

Habitat School, Al Tallah

GIFTED AND TALENTED POLICY (2020-2021) (Volume-1)

HABITAT SCHOOL, AL TALLAH, AJMAN

In the name of Allah, the Most Gracious, the Most Merciful!



The people of the United Arab Emirates have an enormous amount of concern for the needs of individuals with special needs which stems from our traditional cultural beliefs that emphasize a philosophy of social responsibility for the needs of all members of society. Therefore, having concern for the needs of individuals with special needs and being committed to helping them develop to their fullest potential is not only the responsibility of families of individuals with special needs. It is a duty for all members of society.

Education is a resource which all members of society may utilize to develop to their maximum potential, therefore ensuring that individuals with special needs have equal access to a quality inclusive education is a priority for all members of society and requires that government authorities unite in our efforts to utilize our resources to meet the educational needs of individuals with special needs.

The philosophy of inclusive education in schools in the United Arab Emirates was envisioned by His Highness Sheikh Khalifa bin Zayed Al Nahyan, President of the UAE and his brothers, the rulers of Emirates - May Allah protect them all - and supported by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Deputy President of the UAE and Head of the Ministerial Council - May Allah protect him - and was transformed into Federal Law 29/2006 Regarding the Rights of Individuals With Special Needs. The law stipulates that “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”. This law shows the great compassion and concern that our noble leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

The Ministry of Education of the United Arab Emirates supports the national and international educational philosophy of inclusion, which means that being educated in regular education classrooms with peers in their age range, in their neighbourhood schools with necessary supports is the optimal environment to meet the educational, social, emotional and vocational needs of individuals with special needs.

I would like to take this opportunity to personally thank all individuals and organizations involved as we continue to unite together and strive to meet the challenges that lie ahead as we embark on this exciting journey of putting the philosophy of inclusion into practice in the United Arab Emirates.

Hameed Mohammed Al Qatamy
Minister of Education



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

PHILOSOPHY, VISION AND MISSION FOR SPECIAL EDUCATION IN UAE

Philosophy for Special Education

Each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

Vision for Special Education

Our vision is to provide educational programs and related services to students with special needs and gifts and talents in public and private schools in the UAE that reflect the best international, standards and practices to prepare them to be productive members of society.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) or Advanced Learning Plan (ALP) based on their strengths and needs to enhance their social competence and enable them to maximize their contributions to their communities.

Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted, that students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom.

School Mission and Vision

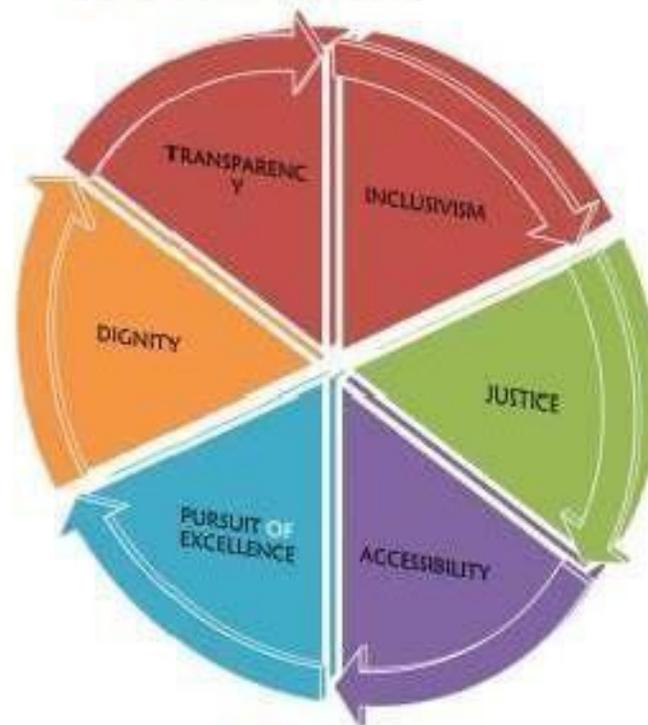
Our Vision

The school envisages learning as a communitarian process of imbibing education from the natural, academic, social and technological eco systems created around the institution of school.

Our Mission

We strive to provide a new model of education for the expatriate children in the UAE in a culturally inclusive, technologically effective and ecologically sensitive way in a cosmopolitan environment.

Our Core Values



Gifted and Talented Student Support Team (G & T SST) in Habitat School, Al Tallah

LEADERSHIP MEMBERS

Principal	Ms. Mariyam Nizar Ahamed
Vice Principal	Dr. Huma Ather
Supervisors	Ms. Annie Jerald Maryadasan Ms. Chandsultana Shaikh
SEN Educator	Ms. Jismi Achipra Valappil
School Counsellor	Ms. Raseena Ahamed
Head of the Department	Ms. Sabidha Palembadiyan Kapat Ms. Sameera Ms. Ruchika Siag
Teaching Faculties	1) Ms. Nimisha (Cyber Teacher) 2) Ms. Mohaseena (Cyber Teacher) 3) Mr. Biju Raju (PE Trainer) 4) Ms. Amel Rose (PE Trainer) 5) Ms. Sangeetha (Music Teacher) 6) Ms. Shelley (Karate Instructor) 7) Mr. Anand (Swimming Instructor) 8) Art Teacher 9) Dance Teacher

INTRODUCTION

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creative, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama or 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 Ministry of Education in the UAE provides various services to Gifted and Talented students such as: enrichment programs inside the general education classes or resource rooms (either in a subject in the curriculum, or subject not included in the curriculum). Additional services include assigning students individual projects and studies, specialized educational tours, attending lectures, debates, educational seminars, participating in educational competitions, providing students with programs to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs are also provided.

Habitat School, Al Tallah values all children equally and works to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment. The purpose of this policy is to support and ensure the needs of children in our school who have been identified as “gifted”, “more able” and/or “talented” according to the national guidelines of UAE.

GIFTED AND TALENTED- DEFINITIONS

As outlined by the United Arab Emirates School Inspection Framework (2015- 2016):

Gifted - The term giftedness refers to ‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

Talented – The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

OBJECTIVES

- **To value all children equally and works to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.**
- **To ensure that all Gifted and Talented students are clearly identified and known to all staff.**
- **To embed further high expectations of achievement for all students.**
- **To plan teaching strategies in which each child can aspire to the highest level of personal achievement.**
- **To provide enrichment or extension activities for promoting our students skills and talents.**
- **To guide for developing the skills and attributes that have to be achieved by our students.**
- **To enable children to develop to their full potential.**
- **To offer children opportunities to generate their own learning.**
- **To ensure that we challenge the children through the work that we set for them.**
- **To encourage children to think and work independently.**
- **To promote the all-round development and self-esteem of children by creating a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.**
- **To implement different teaching and learning strategies to maximize achievement.**
- **To provide an on-going training for all staff (teaching and non- teaching) working with Students of Determination and other disadvantaged groups.**
- **To promote awareness among the students and parents about the special education programs, plans and categories of students with special needs.**

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

Gifted and talented students at Habitat School, Al Tallah are considered to be students of high ability

who are judged as showing outstanding skill in one or more of the following:

- a) General intellectual ability
 - b) Specific academic aptitude in one or more subjects (Eg: Math or Languages)
 - c) Creative giftedness
 - d) Social giftedness- Leadership and interpersonal skills
 - e) Artistic giftedness- Art (oratory, poetry, drawing, handicrafts, drama)
 - f) Technological giftedness
 - g) Movement- Specific sports abilities and performing arts (drama, dance, music)
- a) **General intellectual ability:** These students learn information swiftly and remember easily. They have the ability to learn new materials in less time and in greater depth. They understand complex ideas. They ask questions that make you think! They have a huge vocabulary and a wide general knowledge. They are easily bored.
 - b) **Specific academic:** These students are particularly strong in one or more academic areas, such as Math or Languages. They may demonstrate uneven development. For example, they may be very advanced in Mathematics, but on grade level in Languages.
 - c) **Creative giftedness:** These students generate many ideas to solve a problem, they see new possibilities, and they make interesting plans. They have the ability to produce ideas that are original and valuable.
 - d) **Social giftedness:** This includes those who are gifted in leadership, and who have great skills in communication. They can convince people that they are right! They are often well liked. Other children easily follow their lead.
 - e) **Artistic giftedness:** Students who are artistically gifted are remarkably talented in public speaking, writing poetry, drawing, making handicrafts and drama. This includes those who can paint or draw exceptionally well. They just know how to make things that are beautiful.
 - f) **Technological giftedness:** These students have special skills in understanding and developing new technology, or to use technology in new and interesting ways.
 - g) **Movement:** Students in this category shows advanced abilities in areas such as sport or dance, athletic ability, and modeling. It seems that any physical activity is just easy and natural for them.

IDENTIFICATION- PROCEDURES

The SEND department will use a range of criteria and sources of evidence. These include:

- ✓ External assessments.
- ✓ Information provided at all points of transition.
- ✓ Subject specific criteria for identifying the most able.
- ✓ Staff recommendations and observations.
- ✓ Reading tests.
- ✓ Point scores.
- ✓ Information from parents, caregivers and other outside agencies.
- ✓ Standardized attainment tests.
- ✓ Standardized assessments of cognitive development and ability such as CAT4 tests.

Students are identified in the following ways:

Academic Gifted and Talented:

- ✓ Students with a CAT4 score of 120-129 in one or more areas with an attainment below expectation are identified as highly able.
- ✓ Students with a CAT4 score of 120-129 in one or more areas with an attainment in line or above expectation are identified as highly able and talented.
- ✓ Students with a CAT4 score of 130 or above in one or more areas with an attainment below expectation is identified as gifted.
- ✓ Students with a CAT4 score of 130 or above in one or more areas with an attainment in line or above expectation are identified as gifted and talented.

Non-Academic Gifted and Talented:

- ✓ Students are currently being identified in the areas of Performing Arts, Physical Education and Visuals Arts.
- ✓ Each subject has separate criteria for identifying students in three separate levels.
 - Level 1: Participates within the school
 - Level 2: Represents the community
 - Level 3: Represents the country

PROVISIONS

Habitat School Al Tallah will strive to provide appropriate learning opportunities for all students to ensure the students to achieve their extreme potential.

Provision through School:

- ✓ Provide opportunities for problem-solving, hypothesizing and developing thinking skills.
- ✓ Offer enrichment opportunities:
 - a) Content Enrichment: Provides more than the basic information from the curriculum, presents more advanced topics, acknowledges individual needs and interests.
 - b) Process Enrichment: Develops higher level thinking skills, provides opportunities for discovery and experiential learning, open-ended problem solving.
 - c) Product Enrichment: Encourages modes of presentations, creative expressions.
- ✓ Use a range of teaching and learning strategies.
- ✓ Providing the chance for the students to work with other gifted students in a small group situation.
- ✓ Generate strategies for class discussions to ensure that gifted students can contribute without dominating.
- ✓ Use appropriate resources to challenge gifted learners.
- ✓ Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning.
- ✓ Providing independent work and leadership opportunities.
- ✓ Students will be encouraged to fully engage with extra-curricular opportunities (arts, sports).
- ✓ Supporting independent learning for the gifted and talented students' enrichment.

Provision through outside agencies:

- ✓ Links with outside agencies and referral to these will be done through teachers/departments.
- ✓ Parents should inform the school if their child is engaged with any gifted and talented program outside the school.

General Support:-

- ✓ Talk to the child; explain what giftedness is and how to manage it.
- ✓ Teach them how to talk about themselves.
- ✓ Acknowledge their needs.
- ✓ Do not apply pressure to always excel.
- ✓ Teach them to be able to laugh at themselves.
- ✓ Allow them to work on something the other students are not capable of doing.

Emotional Support:-

- ✓ A gifted child will often feel different from their peers. He/she knows from a young age that he/she talks, thinks and understands things in a different manner than other children. Children who do not understand their giftedness can get frustrated with their classmates. Other children also notice these differences!
- ✓ Gifted children may be bullied.
- ✓ Gifted children may struggle with depression.
- ✓ They struggle to make friends.
- ✓ They are bored with children of their own age group, but older children do not always accept them.
- ✓ Gifted children can be perfectionist - they want to do everything right. This wastes time and leads to frustration.
- ✓ Teachers should regularly remind the gifted child that small mistakes are not a problem that they should be able to smile when they have something wrong.
- ✓ It is very important to talk to a gifted child about giftedness - to explain what it is and teach them how to manage it.

MONITORING AND REVIEW

The ALP should be reviewed and monitored during each regularly scheduled card marking period. However, school personnel or a parent/guardian may request that the team review progress at an earlier date. During the first three months following the special education team members may be reconvened to review the progress. The special education teacher, responsible for overseeing the implementation of the ALP, will prepare the ALP Annual Review report at the end of the academic year and make recommendations for the next school year.

Gifted and Talented students will be monitored through:

- Work and performance
- Lesson observations
- Staff, student and parent questionnaires
- Formative and summative internal as well as external examination data
- Gifted and Talented coordinators and other external agencies' reports.

Certificates of Grade Completion: Upon completion of a grade level, students with special needs will be given a certificate of completion which also indicates that he has a disability and that he has received special education services.

The certificate provided to the student will indicate the following:

Category of Disability Assistive Technology needed Gifted and Talented (the areas or subjects in which he excelled are mentioned).

Important things to be noticed while certificate preparation:

- The certificate should include the attained/progressed skills of the student and areas of improvement.
- The certificate should not issue to anyone if there is confidentiality concern.
- The certificate should be issued only to the parents'/ legal guardian and their signature is mandatory to take along with the official seal and signature.
- A covering letter with confidential concerns and terms should be clearly mentioned is needed along with the certificate.
- The covering letter should address the recipients' full address with designation.

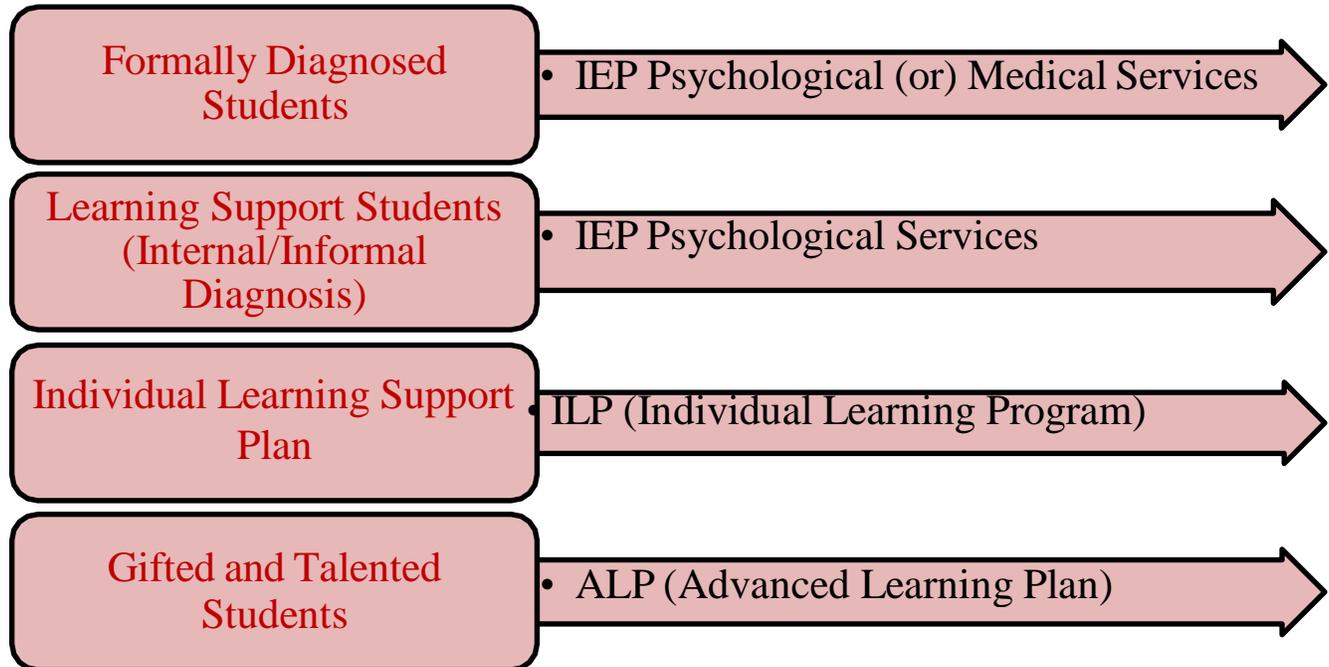
RESPONSIBILITIES

The SEN Educator plays a lead role in coordinating the school's Gifted and Talented provision. This involves working with the Principal, Senior Leadership Team, Heads of Departments and specific subject teachers.

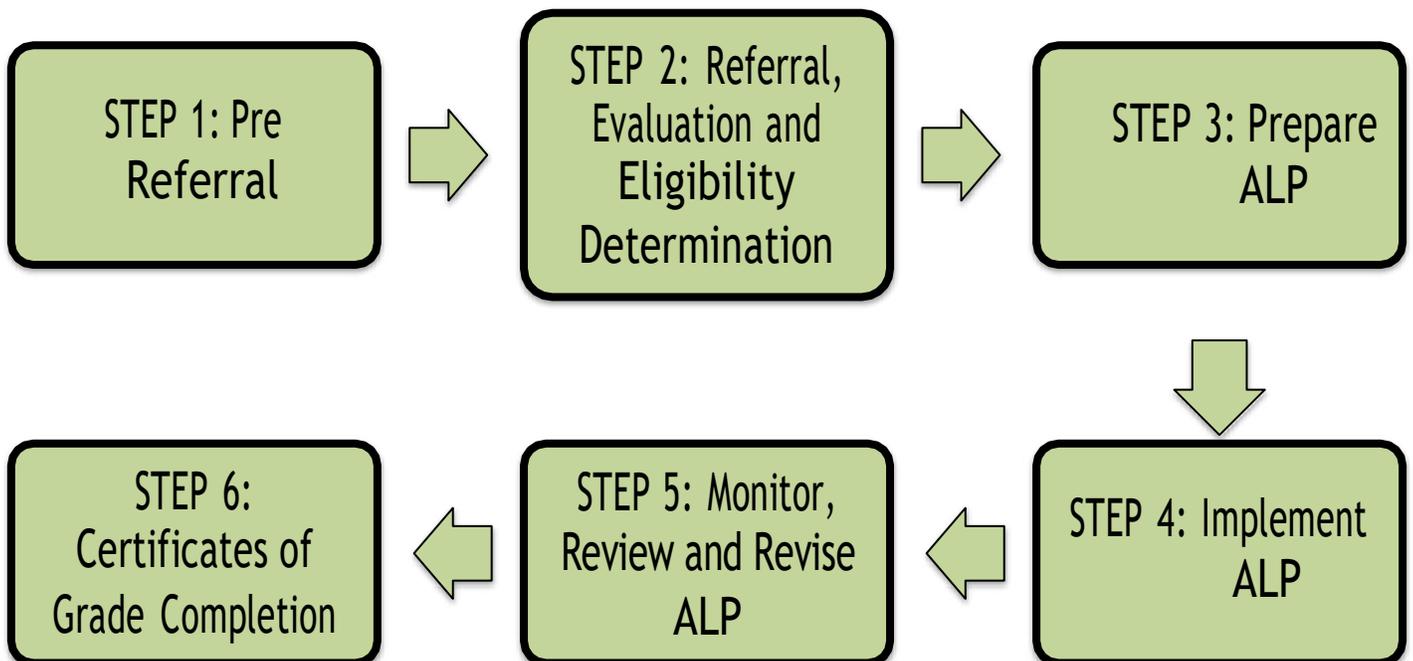
Specific responsibilities include ensuring that:

- Gifted and Talented students are effectively identified.
- The Gifted and Talented Register is accurate and updated at least termly.
- The provision for students with Gifted and Talented is well planned and effective.
- Advanced Learning Plans support and monitor student engagement.
- The impact of provision is monitored and evaluated.
- Ensuring gifted and talented students are considered in every aspect of the planning.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students with Gifted and Talented are accurate, updated and in line with department guidelines.
- ALPs to be developed and monitored by class teacher/ specialist teacher.
- The performance of the Teaching Staff is monitored and effective.
- There is advice and access to training available to staff.
- The Coordinators for gifted and talented students will offer support, advice and guidance to all staff on best practice for the provision of Gifted and Talented.
- Coordinate the monitoring of progress of the gifted and talented
- All faculties must ensure an appropriate provision for the Gifted and Talented within their lesson planning and delivery.
- All individual teachers have a duty to be aware of individual student's needs and to provide appropriately for all students in their care.

SOD SUPPORT IN SCHOOL



PROCEDURES FOR IDENTIFICATION AND ELIGIBILITY DETERMINATION



REVIEW:

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Principal or nominated representative.

DEVELOPED DATE: 27/01/2021**CONTACT:**

If you have any queries or concerns regarding this policy then please contact:
sod@tallah.habitatschool.org

LINKS TO OTHER POLICIES: This Gifted and Talented policy is linked with all the other policies of the School.