learning styles such as audio, visual and kinaesthetic
- varying the task so it is more demanding, challenging or stimulating
- setting an open ended task so a pupil performs at a higher level by outcome
- providing adult/specialist support to develop skills and talents
- providing further extension and/or enrichment activities for those who complete tasks
- a range of open-ended questions
- grouping by ability
- providing homework activities at a more challenging level. Homework will be differentiated when appropriate.

At Ealing Independent College pupils are set by ability in English and Maths 10 and 11. This ensures that the subjects are taught at an appropriate level. Differentiation may still be used within a set, according to individual need.

Development of Thinking Skills

The following thinking skills are particularly important in supporting most able pupils in that they help pupils consider the 'how' of learning, rather than the 'what', furthering a questioning and a critical mind. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons.

The following higher order thinking skills are acknowledge at Ealing Independent College:

- reasoning
- enquiry
- creative thinking
- evaluation
- information processing

Support Services and External Providers

Support Services are welcomed to support a most able child, if the child:

- continues to make significant progress in specific areas over a long period
- continues working at national curriculum levels substantially above that expected of pupils of a similar age
- continues to excel in English and Mathematics
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Ealing Independent College, support services have included:

educational psychologists

specialists from local secondary schools/colleges

parents with specialist knowledge

Extra Curricular Activity

Ealing Independent College offers a variety of extra curricular activities that provide opportunities for More Able Pupils to develop specific skills. For example, we have a Biomedical Club, a Student Leadership Team, Maths Club, English Club and preparation sessions for students applying to competitive universities.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure found on the school website.

Bullying

At Ealing Independent College, steps are taken to ensure and mitigate the risk of bullying of Most Able learners. An atmosphere of tolerance for diversity is promoted throughout the college, including in PSHE and form time. Student Directors have close contact with their tutees, and we also have a system of peer mentoring. Any alleged incidents of bullying are taken seriously and appropriate action taken, for example restorative justice, internal exclusion and external exclusion. Please see our Bullying Policy in the appendix.

Signed: Laura Bellerby and James Garside, Co-Principals

Date: 14/09/26

Appendix

GIFTED, ABLE AND TALENTED

Pupil Assessment Profiles

In this section a series of six sheets are presented (profiles A to E) for compiling an overall Pupil Assessment Profile. The method recommended for deciding which names should be entered on the AGT Register involves the profiling for accurate assessment of *all* pupils under consideration. Each of the component profiles contains a number of key assessment statements regarding the pupil in question, for which scores should be recorded as follows, in relation to the peers within the school:

- 4 – Performing (or capable of performing) exceptionally well;
- 3 – Clearly well advanced (or has the potential to be so);
- 2 – Displaying (or capable of displaying) above-average performance;
- 1 – Performing in line with the year-group average.

It will be important when evaluating these scores not to attempt mathematical calculations, such as '21 out of a possible 40', but simply to concentrate on the frequency of scores above 1.

Pupil Assessment Profile Tables

Pupil's Name:

Year Group:

Date of Birth:

PROFILE	A	THINKING SKILLS	SCORE
1	Is able to process information quickly and accurately.		
2	Has a highly-enquiring mind, with well-developed reasoning and deduction skills.		
3	Capable of having very imaginative ideas.		
4	Approaches problems creatively.		
5	Is able to evaluate data objectively.		
6	Can retain significant facts and information, and recall selectively.		
7	Is highly articulate, using subject-specific language and a wide vocabulary confidently.		
8	Is well able to work independently, and enjoys doing so.		
9	Analyses situations well, and can generalise.		
10	Is highly curious and confident in new situations.		

PROFILE	B	LEARNING SKILLS	SCORE
1	Acquires new knowledge, understanding and skills quickly and easily.		
2	Is a self-directed learner who develops own ideas.		
3	Shows well-developed attention and concentration.		
4	Confidence and motivation levels are high.		
5	Is a productive worker who learns at a good pace.		
6	Is a self-evaluative learner, who knows what is being done, how well it has been tackled and how it can be improved.		
7	Approaches problems logically and thoroughly.		
8	Organises own approach to work properly.		
9	Can see connections among different aspects of learning.		
10	Can use and apply new learning, work in the abstract, and devise original ideas.		

PROFILE	C	PERSONALITY TRAITS	SCORE
1	Displays a sharp and often mature sense of humour.		
2	Pays considerable attention to detail.		
3	Is highly responsive to new ideas and situations.		
4	Often emerges as a leader of others.		
5	Understands the whole picture with relative ease.		
6	Is capable of being very flexible in approach.		
7	Shows tenacity in pursuing a line of enquiry.		
8	Avoids errors caused by rushing.		
9	Is quick to see own errors and to devise alternative strategies.		
10	Can be very popular with his or her peers, and relates very easily to adults as well.		

PROFILE		LEV	SCORE
E	ATTAINMENT IN CORE SUBJECTS	E	
D		L	
		&	
	AND IN GEOGRAPHY AND HISTORY	G	(see note below)
		R	
		A	
		D	
		E	
	(i.e. the subjects the DfES considers as 'gift' subjects)	e.g.	
		3	
		A	
English	Speaking and Listening		
	Reading		
	Writing		
	Spelling		
	Handwriting		
Maths	Using and Applying Mathematics		
	Number and Algebra		
	Shape, Space and Measures		
	Handling Data		
Science	Scientific Enquiry		
	Life Processes and Living Things		
	Materials and their Properties		
	Physical Processes		
Geogra phy	The skills and understanding for enquiry into places, geographical patterns and processes, and environmental change.		
History	An understanding of chronology, causality and how the past is represented.		

NB: By the end of Year 2, a child attaining at: Level 3 scores 2

PROFILE	E	ACCOMPLISHMENTS	SCORE
1	Has very good interpersonal skills.		
2	Has very good intrapersonal awareness.		
3	Has particular musical aptitude, especially as an instrumentalist.		
4	Shows prowess as a modern or traditional dancer.		
5	Has a flair for both improvised and scripted drama, either as an actor or as a director.		
6	Has real mechanical ingenuity, e.g. an ability to design and build models.		
7	Has true artistic aptitude, in drawing, painting, sculpting or design.		
8	Is a gifted sportsperson, whether in games, athletics, gymnastics or swimming.		

9	Displays a capacity for advanced, original thought.	
10	Is a gifted orator or singer.	
11	Has exceptional computer skills.	

Level 4

scores 3

Level 5+

scores 4

Profile Scores into Register Categories

Having completed an assessment profile for each child that you judged to be a candidate for the AGT Register, you can now make an initial evaluation.

First, here is a reminder of the letters and titles of the five component profiles for the overall Pupil Assessment Profile:

PROFILE	TITLE
A	Thinking Skills
B	Learning Skills
C	Personality Traits
D	Core Subject Attainment
E	Accomplishments

Profile	Score 2	Score 3	Score 4
A			
B			
C			
D			
E			

The following tables translate a given score profile into the most likely register category:

AVERAGE ATTAINERS Pupils with the following profile would normally be unqualified for the AGT Register:	
Scores are 1, with only the occasional 2, for all statements.	

ABLE These pupils' profiles will tend to be as follows:	
SPECIFIC ACHIEVERS	GENERAL ACHIEVERS
Some scores of 2, in D. Other statements may score from around average to above average (from 1 to 2).	As specific achievers but evidence of above average progress in other non-core curriculum subjects e.g. ICT, DT etc.

GIFTED OR EXCEPTIONALLY GIFTED These pupils' profiles will tend to be as follows:	
ADVANCED SPECIFIC ACHIEVERS	ADVANCED GENERAL ACHIEVERS

Quite a few scores of 3 and 4, in D. Other statements may score from above to well above average (from 2 to 3).	As specific achievers but evidence of well advanced or exceptional progress in other non-core curriculum subjects e.g. ICT, DT etc.
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TALENTED OR EXCEPTIONALLY TALENTED	
These pupils' profiles will tend to be as follows:	
TALENTED	EXCEPTIONALLY TALENTED
Some scores of 2, 3 or 4, in E. Other statements may score from around average to above average (from 1 to 4).	Some scores of 3 or 4, in E. Other statements may score from around average to above average (from 1 to 4).

You should now be ready to start entering names on the Able, Gifted and Talented Register for your class. Remember a child may fall into more than one category, for example;

Specific Achiever in Maths, Talented in Music, Exceptionally Talented in ICT.

END