



Children With Special Abilities (CWSA)

Gifted and Talented

At Greytown School teachers plan programmes to meet the needs of all the children within their class. Sometimes children emerge with abilities far beyond the normal range of a class, and in these cases teachers will work with our SENCO*/CWSA coordinator and parents to ensure that we work together to meet their needs and potential.

CWSA and/or Gifted and Talented children can be identified in a number of ways, which may include:

- Teacher observations within their classroom learning programmes and/or class work.
- Results in class and/or school wide assessment systems
- Participation and success in school wide activities eg: Sports, The Arts
- Consultation with parents, advisors, therapists, Ministry of Education etc..
- Psychological assessments.
- Records transferred from their previous school etc.

Children can also be identified as Gifted underachievers and/or Twice Exceptional/Gifted (ie: in addition to a child being identified as gifted and talented they also have a specific learning need eg: Dyspraxia, ADHD, Asperger Syndrome, High Health Needs, Sensory Processing needs etc). These children may require additional strategies, programmes or an IEP specific to these particular learning needs.

Once identified, CWSA and/or gifted and talented students are first extended or supported through careful and differentiated programming within the class. In addition to these further extension or supports may also be required within the school (eg: Cross grouping, Schoolwide extension, Specialised programmes etc) or within our community.

When planning these programmes, systems and strategies we will look at the whole child's needs across a variety of areas eg: academic, hauora/well being (emotional, sensory, behaviour etc), cultural, social etc.

Children who have been identified at Greytown School in the above ways will be entered onto our schoolwide SENCO/CWSA register for ongoing monitoring, planning, resourcing etc. This register and its implementation is overseen by our SENCO/CWSA coordinator with support from our Senior Leadership Team.

As part of this process children may require additional support with

- An ongoing and monitored Individual Education Plan (IEP) which may include specific strategies and information pertaining to their overall learning and/or well being eg: Sensory Needs, Behaviour Plans, Occupational Therapist Plans, Psychologist etc.
- Assistance, strategies and programmes supported or provided by outside agencies and specialists (eg: Strengthening Families, RTLB, Education Psychologists, REAP programmes, Dual Enrolments with the Correspondence School, Specific online learning Programmes etc).

Resources

- Ministry of Education - Gifted & Talented Students Meeting Their Needs In NZ Schools.
- TKI: Gifted and Talented online gifted.tki.org.nz
- Professional Association for Gifted Education: giftEDnz.org.nz

Resources recommended to the school

- Tall Poppies Magazine - New Zealand Association for Gifted Children
- Jill Bevan-Brown and Melinda Webber (Maori Giftedness)
- Rosemary Cathcart
- Elaine Le Sueur

Parents can contact our School or Ministry of Education for further information and resources.

Last internal review of Policy: Term 1, 2018

**SENCO - Special Education Needs Coordinator (Coordinates the needs of Priority Learners and ORS children, and oversees the effective implementation of a variety of Specialised Programmes across Greytown School)*