



St. Mary's Catholic High School, Dubai – Muhaisnah

Policy on Supplementary Learning Program (SLP)

Written by:	IST	Reviewed:	June 2019
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Approved by:	Board of Governors		

POLICY ON SUPPLEMENTARY LEARNING PROGRAM (SLP) FOR GIFTED AND TALENTED STUDENTS

POLICY STATEMENT

SMM is committed to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. We endeavor for high quality educational provisions for all gifted and talented students. The Ministry of Education in UAE defines Gifted and Talented as:

“Having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or School for All - 21 leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.”

The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our school who have been identified. Provision will be made for these students within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

OBJECTIVES

The policy on the Supplementary Learning Program (SLP) ensures that:

- a. All students have access to the full range of subjects offered by the curriculum.
- b. Students participate and increase their ability through the Advanced Learning Plan.
- c. Gifted and Talented students will continuously take part in both inside and outside school competitions and other activities that will harness their skills and talents.
- d. Parents will be informed and be involved in the Advanced Supplementary Plan of their children.
- e. The learning needs of students under the Supplementary Learning Program will be monitored.
- f. They make use of the services offered by outside agencies and special schools.

DEFINITION OF TERMS

Supplementary Learning Program (SLP)- refers to the program created to assist and support students with different needs in academics and multiple talent & skills.

Gifted and Talented Program- a support for students with extraordinary skills that need to be enhanced with an advanced plan program.

Peer-Buddy System- assigned buddy to teach the students with additional needs/ low performing most specially in Primary and Secondary.

Supplementary Teachers (ST) - is a specialized group of professionals or individuals created to help identify, assess, plan and implement the Advanced Supplementary Learning Plan.

FUNCTIONS OF A SUPPLEMENTARY TEACHER (ST)

1. Creates programs that will address and support the different needs for the students.
2. Organizes activities for the students.
3. Initiates information dissemination programs.
4. Monitors the implementation of programs.
5. Keeps track on the progress of the students.
6. Prepares reports on the status of the students attending the Supplementary Learning Program.
7. Evaluates and re-evaluates programs implemented for further improvement and development.
8. Feedbacks to parents the student progress.

IDENTIFICATION PROCESS

There are a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be on going and will always veer on the side of the positive. Concerted efforts will be made to search out and address the needs of under achievers with latent high ability. It is important to remember that some gifted and talented students may also be on SEND register. The gifted and talented register will be regularly reviewed and updated termly to ensure it broadly reflects the school's population in terms of gender, ethnic and socio-economic background.

Identification is usually made by:

1. CAT 4 score
2. Teacher observations and nomination
3. Teacher assessments
4. Student's work

5. Checklists of characteristics - generic and subject-specific
6. Parental information
7. Peer and self-nomination
8. Standardized assessment of cognitive development and ability that can only be administered by a psychologist if available.
9. Once identified, the class teacher will fill up the recommendation form and will work alongside the Inclusion Support Team to validate this nomination with assessment data. If agreed that the Criteria's are met; the child's name is entered in the G&T list.

Provision

Provision within the curriculum. All teachers will have high expectations of their most-able students and provide them with appropriate work and opportunities for development. Opportunities for extension work will be identified within the lesson planning. The School is currently developing the capacity for independent learning, and we envisage giving gifted and talented students more access to independent extension activities.

Out of class activities

The following are offered and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skill.

- Flexible Learning Days (During Ethics)
- I know my Science / Do It Yourself
- Curiosity corners (Primary & Secondary)
- Projects
- Hobby clubs
- Participation in competition
- Musical and sporting activities (Annual Day, Expressions and Sports Day)

Provision through outside agencies

Parents should inform the school if their child is engaged with any gifted and talented program outside the school, e.g. plan for gifted and talented by Model University, elite squad in a sporting activity. The school will then, through discussion with the parents and coaches, support the student to manage both their learning and their activity to success.

The Inclusion Support Team headed by the SEND Coordinator has overall responsibility to:

- Ensure that the policy is implemented.

- Compile and update the register termly.
- Coordinate the monitoring of progress of the gifted and talented students on the register.
- Ensure that the professional development program includes relevant aspect of gifted and talented.
- Ensure that all staff are fully aware of the gifted and talented cohort and their targets. The Principal is responsible for overseeing progress and providing feedback to the advisory board and SLT.
- Ensure that the Gifted and Talented coordinator implements the policy and coordinates the monitoring progress
- Ensure that the professional development and programme for all staff includes relevant aspects of gifted and talented provision.

All School staff have a responsibility for:

- Identifying students who should be on the G&T register and referring them to the Supplementary Learning Teacher (SLT) in coordination with the Inclusion Support Team for assessment;
- Ensuring gifted and talented students are considered in every aspect of the planning;
- Supporting staff in the preparation and delivery of appropriate gifted and talented activities; and
- Ensuring that all curriculum staff consider the range of strategies identified in this policy

Continuing Professional Development.

- Appropriate in-service training takes place for all staff
- Appropriate staff are involved in partnership coordinator meetings and training initiatives as required.

Process for Development and Review

The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities

Our commitment to support the Gifted and Talented students is reflected in our school plans

This policy and the success of the school's provision for the gifted and talented students will be reviewed annually by the Principal.

Links to other Policies This G&T policy should be read in conjunction with the SEND Policy.