



ELMHURST

Policy for Provision for Able, Gifted and Talented Pupils

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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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School Setting

Elmhurst School is a non-selective, independent Preparatory School for children aged 5 to 11 years with EYFS provision for children aged 0 to 5 years. This policy reflects the SEND policy and SEND Code of Practice, 0-25 Guidance. The policy was created by the Bellevue academic team, in conjunction with the teaching team at Elmhurst.

School beliefs

At Elmhurst School, we believe that all pupils are entitled to high-quality, well-planned and well-organised teaching which will enable them to participate in a broad and balanced curriculum and to be part of the social life of the school. Every teacher is a teacher of every child, including those with SEND or those identified as able, gifted and talented (AGT)

Beliefs and Values about AGT Children

At Elmhurst, 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 AGT Pupils
- To operate a whole school approach to the management and provision of support for AGT Pupils
- To provide a SENCo who will work with the AGT Policy
- To provide support and advice for all staff working with AGT Pupils

Definition

A '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 age-related expectations.
- The talented child, who may exhibit specific abilities in areas such as Art, Music, P.E. etc.
- The more able child, performing consistently above the level of peers in one or more subjects.

Identification

An Able, Gifted and Talented register provides a basis for provision for AGT pupils.

The following list indicates that Elmhurst nurtures the potential of these pupils and is able to identify ability in a number of ways:

- Test results, such as GL Assessments (CAT4, PTM, PTE, NGRT etc)
- 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 such as performing arts, music or sport

In English and Mathematics, AGT 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 AGT Support

We take a whole-school approach to provision for AGT pupils - through assessing, planning, delivering, reviewing and recording information - to ensure that all pupils achieve their potential.

Analysis of Needs

Formative assessment is integral to teaching and learning at Elmhurst, providing key information to pupils, teachers and parents. It demonstrates what has been learned, identifies successes and

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identifies what the next learning stage should be. It also provides valuable information about how the curriculum could be adapted and which methods adopted to meet individual needs.

Raising a Concern

- Assess: The class or subject teacher will assess and identify AGT pupils in liaison with the SENCo.
- Plan: In consultation with the parent and pupil, any required adjustments will be put in place and shared with parents.
- Do: The class or subject teacher will remain responsible for working with the pupil. The SENCo 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: Pupil's progress will be reviewed termly in pupil progress meetings between teachers and school leaders. If any pupil is not maintaining expected progress or attainment in line with identified potential, then the impact of adaptations will be re-evaluated. The views of pupils and parents are sought as part of pupil mentoring; the adaptations will be reviewed in light of the pupil's progress and attitudes in consultation with the pupil and parents.

Monitoring and Evaluation and Success

The SLT, SENCo and teaching staff will evaluate the impact of provision on the attainment and well-being of individuals through:

- Pupil attitudes surveys
- Parent surveys
- Pupil mentoring (including pupil and parent feedback)
- Data analysis of all pupils termly
- Professional dialogue between colleagues in pupil progress meetings

Supporting Pupils and Families

At all stages of this process, the school keeps parents fully informed and involved. Parents are encouraged to make an active contribution to their child's education and invited to attend parent consultations at least twice per academic year. Parents will also receive termly assessment information in the form of a personal learning plan (PLP) in the autumn and spring terms and a full academic report in the summer term.

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 through pupil mentoring.

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.

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 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 AGT provision.

Responsibilities

The SENDCo's responsibilities include:

- compiling and managing the Able, Gifted and Talented Register
- overseeing the day-to-day operation of the school's AGT policy
- co-ordinating provision for AGT pupils
- overseeing the records for AGT pupils
- supporting and advising teachers in planning appropriate programmes of work
- ensuring planning is differentiated and takes into account individual need for AGT 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 learning support assistants
- 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 AGT pupils is considered
- monitoring progress and providing additional support to AGT pupils working in class
- attending regular CPD
- liaising with and advising parents of AGT pupils
- in consultation with the SLT, review the quality of teaching and teachers' understanding of strategies to identify and support AGT pupils through appropriate training.

Storage and Management of Information

The school will use Insight Tracking to track progress of individual pupils. All relevant staff have access to individual information via this platform.

Accessibility

Learning activities can be adapted by:

- varying the task so it is more challenging
- allowing pupils to explore and take the learning in their own direction
- setting an open-ended task with multiple or unlimited outcomes
- providing adult/specialist support to develop skills, talents and interests
- providing deeper extension and enrichment activities

While current best practice guidelines are for teachers to use adaptive approaches, in some circumstances differentiated resources are appropriate. This may include work from an older year, for example. As there is less expectation on adult support at home, homework should be differentiated when appropriate.

Development of Thinking Skills

The following thinking skills are particularly important in supporting AGT pupils in that they help pupils develop metacognition and thinking skills. Teachers aim to build in activities that encourage these skills as a matter of course in every day lessons, including:

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

Support Services and External Providers

External professionals, for example educational psychologists, are welcomed to support an AGT pupil if the child:

- 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

Extra Curricular Activity

Extra curricular activities that provide opportunities for AGT pupils to develop specific skills include, for example: debating, maths competitions and challenges, creative writing competitions, STEM workshops and clubs, broader curricular clubs.

Procedures for Resolving Complaints about Provision for More Able Pupils

This follows the school complaints procedure.

Pastoral Care, Social-Emotional Well-being & Anti-Bullying

Pastoral Ethos & Whole-Child Support

The school recognises that exceptional cognitive ability, creative talent, or physical prowess does not occur in isolation from a pupil's social and emotional development. High learning potential is frequently accompanied by distinct pastoral needs, including heightened sensitivity, intense intellectual curiosity, and asynchronous development (where intellectual maturity exceeds emotional or physical development).

The school is committed to fostering an inclusive environment where high ability is celebrated, effort is prioritised over innate talent, and every pupil feels safe, valued, and understood by their peers and teachers.

Preventing Bullying, Peer Pressure & "Masking"

High-attaining pupils can sometimes experience social isolation or become targets of overt or relational bullying. The school actively monitors for and strictly prohibits any form of peer hostility related to a pupil's academic performance, intellectual interests, or talents. Staff must remain vigilant to the following risks:

- **Relational Aggression & Exclusion:** Subtle bullying, such as deliberate social exclusion, taunting, or mocking pupils for high achievement, active participation in class, or advanced vocabulary.
- **"Masking" and Intentionally Underachieving:** The deliberate hiding of capabilities, refusal to participate in extension activities, or sudden drops in academic effort driven by a desire to conform to peer group norms or avoid unwanted attention ("tall poppy syndrome").
- **Targeting of Neurodivergent / DME Pupils:** Pupils with Dual and Multiple Exceptionality (e.g., high cognitive potential alongside Autism, ADHD, or Dyslexia) who may face elevated risks of peer misunderstanding due to uneven social or executive functioning skills.

Any reported or suspected instances of bullying, teasing, or harassment directed at a pupil's high ability will be investigated immediately and handled in strict accordance with the school's Anti-Bullying Policy and Behavior Policy.

Supporting Emotional Resilience & Managing Perfectionism

High-attaining pupils often set exceptionally high standards for themselves, which can manifest as perfectionist anxiety, fear of failure, or an unwillingness to take intellectual risks. To support emotional resilience, staff will:

- **Promote a Growth Mindset:** Normalize mistakes as essential components of the learning process, framing challenges as opportunities for growth rather than indicators of failure.
- **Emphasise Process Over Product:** Value critical thinking, perseverance, and problem-solving strategies rather than focusing exclusively on top marks or final scores.
- **Provide Low-Stakes Challenge:** Ensure extension and stretch tasks allow pupils to experience cognitive struggle in a safe, supportive environment where failure carries no social or academic stigma.

Staff Responsibilities & Cross-Policy Connectivity

Pastoral care for AGT pupils is a shared responsibility across the academic, pastoral, and SEN departments.

- **Form Tutors & Subject Teachers:** Monitor changes in academic engagement, mood, or social dynamics. Sudden academic decline, withdrawal from co-curricular extension, or reluctance to work with peers must be reported to the AGT Coordinator and Head of Pastoral.
- **AGT Coordinator & SENCo:** Collaborate to ensure that pupils identified with DME receive holistic support that addresses both their learning stretch and their emotional or sensory needs.
- **PSHE & Pastoral Assemblies:** Incorporate themes of celebrating diversity of talents, empathy, anti-bullying, and healthy self-expectation into the whole-school PSHE curriculum.

This section operates in direct conjunction with the following school policies:

- *Anti-Bullying Policy*
- *Pastoral Care & Safeguarding Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Behavior Policy*
- *PSHE / RSE Policy*

Steps are taken to ensure and mitigate the risk of bullying of AGT learners, including through the use of daily check-ins with the form teacher, pupil attitudes surveys (PASS), and pupil mentoring (including pupils' and parents' feedback).

Appendix: Recommended External Resources & Further Reading

Professional Educational Organisations & Governance

- **National Association for Able Children in Education (NACE)**

Provides frameworks, research, and policy guidance for schools to support high-attaining and high-potential pupils.

Website: nace.co.uk

- **Department for Education (DfE) – High Prior Attainers Guidance**

Elmhurst School - Policy for Provision for Able, Gifted and Talented Pupils
Official policy documents and national expectations regarding stretch, challenge, and assessment for high-attaining learners.

Website: gov.uk/government/organisations/department-for-education

- **Independent Schools Inspectorate (ISI)**

Inspection frameworks and guidance detailing expectations for providing challenge and differentiation across the curriculum.

Website: isi.net

- **Incorporated Association of Preparatory Schools (IAPS)**

Offers subject-specific networks, academic events, and national inter-prep school competitions in academics, arts, and sports.

Website: iaps.uk

Subject Enrichment & Challenge Organisations

- **NRICH (University of Cambridge)**

Free mathematical enrichment resources, open-ended problem-solving tasks, and reasoning activities designed for EYFS through Key Stage 3.

Website: nrich.maths.org

- **UK Mathematics Trust (UKMT)**

Organises national mathematics competitions, including the Junior Mathematical Challenge, designed to stretch high-achieving pupils in Key Stage 2 and 3.

Website: ukmt.org.uk

- **The Royal Institution (RI Masterclasses)**

Provides STEM masterclasses, interactive lectures, and workshop materials designed to challenge pupils with exceptional potential in science and technology.

Website: rigb.org

- **The Historical Association**

Provides reading lists, primary source analysis tasks, and essay competitions for high-attaining humanities pupils.

Website: history.org.uk

- **Royal Society of Biology – Junior Biology Challenge**

Encourages interest in the natural world through national challenges tailored for younger pupils demonstrating advanced scientific literacy.

Website: rsb.org.uk

Pastoral Support, Dual Exceptionality & Family Resources

- **Potential Plus UK**

A leading charity providing advice, assessments, and resources tailored specifically for children with High Learning Potential (HLP) and Dual or Multiple Exceptionality (DME).

Website: potentialplusuk.org

- **British Mensa (Gifted Children Support)**

Offers guidance for parents and educators on supporting exceptionally high IQ pupils socially, emotionally, and academically.

Website: mensa.org.uk

- **SEND Code of Practice (0–25 Years)**

DfE guidance detailing provision standards for pupils identified as Dual/Multiple Exceptional (having both high potential and a special educational need or disability).

Website: gov.uk/government/publications/send-code-of-practice-0-to-25

