



INCLUSION POLICY – INCLUDES: EAL, SEN AND G&T POLICIES

Inclusion Policy

This policy document includes:

- **EAL policy**
- **SEN policy**
- **Gifted & Talented policy**

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This policy is linked to the following policies:

- Regolamento d'istituto
- Admissions policy
- Language policy
- Assessment policy

MISSION, PURPOSE AND AIMS

ICS Milan serves a diverse community of students from a range of nationalities, cultures and backgrounds. We offer a broad-based education which uses English as the main language of learning and caters for a range of student abilities. As part of the Globeducate family of schools (<https://www.globeducate.com>), “we prepare each student to be a global citizen who can shape the world”.

Philosophy

ICS has an inclusive policy which provides each student with the opportunities to fulfil their academic, physical, social and emotional potential. At the same time, we recognise that as a mainstream school offering a challenging program as the main language, our school might not suit all students. ICS recognises that students learn in diverse ways and support is provided for students with a range of learning styles and abilities and for students with mild to moderate learning difficulties. Students with special educational needs outside of this range may be admitted at the discretion of the school Leadership Team and in accordance with regulations from the Italian ministry for education.

ICS is an inclusive community and we believe that no child, individual or family should be excluded from the school on the grounds of age, gender, sexuality, class, family status, means, disability, ethnic origin, culture, religion or belief. All children are given the same opportunities within the school and will have the opportunity to grow and learn in an environment free from prejudice.

Support structure

For the school to provide the best support for students, we require all families to inform us of any previously identified special educational needs or any instance of students having previously received support. Each

student and their needs will be analysed by the school to ensure we provide the most appropriate support and opportunities for them to fully benefit from our curriculum.

All members of the teaching community at ICS Milan provide learning support as part of their teaching and planning remit. Teachers, assistants, specialists and school leaders regularly meet to ensure the school responds to the needs of each individual child's learning needs. The school provides a structure to assess and support students with mild to moderate levels of learning disabilities and learning difficulties. Depending on the severity of the learning support needed, the learning support team or *Gruppo di Lavoro per l'Inclusione (GLI)* creates an Individualised Educational Plan (IEP)/didactic plan for each student (*Piano Educativo Individualizzato (PEI) o Piano Didattico Personalizzato (Pdp)*). At the beginning of the year, the GLI, made up of members of the teaching and leadership staff, develop a *Piano Annuale di Inclusione" (PAI) /Annual inclusion plan*. The group meets bi-monthly to monitor the implementation of the diverse PEI/PDP's. At the end of the year, the group assesses the various plans and proposes adjustments for the following year.

Learning Disability Vs Learning Difficulty

A learning disability is a neurological disorder. Students with learning disabilities may have significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. A learning disability is a permanent condition and requires support to help the student develop awareness and strategies to deal with their disability in order to be successful at school and in life.

Learning disabilities require diagnosis and some of the more common forms are:

- Dyslexia
- Dysgraphia
- Dyscalculia
- Mild autism
- ADHD
- Non-verbal learning disabilities
- Auditory and Language Processing Disorder (APD & LPD)

A learning difficulty, on the other hand, is generally temporary and with time and support will eventually disappear. They are usually caused by external factors (educational/environmental) or from emotional issues.

Teachers may be able to spot behaviours which indicate learning disabilities but cannot diagnose them. If a student is demonstrating signs of a learning disability, parents will be asked to have their child evaluated by

an outside agency to ascertain whether their child has a learning disability. The school may recommend an agency to carry out the tests but it is ultimately the parents' responsibility to follow through on the school's request. Once a diagnosis has been received, the school will work closely with the families and the external support to ensure the student gets a unified approach to meeting their needs. In some instances, in-school support from an external support teacher may be required. In this case, a contract will be drawn up between the school, the family and the support provider to ensure the student receives the best support necessary for them to access the curriculum. Payment for external support lies with the family. The ministry for education (MIUR) may provide some financial support. Assistance with the application process for financial support will be provided by the school.

Differentiated learning

Differentiated learning tasks allow students with learning disabilities and learning difficulties to access the curriculum. These tasks provide the learner with an alternative means of engaging with the concepts and content of the lessons (e.g using the accessibility features on the iPad). Students may also be assessed using alternative assessment models and tools (for example they may be assessed orally or be allowed to use technology to demonstrate their learning). Criteria for assessment will be based upon an evaluation of the individual student's learning needs. See assessment policy for further details.

EAL and language support

ICS Milan does not recognise difficulties in language acquisition as a learning difficulty. Students with language difficulties will be supported by the language department. See language policy for further details.

Roles and responsibilities

Early Years

Class teachers

- Monitor student behaviour and record observations
- Provide regular feedback to all families regarding developmental progress
- Create an IEP/PEI/PDP if required
- Create differentiated learning tasks
- Provide feedback to the GLI/Early years coordinator
- Contact the parents in cases of concern

Primary school

Class and Italian teachers:

- Monitor student behaviour and record observations
- Create an IEP/PEI/PDP if required
- Create differentiated learning and assessments tasks
- Provides feedback to the GLI/Primary/Italian coordinator
- Contact the parents in cases of concern

Secondary School

Subject teachers

- Monitor student behaviour and record observations

- Create differentiated learning and assessments tasks
- Feedback to form tutor and GLI/MYP/Italian coordinator
- Participate in meetings with parents

Form tutor

- Follows student progress and helps to resolve small issues
- Creates awareness of student issues and creates support strategies with teachers, parents and students.
- Communicates with GLI/MYP/Italian coordinator to prepare IEP/PEI/PDP
- Record keeping
- Keeps staff informed of progress and reports to the GLI/MYP coordinator

School coordinators

All school coordinators are members of the GLI (Gruppo di Lavoro per l'inclusione) which is ultimately responsible for the creation and implementation of the inclusion policy throughout the school.

EAL Policy

Typical EAL Learner Profile and the Implications for the ICS Milan

ICS Milan educates students with a wide range of language abilities from differing national and social groupings. This gives rise to the need for English as an Additional Language (EAL) support across the school, both in class and EAL withdrawal classes. EAL students often have experience in different educational systems and gaps in knowledge may well exist as a result. Programmes therefore, are flexible and cater to the individual needs of the students.

As part of the initial entrance assessment, students from a non-native speaking background are usually assessed so as to establish whether EAL provision is necessary and the likely amount of language support required. Further to this students will be assessed at the beginning of the school year to ensure that they are placed on the appropriate EAL programme.

In addition, a sizable group of second-language learners comes from the Italian community. These students will often be very fluent, but may well require support in writing, technical vocabulary and language processing and scaffolding in order to fully access the curriculum.

Rationale and Aims

English is the predominant medium of communication and learning at ICS Milan. In Early Years, 100% of the curriculum is delivered in English. In Primary and Middle Years, around 80% of the curriculum is delivered in English to non-native English speakers (around 20% is assigned to the delivery of the Italian programme as part of the school's Paritaria status) The aim of the EAL Department is to enable all students who are learning English as an Additional Language (EAL) to acquire the necessary language skills required for day to day

participation as well as academic success in all aspects of the curriculum.

The EAL provision in the school is led by the Head of Additional Languages and EAL. The Head of Department works closely with the EAL team to develop and deliver personalised programmes. EAL is taught across the Primary and MYP programmes.

Departmental Aims

- to provide personalised programmes for all EAL students in order to enable them to access mainstream subjects and integrate successfully into ICS Milan community
- to provide a learning environment where students feel confident in expressing themselves in English
- to enable students to reach their full potential and participate fully in all subjects through the use of English
- to raise the level of EAL-informed teaching in mainstream classes, by offering INSET and support to the wider school.

The majority of our students have varying degrees of EAL requirements if we include those who are mainstreamed but do not have English as a first language. This means that the EAL Department must endeavour to provide a range of courses that focus not only on traditional EAL requirements, but seek also to provide more specialised EAL courses and support in mainstream classes.

Students learning English as an Additional Language have skills and knowledge about language similar to monolingual children. They have content knowledge of subjects studied that they may not be able to express. The EAL Department and the wider school recognises and actively differentiates between content knowledge and linguistic ability. The ability of students to participate in the full curriculum may be well in advance of their communicative skills in English and this is acknowledged.

Entrance Assessment and Further Tracking

Entrance Assessment

All Secondary School applicants who do not have English as their first language or their principal language of communication should expect to be assessed by an English language specialist on entry, in order to determine their level of English proficiency for appropriate placement and grouping.

In Years 7-11 assessments are used to determine a student's linguistic ability. The assessment includes a face-to-face interview conducted in English. A short free writing assessment may also be used to assess the standard of Academic English of the applicant.

In Primary school, a judgment about the need for an assessment is made by the interviewer. If reports indicate a level of proficiency sufficient to learn well in a classroom situation, then no assessment is required.

Further tracking

In Primary and Secondary, as well as completing formative assessment in lessons, EAL students complete summative assessment at the end of each term. At this point a decision is made as to whether the student's EAL provision should be reduced, increased or discontinued. All entrants into Year 7 are assessed at the start of the year on their level of vocabulary and grammar. All EAL students are tracked using the Bell Foundation's EAL Assessment Framework for Schools.

The framework covers four skills reading, listening and understanding, speaking and writing and students' move across 10 steps. Throughout the school year, samples of students' work from both EAL and mainstream classes are collated and there is a regular dialogue between teachers to monitor their progress across the steps. Once reaching step 8 or above on all four skills students generally no longer need specific and targeted EAL support.

Here is the link to the Bell Foundation EAL Assessment page with gives an overview example of how student progress can be assessed.

<https://www.bell-foundation.org.uk/app/uploads/2018/07/EAL-Assessment-Framework-for-Schools-Primary.pdf>

There may be occasions when a student who is struggling with mainstream study will be required to rejoin an appropriate EAL programme. Although parental concerns are considered, the final decision on placement is made by the Head of the Primary School or the Head of Years 7-11, on the informed recommendation of the EAL Coordinator.

Referral Procedure

Where teachers have concerns regarding a student's language proficiency, they should:

- Contact the EAL Coordinator who will arrange an EAL assessment
- Following the assessment, the EAL Coordinator, relevant EAL teaching staff and the mainstream teacher will discuss whether the student's level is due to language-related difficulties or if other factors such as SEN or attitude are also having an effect
- Based on this discussion (and assessments), the student would be either offered EAL support and/or SEN support
- Parents will be informed of the provision to be offered

English as an Additional Language (EAL) Programmes

Primary School

In the Primary School EAL provision is tailored to meet the needs of individual students and is focused around a mixture of targeted withdrawal support and in-class support. The emphasis for children starting the school with low levels of English is to provide them with survival language so that they can integrate and socialise successfully throughout the school day. As their English improves the emphasis moves to helping students learn low frequency subject specific vocabulary, improving grammatical accuracy and being able to write successfully in different styles and genres.

NB. General in class language support is provided by the school as part of the curriculum offering for all students.

A variety of materials is used when providing EAL support in the Primary school, this means there is a degree of flexibility to meet individual needs. Through discussion EAL and mainstream teachers decide at which points during the term it is more effective to support students in-class to ensure that they continue to progress. In Primary, students receive EAL support through 3 different packages Level 1, 2 and 3. Each package includes a mixture of targeted EAL lessons, small group support and online English lessons.

All 3 packages, Level 1, Level 2 and Level 3 contain:

- **Targeted 1:1 support** to match the needs of the student and will likely cover areas such as survival English, grammar for writing and curriculum topic vocabulary. This support may be given in class or outside the classroom in the EAL work area, depending on the needs of the student or the context of the lesson.
- **Small group support (up to 5)** which is usually given during literacy lessons and the EAL teacher will work with the mainstream teacher to provide activities to scaffold the student's learning in the mainstream class
- **Online lessons which** focus on 3 key areas; survival English, curriculum content and phonics

Number of Periods of EAL Support

The EAL provision differentiates between Level 1. Level 2 and Level 3 packages.

Level 1 = approximately 8 -10 periods of support - a mix of small group and targeted support

Level 2= approximately 5 – 7 periods of support - a mix of small group and targeted support

Level 3 = approximately 2 –4 periods of support - a mix of small group and targeted support

NB. We use the Bell Foundation EAL assessment framework (<https://www.bell-foundation.org.uk/app/uploads/2018/07/EAL-Assessment-Framework-for-Schools-Primary.pdf>) to assess student progress and to determine at what stage the level of 'package' support needs to be reduced and/or withdrawn. The EAL department, along with the teachers will advise parents of progress in EAL of their child on a termly basis.

Secondary School

Pre-entry

A programme of EAL support for preparation for entry to the Secondary school is offered to students from the point of enrolment. Students are individually assessed and a bespoke programme is designed and delivered by our in-house teaching staff. Lessons take place in person or online from 16.15 Monday-Friday. The level and duration of support will be dependent on student needs and progress and will be discussed with the family.

Post Entry

In MYP Years 7-11, all students take either English Language Acquisition or English Language and Literature. Generally, students who need to focus on raising their level of English proficiency will be placed in the English Language Acquisition class.

NB. General in class language support is provided by the school as part of the curriculum offering for all students.

If students need a greater level of support in English, they will receive EAL support through 3 different packages Level 1, Level 2 and Level 3.

All 3 packages, Level 1, Level 2 and Level 3 contain:

- **Targeted 1:1** support to match the needs of the student and will likely cover areas such as survival English, grammar for writing and curriculum topic vocabulary. This support may be given in class or outside the classroom in the EAL work area, depending on the needs of the student or the context of the lesson. Students may be withdrawn from Additional Language lessons (French/Spanish/Italian) for individual lessons.
- **Small group support**, (up to 5) which is usually given during English Language Acquisition lessons and the EAL teacher will work with the subject teacher to provide activities to scaffold the student's learning in the subject class.
- **Online lessons which** focus on 3 key areas; survival English, curriculum content and phonics

Number of Periods of EAL Support

The EAL provision differentiates between Level 1, Level 2 and Level 3 packages.

- **Level 1** = approximately 8 -10 periods of support - a mix of small group and targeted support
- **Level 2** = approximately 5-7 periods of support - a mix of small group and targeted support
- **Level 3** = approximately 1-4 periods of support - a mix of small group and targeted support

In the Secondary school, we use a range of assessment tools to measure progress in English, (MYP criteria, Bell Foundation Assessment Framework, professional teacher evaluation etc) to determine at what stage the level of 'package' support needs to be reduced and/or withdrawn. The EAL department, along with the teachers will advise parents of progress in EAL of their child on a termly basis.

SEN Policy

ICS Milan aims to offer a fully inclusive education, taking into account their ability and needs and removing the barriers to learning and participation in the School community. Some students will have specific barriers to learning that will require particular action by the School and this policy outlines the procedures.

As a *scuola partiaria* and *parificata*, we adhere to the guidelines and rules for inclusive education as in the [Legislative Decree No. 96 of August 7, 2019](#), on the Promotion of School Inclusion for Students with Disabilities (L.D. No. 96).

The Aims of the Policy are to:

- ensure students with additional learning needs (ALN)/special educational needs (SEN) are identified, assessed and provided for;
- create a learning environment suitable for each child;
- ensure all students have access to the curriculum in an inclusive way;
- make clear the expectations of all partners in the process;
- ensure that parents are able to play their part in supporting their student's education.
- Ensure that parents take full responsibility for availing themselves of the learning support recommended to them by the school and/external authorities

The Role of the Special Educational Needs Coordinator

The Special Educational Needs Coordinator (SENCo) manages the day to day operation of the policy and team. S/he:

- co-ordinates the provision for and manages the responses to students's needs;
- supports and advises colleagues;
- oversees the records of all students with special educational needs;
- acts as the link with parents;
- manages a wide range of resources, material and staff to enable appropriate learning provision.

The Role of Learning Support Teachers and Assistants

Teachers working as part of the Learning Support Department (LSD) support the identification, assessment and implementation of learning support across the School, and ensure differentiation strategies are implemented in the classroom setting.

Learning Support at ICS Milan

ICS Milan provides a broad and balanced curriculum that meets the specific needs of all individuals and groups of students. During lesson planning teachers set suitable learning challenges and respond to students's diverse learning needs. Some students, however, may have barriers to learning or additional learning needs (ALN) that will require additional action by the School to ensure that they are able to meet the demands of the mainstream curriculum.

The need for learning support may arise at any time throughout a student's education. It may persist for brief or much longer time periods and require assessment and a possible plan of action to be formed and recorded.

The LSD operates across the whole school. Its objective is to work together with teachers to provide an optimum learning environment that assists all students to access the mainstream school curriculum. Identification and assessment of learning difficulties is a collaborative effort, as experienced teachers highlight issues that may be barriers to a student's learning. Assessment by the LSD allows for a comprehensive profile of a student's strengths and areas for development to be collated. This information is then used to develop a Learning Support Summary which is shared with teachers, parents and the students themselves. Additional learning support may include consultation with teachers on classroom management, in-class support, withdrawal small group work, 1:1 support, monitoring of students or ensuring special exam arrangements are in place (internal exams and MYP *from 2023* or IB Diploma exams *from 2025*).

Educational Inclusion

At ICS Milan we aim to offer excellence and choice to all of our students, irrespective of ability or learning needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation. It is integral to our school ethos that all students feel that they are a valued part of our school community.

A difficulty with some aspect of learning can be identified as a cause of concern at any point throughout a student's academic career. A student's diverse needs are planned for and differentiated for as they progress within the educational setting. Given their age, young learners are quite likely to commence at ICS Milan with no identification of any special learning needs. However, over time specific issues may emerge which require identification, assessment and support. New students seeking enrolment at ICS Milan with an identified special needs issue are offered a place based upon the ability of the School to ensure that the student's learning needs are able to be met. This may include a combination of classroom differentiation strategies together with individual or group support by the LSD.

Access to the Curriculum

All our students have an entitlement to a broad and balanced curriculum. Some of our students will require a curriculum which is adapted in order to:

- understand the relevance and purpose of learning activities
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Class and subject teachers use a range of strategies to meet students' individual learning needs. Lessons have clear learning objectives, work is differentiated within the classroom setting allowing students to achieve success and assessment is used to inform the next stage of learning. Learning support teachers assist class and subject teachers to deliver a more specific intervention and to assist parents to better support their child outside of school.

Identification, Assessment and Planning Procedures

When seeking admission for their child, parents are required to disclose to the School whether their son/daughter has an existing or suspected special educational need, whether diagnosed or not. Failure to reveal relevant information may not only compromise the quality of a student's education, but may result in the forfeiture of a place in the School. Disclosure of learning needs is essential to ensure that the School is able to meet the needs of every student and hence promote their learning.

Some students will only have a learning difficulty identified as their learning progresses. The LSD has a key role in identification of learning needs, the subsequent provision of support and the recommendation of additional support provided by external providers. Where possible, using existing resources, the School will seek to meet the needs of a child with an additional learning need.

Identifying an Additional Learning Need

Where parents have concerns they should first discuss these with the subject or class teachers or Heads of Phase (EY, Primary, MYP) who then gather relevant information and discuss this with the SENCo where appropriate.

Teachers make careful observations of all students in their class. If there are issues of concern, teachers may seek further information from other teachers, may discuss the issues with the SENCo, Heads of Phase. The issues of concerns are then discussed with parents and permission is sought from parents by the class teacher (Primary School) or Head of MYP/DP (Secondary School) for the student to be assessed by the LSD.

In addition to parental disclosure (either via the admissions process or once the student is on roll) or ad hoc referral from a member of staff, assessment data may be used to identify an additional learning need. At least annually, all staff are invited to identify any students with additional learning needs.

Assessment

Once a referral form has been completed, samples of work providing evidence for the difficulty are collated and an assessment plan has been formulated, a series of assessment sessions are then arranged during the school day.

All assessments undertaken at ICS Milan use materials that are approved for use in the educational setting. Should we require assessment that can only be undertaken by a specialist (such as an educational or child psychologist, audiologist, speech therapist, ophthalmologist, etc.), we first discuss this with parents and provide a range of contact details where possible. These professionals can be contacted privately or sometimes through the National Health Service (usually Italian only).

Assessment is an individual process, usually taking between 1-4 lessons, and is conducted during the School day. This usually occurs over a 1-2 week period. Where external assessment has been requested, the time span can vary.

Feedback of Assessment Results

Once testing is completed and an assessment report is written, parents are then contacted for an appointment. This appointment usually takes place with the parent/s, SENCo and the class teacher or subject teacher and/or Heads of Phase, and often with the student themselves in the Secondary School. Where an external referral is recommended a written referral report will be provided.

Provision for Identified Additional Learning Needs

Once assessment has been completed and shared with parents, and student (at an appropriate level for their level of understanding), a summary report is written and made available to all teachers working with that student. This report outlines the presenting difficulty and specific strategies for the classroom. A Learning Support Summary is developed to address the specific areas of learning difficulty and records short term targets and teaching strategies to be used to encourage successful progress in the Primary School with more general classroom strategies that can be employed across subject areas in the Secondary School.

Learning Difficulties within the School

A large part of the LSD's work in the Primary School is working with students who do not have a *diagnosed* learning support need. Learning support needs within the School are varied and the specific nature of the pattern of difficulties is unique for each student. Many students do not have a diagnosed learning need, but may be experiencing difficulties in the following areas:

- Literacy (reading, writing, spelling, comprehension)
- Numeracy (organisation, sequencing, memory)
- Communication (articulation or in social communication)
- Behaviour (concentration, organisation)
- Physical (hearing, sight, co-ordination affecting fine or gross motor control)
- Memory or speed of processing information.

Some students will have a diagnosis of a Specific Learning Disorder (dyslexia, dysgraphia, dyspraxia, dyscalculia, specific visual, hearing or physical difficulties, language and communication disorders or attention related disorder, etc.). Formal diagnosis of a Specific Learning Disorder is undertaken by a professional external to the School.

When a formal diagnosis of a Specific Learning Disorder is received, parents are expected to follow and accept the recommendations for the specific learning support offered to their child – whether provided by the school, funded externally by education authorities or by parents.

Please note :- ICS Milan cannot guarantee progress in learning nor access to the full curriculum in cases where the formally recommended learning support is not followed or accepted.

Learning Support Strategies

Some issues will coincide with English as an additional language and in this case the LSD works closely with the English as an Additional Language Department (EAL) to understand how best to manage the difficulties.

Students may have a combination of the following targeted support strategies to address their needs:

- Teacher consultation
- In-class task differentiation
- In-class support by the LSD
- Withdrawal group support
- Withdrawal individual support
- Home-support programme as parents are encouraged to support their child
- Special exam arrangements.

Continuity of support

The Learning Support teachers are available to discuss progress at parents conferences or by individual appointment at any point throughout the School year. Reports are frequently made available to parents and a referral report is always provided in the case of a request for external assessment.

A Learning Support/SEN register is available to all teachers on the shared teacher folder.

The School MIS is updated with students with individual learning needs.

The LSD attends end of Year 6 transition meetings with Secondary School form tutors.

Members of the LSD attend pastoral care meetings to ensure continuity of care and identification of learning issues.

The SENCo meets termly with the Heads of Phase along with the Italian Coordinators to review student need provision in student progress meetings

Reviews occur regularly with the learning plan adjusted according to the progress a student has made. Students are also encouraged to take responsibility for their learning (where developmentally appropriate) and are involved in setting targets. In recognition of the important contribution parents have to offer in helping to support their child, we encourage the active partnership of parents through on-going dialogue.

Appendix A

The person responsible for overseeing the creation and monitoring of the PEP/PEI is the designated school SENCO (Special Educational Needs Coordinator)

DOCUMENTATION FOR AN INDIVIDUALISED/PERSONALISED PLAN

Inclusion is articulated in terms of:

- Subject knowledge, recognition of learning difficulties and needs in class (teachers' attention, use of observation grids, meeting with parents and individual discussion with the students)

1. Definition of the **Personalised Educational Planning (PEI)**-

The personalised Education Plan (PEI):

- a. describes the specific condition of the student and his/her environment, his/her functioning considering his/her participation and environmental factors;
- b. integrates educational, rehabilitation and socialising projects, as well as the cooperation between the school and additional organisations;
- c. provides a clear and consistent learning plan which includes the various linked responsibilities (clinical diagnosis, functional diagnosis, *profilo di funzionamento*, PEI edited in the previous year, analysis of the point of departure.
- d. lays the foundations to promote the student's personal Independence. The LSD and the teaching teams regularly review, discuss and update the plan in consultation with each other as well as parents, specialists and social health shared with the family, the specialists and the social-health services.
- e. is developed in three annual meetings (preparation, monitoring and updating, final check); if necessary, other reviews can be arranged in meetings with the family or caregivers;

2. **Personalised Didactic Planning (PDP-PEP)**.

The school ensures that students with a PDP-PEP are included and catered for within the curriculum and uses personalised/individualised teaching strategies to support their learning and participation.

The Personalised teaching plan:

- a. is written by the class teachers with the support of the family and the social-health services. In particular, the systematic observation of the behaviour and of the performance helps in monitoring and adapting the personalised curriculum for each specific need (learning and behavioural);
- b. includes the description of the strengths and areas for improvement of the student, the support tools and strategies used by the school. The LSD and the teaching teams regularly review, discuss and update the plan in consultation with each other as well as parents, specialists and social health shared with the family, the specialists and the social-health services. All documentation is translated into two languages (Italian and English), to encourage the cooperation between the international

staff in planning, and in an easy-readable font for special needs (Calibri);

Family Involvement and Participation

Parents/caregivers work together with the school to draw up the personalised/individualised documentation (PEI-PEP-PDP). Sharing the projects with the family is not an obligation but a way to give value to a resource (see *Path of co-educational responsibility*). For this reason, the family is involved in each step of the planning, and they sign the same documentation

Gifted & Talented Policy

RATIONALE

'A rising tide lifts all ships.' (Joseph Renzulli, 1998)

ICS Milan values all students equally and strives to ensure that each student has the opportunity to realise his/her potential in a challenging and supportive environment. The School will have, at any time, talented or gifted students, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for the gifted, talented, the standards of achievement are raised for all students in the School. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

AIMS

The aim of this policy is to ensure a consistent approach to the identification and support of the gifted/talented student through:

- An agreed, shared definition of the terms "more able", "gifted", "talented"
- Identification of talented or gifted student's as early as possible by GL data (CAT4) or teacher judgment.
- Identification by the use of objective assessment measures
- Meeting student's needs with a range of appropriate strategies like an extended study project.
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for students to identify 'their gifts' and talents and for abilities to flourish e.g. MUN, School Council, external competitions, academic Olympiads etc
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school

- Working in partnership with parents to help them promote student's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities

DEFINITION OF GIFTED AND TALENTED STUDENTS

Gifted:

We use the term 'gifted' to mean those students who are capable of excelling academically in one or more subjects. Giftedness is the presence of high levels of natural abilities across cognitive, creative, socio-affective and sensory-motor domains and is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.

Talented:

'Talented' refers to those students who may excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill. In comparison with their peers, when engaged in their area of expertise.

Note: There is a significant group of high achievers whose attainment is within the top cohort of the ability range in their peer / year group, but who are not considered to be gifted.

GENERAL CHARACTERISTICS OF GIFTED AND TALENTED LEARNERS

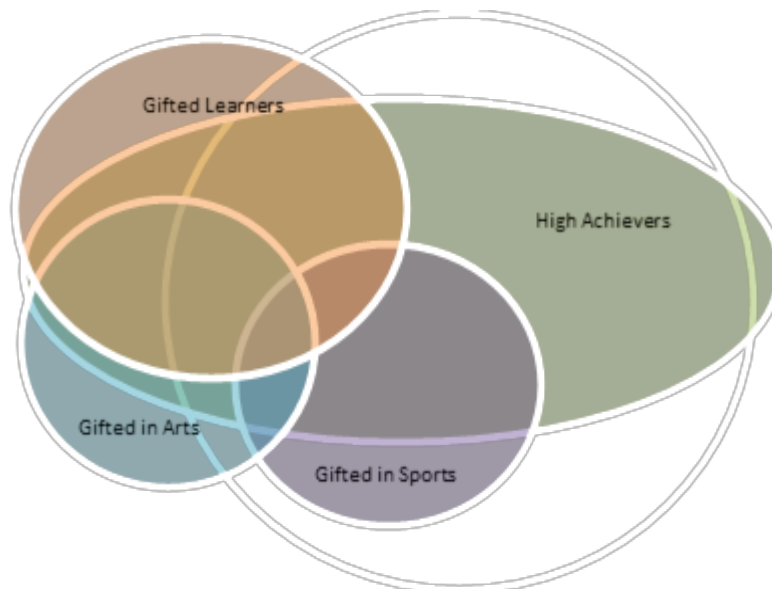
The following characteristics are not necessarily proof of high ability but they may alert teachers to the need to enquire further into an individual's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;

- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;
- excel at sport;
- have strong views and opinions;
- have a lively and original imagination/sense of humour;
- be very sensitive and aware;
- focus on his/her own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or not necessarily appear to be well-behaved or well-liked by others.

Conceptual image: not to scale



Underachievement

Gifted and talented underachievers may tend to:

- have low self-esteem;
- be confused about their development and about why they are behaving as they are;
- manipulate their environment to make themselves feel better;
- tend to have a superior attitude to those around them; and find inadequacy in others, in things, in systems, to excuse their own behaviours.

Sometimes those with abilities in one or more areas of learning may also suffer from a disability or difficulty in others. This can present a considerable barrier to the achievement of potential, as well as leading to frustration and disaffection. Developing strategies and approaches to countering underachievement is an

integral part of the school policy for gifted and talented provision.

The key aspects of underachievement that need to be taken into account and considered are:

What are the **indicators** of underachievement?

- What are the **causes** of underachievement?
- What are some ways of **countering** underachievement?
- Are there potential causes due to **dual or multiple exceptionalities**?

IDENTIFICATION

There is a wide range of identification strategies available to the teacher. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing. In the case of children with dual or multiple exceptionalities the class teacher should liaise closely with the HoD/ Phase Leader as assessments may need to be tailored to meet the specific needs of the child.

Examples of ways of identifying students who are significantly ahead of their year group are;

- They are working at a level which is in line with 2 year groups above.
- They have a score of 127+ in CAT 4 (Primary).
- They have a mean score of 125+ in CAT4 (Secondary)

The following strategies are available to help identify gifted and talented students;

Identification methods

Both qualitative and quantitative information should be used by teachers to identify gifted and talented students. Teachers are likely to obtain the best results by drawing on a wide range of information sources.

A range of popular methods for identification are listed below.

- Teacher/staff nomination - three or more nominations
- Subject-specific checklists/criteria
- School based summative and formative assessments
- Assessment of students's work
- Peer nomination
- Referral by parents with supporting documentation
- Discussions with students
- Previous school records at time of admission
- Anecdotal information, especially relating to sports, arts or out of school activities

Methods can differ between age phases and between different subjects.

Care should be taken to ensure that identification:

- reflects ability, rather than achievement;
- includes talent areas; and
- does not unduly disadvantage any group of learners, including those from children with special educational needs and particular ethnic or gender groups.

It is essential that the level of giftedness of students is identified in order to identify the small number of students who are 'highly gifted'. It is probable that these students will need a different level of provision, including a Learning Profile.

ASSESSMENT METHODS

- Teacher observation
- Benchmark tests/assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency e.g. sports club, community

Once identified the class teacher will work alongside the Phase Leader to validate this nomination with assessment data. If agreed that the criteria are met, the student's name is entered in the School's G&T register and parents may be invited to the school to discuss ways in which the student's needs can be met and how they can be supported.

Method of Working

The class teacher will:

- Take steps to liaise with Head of Phase and identify 'gifted' and 'talented' students
- Assess/gather data to support the nomination
- Liaise with Head of Phase and parents throughout the time the student is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Head of Phase to:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results

- Work with the teacher to support the student and plan provision
- Contact parents and keep them informed
- Maintain the G&T register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Review provision on a regular basis
- Review the effectiveness of the policy

PROVISION

Provision within School

Where a student is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

Planning for the 'gifted' & 'talented' student:

- Identifying provision for 'gifted' and 'talented' students in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or student grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenging the 'gifted' & 'talented' student:

- Problem solving and investigation to develop reasoning and thinking skills
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Use of subject specialists
- Use of additional support, TA's, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school year
- Activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations

Provision outside School

The most effective support the school can provide to parents of ‘gifted’ and ‘talented’ students is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- Subject specialists
- Visiting experts
- Specialist clubs and societies
- National Associations
- The Internet

CONTINUITY AND PROGRESSION

- Information on students is provided on transfer between classes
- Information on students is provided on transfer between schools

MONITORING, ASSESSMENT AND EVALUATION

Student achievements will be monitored and evaluated. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging students to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement

CONTINUING PROFESSIONAL DEVELOPMENT

- Appropriate in-service training for all staff
- Involvement in partnership coordinator meetings and training initiatives

GIFTED AND TALENTED INDICATORS RELATED TO PHASE

EARLY YEARS	PRIMARY	SECONDARY
Is it precocity or giftedness?	Needs fewer steps in process	Questions rules/authority
Uneven development	Enjoys increased pace	Non-conformity
Gets cross if task too easy/hard	Needs less instruction & practice	High ability/low motivation

Needs to own extended tasks.	Thrives on independent study	Keen sense of justice
May display 'unique creativity'	Copes with abstract tasks	Divergent thinking/creativity
Often easily bored & disruptive	Likes open-ended situations	Excellent sense of humour
Very good verbal/reasoning	Needs to learn to fail	Growing self-determination
Needs enrichment more than acceleration	Responds to a wide variety of creative opportunities	May develop lifelong passion for field or hobby
Can show reflection above age	Needs to be encouraged to take risks	Intellectual curiosity stands out
Emotional literacy can lag behind academic work	Needs to develop self-esteem in supportive environment	Exceptional powers of concentration, stamina
Identification for understanding and provision not labeling	Whatever the intellectual level must remember actual age	Needs to work with learners of similar ability in/out of school