



## WESTBOURNE SCHOOL

### POLICY FOR THE INCLUSION OF MORE ABLE AND TALENTED CHILDREN

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|---------------------------------------------|---|
| Introduction                                | 2 |
| Methods of identification                   | 2 |
| 'More Able and Talented' (MAT) Coordinators | 2 |
| Conclusion                                  | 3 |

| VERSION CONTROL                   |                                                             |
|-----------------------------------|-------------------------------------------------------------|
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| Owner:                            | Mrs Rachel Rees, Principal                                  |
| Author:                           | Miss Eliz Gurler , Compliance Manager                       |
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Hickman Road, Penarth, Vale of Glamorgan, CF64 2AJ | +44 2920 705 705 | westbourneschool.com  
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## Introduction

This policy is designed to work alongside existing policies and provision for teaching, learning and assessment throughout the school. It is an acknowledgement that there is sometimes an extra need to provide quality opportunities that extend beyond the normal differentiation in lessons to stimulate and challenge certain pupils, in the same way as children with special needs are supported by SEN provision.

‘More able and talented’ children are those who in some aspect of human potential and/or achievement are far more advanced beyond that which would normally be expected.’ (David George, 1992)

This broad, general definition covers potential achievement in intellectual ability, creativity, leadership, visual and performing arts and psycho-motor ability, and thereby provides many opportunities for children to have access to our provision of extension and enrichment.

## Methods of identification

There are a number of possible methods of identification. All of them have weaknesses and limitations. It is sensible therefore, to use as wide a net as possible, incorporating many strands of thought, and not to rely too heavily upon the results of any one method. Methods include at least the following:

- Teacher observations
- Parental observations
- Peer-group nomination
- Evidence from pupil’s work
- Performance in class (especially in question and answer sessions)
- Pupil’s own interests
- Tests (norm, standardised and criterion referenced)
- National Curriculum tests/ School exams/GCSE/IB exams
- Evidence from out of school activities

## ‘More Able and Talented’ (MAT) Coordinators

The ‘More Able and Talented’ (MAT) Coordinators for the school are:

- Mr Dan John - Middle Years (Yrs 6, 7, 8) Coordinator Dan John
- Mrs Laura Doidge - Upper Prep (Yrs 3, 4, 5) Coordinator
- Mrs Vicki Edwards - Early years (Reception, Yrs 1, 2) Coordinator

They will work together in conjunction with the teachers and form tutors to organise the identification of potentially able or talented pupils through an identification grid.

This grid will be passed to Form Tutors/Class Teachers, who will collate information on their tutees, from their own knowledge and discussion with subject teachers and other sources as necessary. The completed registers will be collected by the Principal/Vice Principal(s) and, after appropriate discussion, suitable pupils will be placed on the MAT Register, which is part of the ALN Register – to be held by the Principal/Vice Principal(s).



## Conclusion

It is very important that, whilst we recognise these pupils have gifts, talents or particular abilities, and therefore sometimes need extra provision, we do not label them or publicise this, as this could, in itself, place undue pressure on them and harm their progress. It is far more beneficial that their needs are met by appropriate means, such as:

- Enrichment/extension work in a subject
- Clubs or societies
- Taking part in assemblies
- Peer mentoring
- Competitions (within or outside school)
- Access to experts (eg. World Languages Day / Book Week)
- Visits or events
- Specialist workshops
- Residential visits

It is envisaged that subject teachers will be able to provide extension and enrichment activities for their subject area.

Once on the register, awareness of these children and their needs will be heightened, and their progress will be discussed as part of a regular schedule of staff meetings.

It is easy to assume that all able and talented children stand out and are able to develop confidently. For many, this is not so. It is possible that for many years they may have been frustrated and misunderstood, having considered themselves different and have blamed themselves for this difference. Those children who are able to cope with their differences are very lucky. For others, they may be vulnerable to:

- Low self esteem
- Poor study skills
- Social isolation
- Avoidance of academic regimes
- Problems with concentration
- Developing their own 'private' world

This is not the public perception of giftedness, but, if we, as a school, recognise our role in detecting these children who may become troublesome or transparent, we will have done them a great service and helped to expose much additional latent talent.

This policy is a statement of our commitment to the progress, happiness and development of more able and talented children. It is a policy which will be reviewed and updated annually, in order to take advantage of modern thinking and strategies.

