



HABITAT SCHOOL
AL TALLAH, AJMAN, UAE

GIFTED AND TALENTED POLICY
(2025-26)

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

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.

OBJECTIVES

- ❖ To recognize and value every child equally, ensuring that each student is given opportunities to reach their full potential in a stimulating and supportive environment.
- ❖ To ensure that all Gifted and Talented (G&T) students are systematically identified and recognized by all staff members.
- ❖ To establish and sustain high academic expectations for all learners.
- ❖ To adopt effective teaching strategies that enable every student to achieve their highest level of personal accomplishment.
- ❖ To provide enrichment and extension programs that develop students' skills and talents beyond the core curriculum.
- ❖ To cultivate essential skills, values, and attributes that enhance students' personal and academic growth.
- ❖ To encourage independent and creative learning through inquiry-based approaches.
- ❖ To design challenging learning experiences that stimulate intellectual curiosity and resilience.
- ❖ To foster self-confidence, leadership, and holistic development through a nurturing educational environment.
- ❖ To provide continuous professional development for all teaching and non-teaching staff involved with G&T students.
- ❖ To raise awareness among students and parents regarding enrichment programs and opportunities for G&T learners.



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
Section Heads	Ms. Sheelu Bajpai Ms. Neethu Raj Ms. Annie Jerald Maryadasan Ms. Anjana Geotheendran Pillai Mr. Anuraj G.S.
HOD of Inclusion & Wellbeing	Ms. Andleeb Wani
Special Educator/ SOD Specialist	Ms. Shahida Muhamed Shefeek Ms. Alfiya Nagriwala
School Psychologist	Ms. Rithika Sureshababu Reena Mr. Harikrishnan K
School Counselor	Ms. Anju Kunjoonju
Head of the Department	Ms. Huda Sayyed (English) Ms. Shabeeja Valliyil (Mathematics) Mr. Lavakumar Belery (Social Studies) Ms. Fatima Hussein (Arabic) Ms. Lubna Faisal (Physics & Chemistry) Ms. Saba Haris (Biology) Ms. Vidhya Sreejith (Commerce) Mr. Abdul Nisam (Physical Education) Ms. Meenal Umamagesh (Computer Science) Mr. Abdus Saboor (Islamic)
Teaching Faculties	Ms. Amal Rose (PE Trainer) Ms. Rejina Gopan (Dance Teacher) Ms. Sangeetha (Music Teacher) Ms. Shelley (Karate Instructor) Mr. Anand (Swimming Instructor) Ms. Marsla Latif (Art Teacher)

INTRODUCTION

Gifted and Talented Students Policy – Habitat School, Al Tallah

Overview

Gifted and Talented students are those who demonstrate outstanding ability or a strong inclination in one or more areas, including intellectual, creative, academic, or multiple talents such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership. Often, their performance is so advanced that they require tailored educational provisions within general classrooms, supported by subject teachers, Activity Learning Programs (ALPs), special educators, and activity teachers.

The Ministry of Education in the UAE provides a range of services to support Gifted and Talented students. These include:

- Enrichment programs within general education classes or resource rooms, either in existing curriculum subjects or additional subjects.
- Individual projects and research assignments.
- Specialized educational tours, lectures, debates, and seminars.
- Participation in educational competitions.
- Programs focusing on problem-solving, leadership, communication, and computer skills, among others.

At Habitat School, Al Tallah, we value all students equally and strive to ensure every child has the opportunity to reach their full potential in a challenging and supportive environment. This policy aims to address the needs of students identified as “gifted,” “more able,” and/or “talented” in accordance with UAE national guidelines.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

- a) At Habitat School, Al Tallah, Gifted and Talented students are identified as individuals who demonstrate exceptional ability or potential in one or more of the following areas:

- b) **General Intellectual Ability:** Demonstrates quick comprehension, strong memory retention, and advanced reasoning.
- c) **Specific Academic Aptitude:** Excels significantly in one or more academic areas such as Mathematics, Science, or Languages.
- d) **Creative Giftedness:** Produces original ideas, explores innovative solutions, and displays divergent thinking.
- e) **Social Giftedness:** Exhibits strong leadership, communication, and interpersonal skills.
- f) **Artistic Giftedness:** Shows exceptional talent in visual arts, drama, literature, music, or performance.
- g) **Technological Giftedness:** Possesses advanced skills in understanding, creating, or applying technology in novel ways.
- h) **Physical or Movement Giftedness:** Demonstrates superior athletic or performance skills in sports, dance, or similar disciplines.

- 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 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.

PROVISIONS

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

Provision through School:

- ✓ Facilitate the development of innovation, critical thinking, problem-solving, hypothesizing, and advanced reasoning skills.
- Provide enrichment opportunities that extend learning beyond the standard curriculum:
 - **Content Enrichment:** Introduces advanced concepts, broadens subject knowledge, and aligns learning with individual interests and abilities.
 - **Process Enrichment:** Promotes higher-order thinking through discovery-based and experiential learning, fostering open-ended inquiry and problem-solving.
 - **Product Enrichment:** Encourages diverse forms of creative expression and innovative modes of presentation.
- Employ a variety of teaching and learning strategies to enhance instructional effectiveness and address diverse learner abilities.
- Offer opportunities for gifted students to collaborate with peers of similar aptitude in small group settings.
- Implement classroom discussion strategies that allow gifted learners to contribute meaningfully while maintaining balanced participation.
- Utilize appropriate and challenging resources to extend the learning of gifted students.
- Encourage students to take intellectual risks, experiment with ideas, and view both correct and incorrect responses as valuable learning experiences.
- Provide opportunities for independent study and leadership development.
- Motivate students to actively participate in extracurricular activities such as arts, sports, and other enrichment programs.
- Foster independent learning and self-directed inquiry to support the continuous enrichment of gifted and talented students.

Provision through outside agencies:

- ✓ Collaborate 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.
- ✓ Acknowledge their needs.
- ✓ Refrain from placing excessive pressure on yourself to achieve perfection all the time.
- ✓ Allow them to work on something the other students are not capable of doing.

IDENTIFICATION- PROCEDURE

- The Inclusion and Wellbeing Department employs multiple criteria and sources of evidence to identify G&T students:
 - Results from standardized external assessments (CAT4, ASSET, IBT).
 - Teacher recommendations, classroom observations, and internal performance data.
 - Subject-specific identification criteria and departmental nominations.
 - Parent or caregiver input and documentation from external agencies.
 - Identification Criteria:
 - Academic Giftedness: CAT4 mean score of 125 or above; ASSET stanine score of 9 in one or more subjects; IBT stanine score of 9 in two or more subjects.
 - Non-Academic Talent: Identified in Performing Arts, Physical Education, or Visual Arts based on subject-specific benchmarks.
 - Talent Classification: Level 1 – School; Level 2 – Community; Level 3 – Country.

Emotional Support:

- Gifted learners often face social and emotional challenges due to their heightened sensitivity and advanced cognitive development.
- Teachers should provide reassurance, foster inclusivity, and monitor emotional well-being.
- Gifted students may experience frustration, anxiety, or perfectionism; they should be guided to view mistakes as learning opportunities.

MONITORING AND REVIEW

The ALP should be reviewed and monitored during each regularly scheduled period. However, school personnel or a parent/guardian may request that the team review progress at an earlier date. The members of the Inclusion team may meet again to assess the progress within the first three months after the initial intervention. At the conclusion of the academic year, the special education teacher who is in charge of directing the ALP's implementation will compile the ALP Annual Review report and provide recommendations for the next academic 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.

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 (G&T) students are systematically and accurately identified.
- The G&T register is maintained with precision and updated at least once each term.
- Educational provisions for G&T students are strategically planned, effectively implemented, and regularly reviewed for impact.
- Advanced Learning Plans (ALPs) are utilized to track and support student engagement and progress.
- The effectiveness of G&T provisions is continuously monitored and evaluated to ensure quality outcomes.
- The needs of G&T students are integrated into all aspects of curriculum planning and instructional design.
- Parents and students are kept fully informed regarding progress, provisions, and future learning plans.
- Student records are accurately maintained and updated in accordance with departmental policies and guidelines.
- ALPs are to be developed, implemented, and monitored collaboratively by class teachers and specialist educators.

- The performance of teaching staff in supporting G&T learners is regularly assessed to ensure ongoing improvement.
- Continuous professional advice, support, and training opportunities are made available to all staff members.

Additionally:

- G&T Coordinators provide staff with guidance, best practices, and instructional support for effective G&T provision.
- Coordinators oversee the monitoring and evaluation of G&T students' academic and personal progress.
- All faculty members are responsible for ensuring that appropriate provisions for G&T learners are embedded in lesson planning and classroom delivery.
- Every teacher has a professional duty to understand the individual needs of G&T students and to provide differentiated and meaningful learning experiences that meet those needs.

REVIEW:

This policy will be reviewed as and when it is deemed appropriate, but not less frequently than 1 year. The policy review will be undertaken by the Principal or nominated representative on her behalf.

DEVELOPED DATE : April 2018

LAST REVIEW DATE : April 2025

NEXT REVIEW DATE : April 2026

CONTACT:

If you have, any queries or concerns regarding this policy then please contact:

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