



Tickton Pre-school and Play Pals 'Gifted and Talented' Learners Policy.

Working in conjunction with the Early Years Foundation Stage Statutory Framework (EYFS)

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

The EYFS states that '*babies and children develop in individual ways and at varying rates*', all children are unique and individual. We recognise that this is the case and that provision needs to be made available for those who show signs of being particularly gifted or talented (perhaps in a specific area or across all areas of learning).

As a setting, we recognise that all children have their own unique gifts and talents.

We are committed to supporting each child and ensuring the well-being of each child, ensuring the well-being of each child. We implement this policy to ensure we encourage the individuals in our care to fulfil their potential.

Gifted and talented learners will be identified in a range of ways. This will sometimes be through formal observation and assessment and sometimes through more informal observation and parent discussion.

If any member of staff believes that a child is gifted and talented then there are questions that can be asked to try and confirm these findings together with the setting manager and child's parent.

- Is the child's development uneven across the areas of learning?
- Does the child get cross/distressed if an activity is too easy/hard?
- Is the child easily bored or disruptive?
- Is the child exceptionally good at verbal reasoning?
- Is emotional development not as advanced as their peer's academic level?
- Are developmental outcomes and reflective data about the individual child above 'normal' expected levels.

This is not an exhaustive list and our setting holds documentation which may be used by all staff members to support their training and planning for all children.

Staff will put plans in place to ensure that all children are appropriately challenged and can reach their full potential, this will be done in partnership with parents.

You must not wait to answer 'yes' to all the above questions before looking to provide some form of additional enrichment - but at the same time be mindful that displaying one of these does not automatically mean that the child needs further educational enrichment and challenge, some children may need additional support with behaviour and emotional development.

It is important that we are pro-active as well as reactive in identifying these children as some children who we perceive to be underachieving may actually be frustrated or unsure of themselves and need support to fulfil their potential to achieve.

Once a child has been identified as being 'gifted or talented' then there needs to be provision for that child which will be a balance of further enrichment, extension, challenge and acceleration to encourage and support the child appropriately. This provision will need to be reviewed regularly in order to ensure we continue to meet each child's needs.

All children must be observed, assessed and planned for in a unique and individual basis.