

# CHRISTCHURCH RUDOLF STEINER SCHOOL

## PROCEDURE

### School Management

#### NAG 1 - Student achievement and curriculum

#### Procedure .3 SPECIAL ABILITIES

##### RATIONALE:

Every student at our school is encouraged to reach their potential.

Students with Special Abilities are identified in order to meet their individual educational, social, physical and spiritual needs.

##### IDENTIFICATION PROCESS:

- Identification of students:  
Teachers, parents and peers are invited to identify students for the Register of Special Abilities. A checklist of criteria will be used for identification.
- Term 1: Special Abilities Register is reviewed with the SENCO and class teachers. Students are discussed and added to the Register with appropriate criteria. Identification information may be taken from:
  - Assessment (formal and informal)
  - Teacher and parent observations.
  - Psychological and educational assessments from outside agencies.
- Special Abilities programmes are implemented (where appropriate), and reviewed at an agreed time in conjunction with Strategic Plan.
- Term 4: Special Abilities programmes are reviewed and documented by Week 6 by the SENCO in conjunction with class teachers.

##### Identification characteristics:

Special abilities may be evident as general intellectual abilities, academic aptitude, creative abilities, leadership ability, physical abilities, or abilities in the visual and performing arts.

(details of the characteristics and behaviour areas are included in the Identification Checklist).

It is recognised that students often have Special Abilities specific to only one or two areas of the curriculum.

Teachers will be alert to those with hidden Special Abilities or under-represented groups. These include: minority groups, different ethnic groups, underachievers, those with learning, sensory and physical difficulties, those with social difficulties and those from lower socio-economic groups.

We also recognise those students that need extension

(ref. MOE Handbook for Schools. Gifted and Talented Students: Meeting their needs in NZ Schools).

##### Parent-Teacher Communication:

The Class Sponsors(US), Class Teacher (Lower School) or Kindergarten Teacher, and SENCO meet annually with parents of Special Ability students to ensure that the student's needs are being met.

##### PROVISIONS:

##### **School wide** provision will include:

- A key team with responsibility for leading Special Abilities Education.
- A teacher to facilitate the educational provisions for those students whose needs extend beyond the classroom.
- Ongoing, needs based professional development for staff.
- A budget for necessary human and educational resources.
- Provision for differentiated learning for students whose needs extend beyond the classroom may be through:
  - IEPs
  - Multi-level ability grouping

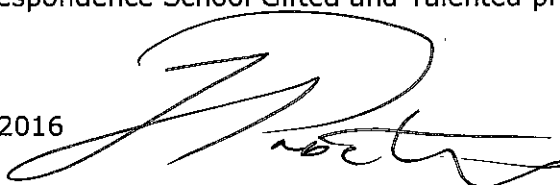
- Year level ability grouping
- Extension/enrichment groups
- Specialists/mentors working alongside teacher.
- Upper and Lower School provisions may also include:
  - Subject acceleration
  - Whole Year acceleration (see Procedure: 'Transfer of a pupil to another class within the school')
  - Cross-year grouping.
  - Support from the School Counsellor
  - Child studies
  - RTLB involvement

**In class (US and LS) provisions** for differentiated learning for Special Ability students may include:

- IEPs
- Critical, creative and caring thinking skills
- Independent study
- High ability co-operative learning groups
- Competitions
- Learning Centres
- Online learning (webquests) for US students
- Thematic/integrated learning
- Hands-on varied experiences (WDI)
- Ability grouping and or interest grouping
- Higher level research skills.
- Enrolment in Correspondence School Gifted and Talented programmes.

Date approved: 11 May 2016

Signed:



Responsibility for administering this procedure: Management

Responsibility for review: Management

Review May 2019