

Special Education Needs, Learning Difficulties and Learning Support (including 'more able' and talented pupils)

Learning Support

This policy can be made available in large print or other accessible format if required.

Whilst independent schools are not required to adhere to the *Special Educational Needs and Disability Code of Practice: 0-25 years (2015)* published jointly by the Dept. for Education and the Dept. of Health, this policy has been drawn up taking due regard of its recommendations

Aim

The aim of this policy is to define and explain the responsibilities the School is able to accept, the support it is able to provide, and the responsibilities of parents in relation to pupils who may experience special educational needs or learning difficulties or may require learning support during their time at the school.

Related Policy

The School has an Admissions Policy which clearly outline its policy on admissions and procedures in relation to Special Educational Needs and Disability.

Values and Principles

At the School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. The School adopts a 'whole school approach' to Special Educational Needs and Disabilities (SEND). All staff work to ensure the inclusion of all pupils. The School is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes. The school will use its best endeavours to meet SEND legislation.

Definition of Special Educational Needs

A pupil at Sussex House has a '*learning difficulty*' within the meaning of Section 20(2) *Children and Families Act 2014* if he has a significantly greater difficulty in learning than the majority of children of his age; or a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream schools. A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he is or will be taught is different from a language (or form of language) which is or has been spoken at home. A child has a '*disability*', within the meaning of the Equality Act 2010, if he has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Background

A number of pupils in mainstream independent schools, such as Sussex House, may have, or show signs of having, a special educational need or learning difficulty which affects one or more subject areas for which different or additional educational provision may be needed from time to time. The signs of a special educational need or learning difficulty may not previously have been apparent or reasonably detectable. Special educational needs and learning difficulties may affect children who have a high IQ as well as those of lower academic ability. The terms special educational needs and learning difficulty cover a wide variety of conditions and may include dyslexia, dyscalculia, dyspraxia, attention deficit disorder, and communication impairments such as autistic spectrum disorders. They may also include those who have physical disabilities, visual or hearing difficulties, or social, emotional or mental health difficulties. A pupil may also require additional support for other reasons, such as if the pupil has English as a second language. Parents are required to inform the School of any special educational need or learning difficulty that has at any time affected their children either currently or in the past or any other reason for which the pupil may

require additional support. Any need for additional support in the school environment, whatever the origin, will be referred to below as a "learning need".

Aims and objectives

Aims

The School is committed to the principle that every pupil will have access to a broad and balanced education, in line with the *SEN and disability code of practice 2015*.

- We will strive to ensure that individual learning needs are identified in order to support progression and good mental health and well-being.
- The Governors, staff and pupils of the School will accept and value each other and their differences, and will use their best endeavours to ensure that the School is accessible and that no pupil will be discriminated against.
- Safeguarding procedures will be maintained to ensure that all pupils are protected from harm and neglect.
- All pupils with learning needs will be able to access the curriculum by the provision of differentiated teaching and learning opportunities, extra support or additional resources where appropriate.

Objectives

We are committed to

- The early identification, assessment and graduated provision for all pupils causing concern.
- The continuous monitoring of pupil progress to aid such identification and to involve all staff in the continued progress of pupils with SEND.
- Regularly monitoring and evaluating all provisions in place to overcome barriers to learning.
- Working in partnership with parents/carers thus enabling them to take an active role in their child's education.
- Involving pupils actively in the decision making process regarding their education, where appropriate.
- Working with outside agencies to meet the needs of pupils with SEND.
- Ensuring support and regular professional development opportunities to enable staff to fulfil their responsibilities.
- Ensuring that pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem.

Responsibility for the coordination of SEND provision

Mel Tsiligkeridis is responsible for overseeing and delivering the day-to-day provision for pupils with SEND. She also arranges assessments by specialist teachers to facilitate access arrangements for entrance examinations to senior schools. Mrs Tsiligkeridis also reviews reports from outside professionals (e.g. educational psychologists and occupational therapists) and produces individual educational plans as a result.

However, all staff are responsible for the learning progression of children with learning needs. Every teacher is a teacher of Special Educational Needs. Every teacher is expected to anticipate individual learning needs. Every teacher is expected to overcome barriers to learning.

The Learning Support Co-ordinator has responsibility for overseeing the day-to-day learning support provision. This provision is:

- to work closely with class teachers and learning support staff
- to provide support to children on the Learning Support register
- to maintain the Learning Support Register
- to monitor the implementation of programmes of work designed for Learning Support pupils and supporting staff in developing Individual Education Plans (IEPs)
- to ensure there is good liaison with parents and, when required, to meet with parents
- to co-ordinate the involvement of support agencies
- to facilitate regular reviews of children's IEPs and monitor their effectiveness

- to monitor Learning Support record keeping and keep under review
- to identify issues for INSET and resourcing
- provide specific guidance for pupils on the SEN register
- keep staff informed of new information from other agencies

Heads of Department are responsible for:

- ensuring their schemes of work show regard to the Learning Support policy
- disseminating information provided by the Director of Studies
- monitoring the provision and progress of pupils needing Learning Support

Subject Teachers will:

- provide differentiation for children across the ability range. This will include reinforcement for some children and extension activities for the more able
- ensure that the Headmaster, Director of Studies and Learning Support Co-ordinator are aware of any pupils needing Learning Support in their class.
- involve parents and ensure that a regular dialogue is maintained.

The pupil is involved at all stages of the Special Needs process. He may be invited to help plan targets and is involved in reviews.

Arrangements for coordinating SEND provision

Screening

Our approach to the detection and management of special educational needs and learning difficulties will be guided by the *"Special educational needs and disability code of practice: 0 to 25 years"* (2015). The law imposes on schools a responsibility both for the physical and emotional well-being as well as the educational needs of pupils whilst in the care of the school. For this reason and also as a matter of good practice, Sussex House has introduced the following systems:

- During the Michaelmas Term, all pupils in the 2nd Form are assessed using the GL Assessment Dyslexia Screener. In the 3rd Form handwriting is assessed using the DASH assessment. Assessment results are kept in a folder in the Common Room.
- The school also carries out GL Assessment Cognitive Assessment Tests on an annual basis. These can help to identify underachievement by pupils and raise awareness of potential learning difficulties. It is important for parents/guardians to realise that these are screening and not diagnostic tests. The screening tests are not competitive, and no specific preparation is required, nor indeed would it be beneficial.
- If the outcome of a test or any other circumstances gives the School reason to think that a pupil may have a special educational need or learning difficulty, the School will report and consult with their parents/guardians as necessary and make recommendations. Assessment information may lead to a request for a formal assessment by an Educational Psychologist, Occupational or Speech and Language Therapist, or by another professional as appropriate. The parents will be responsible for the cost of any formal individual assessment conducted by external professionals.
- Where a learning need is suspected or identified by a subject teacher, initial worries regarding pupils should be written on a Pupil Concern Form and given to the Director of the Lower School (2nd and 3rd Form pupils) or the Director of Studies (4th Form to 6th Form), who will discuss the problem with the pupil's Form Teacher and the Learning Support Co-ordinator. Parents of the pupil concerned will also be contacted by the Learning Support Co-ordinator to discuss the needs of the pupil. This may result in the pupil concerned being registered as requiring Learning Support.
- Should a pupil be identified as requiring learning support, then an individual education plan (IEP) will be produced. This will identify targets for the pupil to work towards to and suggestions for teaching methods to be used with the pupil. An IEP summary list is kept in the Common Room and staff are supplied with a regularly updated copy of this list. Reviews are carried out on a termly basis (or more regularly if necessary) and adjustments made if required.

Internal Special Educational Provision and Outside Professional Assessments

The School has access to specialist Learning Support Teachers who are qualified to make assessments and who are able to provide appropriate support to pupils with special educational needs and specific learning

difficulties. The Learning Support Co-ordinator arranges internal support with staff as well as additional support from external agencies where appropriate. In addition, the School can provide the names of other Learning Support teachers, Educational Psychologists or other outside professionals to whom parents may refer for tuition, further advice or formal assessment. In every case, the decision whether to take up the Learning Support offered by the School or to refer to an outside agency under a private arrangement will be that of the parents, with advice from the School. Parents bear the overall responsibility for taking decisions about the management of their child's special educational needs or learning difficulties. A parent who would prefer to have an external formal assessment must ensure that the School is given copies of all advice and reports received. Where professional outside agencies are used the costs will be additional to the normal school fees, subject to the School's duty to make reasonable adjustments, and terms of payment must be negotiated separately by the parents with the outside agency.

Problems in single subjects

For boys who are finding a single subject difficult, subject teachers should indicate this at Staff Meetings and to the Director of Studies and, where possible, in-house extra tuition is offered. As a policy we will try and recommend outside tutors where a member of staff is not available to give extra tuition.

Extra Tuition

The school has its own Mathematics tutor who sees both those who have problems in the subject and those who are particularly gifted. It also has a Learning Support tutor on the permanent staff. However, Staff may be required to give some extra tuition as part of their salaried teaching programme. This is usually for pupils where it is agreed that they need extra help and that it should be the school's responsibility to offer it.

Parents may specifically request extra tuition for their son from a member of staff. In these cases, it would be regarded as something of a luxury and parents would be expected to pay extra. Staff should be careful to ensure that, as much as possible, they are treating all requests fairly. They should only charge an acceptable rate (which can be confirmed by the Director of Studies). Names of boys being given extra tuition should be given to the Director of Studies. It is most important that parents are dissuaded of the need where there is no real need or, perhaps, just offered one or two 'catch-up' sessions to restore confidence.

Touch typing

The School's policy on use of keyboards (for word-processing) is based on recommendations in the Joint Council for Qualifications handbook: *Adjustments for candidates with disabilities and learning difficulties* (2016). Whilst the handbook only refers to public examinations (i.e. NOT Common Entrance and Scholarship Examinations to Public School), the stance of the majority of the schools that Sussex House pupils move onto is that pupils should abide by the JCQ regulations. This can be summarised by the principle that a word-processor cannot be used merely because a candidate wants to word-process or that they use a word-processor at home.

The need to use a keyboard can be identified, either

- (i) by an educational psychologist, occupational therapist or another similar specialist, or
- (ii) by teachers suggesting that a keyboard would be appropriate for a boy's normal way of working.

It should be noted that permission to use a keyboard at Sussex House DOES NOT mean that destination schools will automatically permit their use in entrance or scholarship examinations, or once boys start studying at their destination schools. Parents are advised to contact destination schools for further information.

Following identification, boys will be taught touch-typing. Such training should last 8 – 10 hours approximately, assuming there are no specific learning disabilities (including developmental co-ordination disorder; hypermobility; speed of processing and working memory issues). This training will enable the

common keys to be accurately used. Subsequently, speed will be developed at the weekly Sussex House typing club, in conjunction with parents at home.

When using keyboards, the optimal performance by pupils in lessons and/or exams is only achieved when they are able to touch-type whilst copying text at rate of 30wpm with 90% accuracy on each row and be able to maintain this for at least 5 minutes. Bearing this in mind, all requests to use keyboards will be assessed on a case by case basis by the Learning Support Team and the Headmaster.

Statements of Special Educational Needs and Education, Health and Care (EHC) plans

Parents and the School have the right under Section 36(1) of the *Children and Families Act 2014* to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the LA refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a prospective pupil has a Statement of Special Educational Needs or an EHC plan, the School will consult the parents and, where appropriate, the LA to ensure that the provision specified in the Statement or EHC plan can be delivered by the School. The School will cooperate with the LA to ensure that relevant reviews of Statements and EHC plans are carried out as required. Any additional services that are needed to meet the requirements of the Statement or EHC plan will be charged in accordance with the School's Policy on Learning Support Charges, subject to the School's duty to make reasonable adjustments.

Extra Tuition

The purpose of extra tuition is to offer short-term support to particular pupils, where there is an identified need (e.g. catching up work after illness or preparation for a specific examination). Unless there is a clear educational case, longer-term support should be handled by a programme of teaching and differentiation within curricular lessons.

In cases where support is needed and beneficial to a boy, the school will fund a course of (up to) four sessions; thereafter parents will need to pay the prescribed rate to continue the sessions. For boys who do not necessarily require the support, but where extra tuition has still been requested, parents ought to be charged for tuition from the first session. The prescribed rate for all academic tuition currently is £65 per hour (*pro rata* for shorter sessions). For two students taught together the rate is (2x) £35 if the parents are paying and £65 if the school is paying.

All staff are required to advise the Director of Studies of extra tuition requests, and of sessions provided, so that the register of extra tuition is kept up-to-date. No paid tuition must take place without prior consent from the Director of Studies. This is the case where tuition is offered to any pupil of Sussex House. Where there is a request to provide extra tuition to a sibling of a Sussex House pupil, such requests ought to be referred to the Headmaster.

It is expected that extra tuition sessions will take place on school premises; sessions taking place off-site are considered exceptional and require prior approval from the Headmaster.

The payment system for extra tuition has been designed to be practical and straightforward for both staff and parents. In ensuring that all academic extra tuition is paid through the payroll, some key benefits are:

- That all staff members will be compliant with their tax liabilities on extra tuition earnings, and thus avoid the trouble of needing to submit a self-declaration tax return for these earnings,
- That payment for both school-funded and parent-funded lessons will come through the payroll at the same net rate; on a consistent, monthly basis,
- That staff members will not need to deal with the administrative burden of needing to chase parents for payment, since parents will be charged through the school bill.

In order to receive the right payments for extra tuition, the process is simple. When the Bursar requests details of extra hours worked (typically near the end of each calendar month), staff are asked to email the

details of tuition hours since the last payroll, and for each boy tutored, specifying which hours are to be paid by the school and which are to be billed to parents. All will then be paid through the payroll.

Under no circumstances must a current member of staff agree to coach any boy due to sit the Sussex House Entrance examinations.

'More able' and Talented

At Sussex House School we recognise that due to the selective character of the school our pupils are very bright. This means that they achieve standards above that expected of average children of the same age. For boys who show particular academic ability, the teacher should make every effort to accommodate them at a faster pace within the class. However, some pupils will exceed even these expectations and should be considered to be 'more able' academically or talented in extra-curricular areas. The following policy has been developed to aid staff in identifying 'more able' and talented pupils and to help in designing tasks and learning opportunities that will help to develop their skills further.

In artistic, musical and athletic areas the staff are particularly aware of boys' abilities and especially able children are given every opportunity to develop their skills at a faster pace, often through highly personal guidance and tuition. For instance, exceptionally talented musicians are given the opportunity for recitals within the school, in some cases accompanied by a professional orchestra.

Defining 'More able' and Talented

A 'more able' or talented pupil is a child who has one or more abilities already developed (or with the potential to develop) to a level significantly higher than that of their peers. A more able child is one in which the aptitude is of an academic nature, a talented one has skills in other areas such as the arts or sports.

Identifying 'More able and Talented Pupils

Staff are encouraged to complete a More Able and Talented Nomination Form if they feel that there is evidence of a pupil being gifted in their subject. This should be submitted to the Director of Studies who will then discuss the nomination with the pupil's Form Teacher and subject teachers. Teachers completing the nomination forms should look carefully at the characteristics below and also take note of the differences between "bright" pupils and more able ones (Appendix A). This identifies the characteristics that a gifted pupil will show (in comparison to one who is 'merely' very bright). Appendix B lists subject specific criteria in English, Maths, Science and ICT identified by National Association for Able Children in Education (NACE).

If it is agreed that the pupil is more able, his name will be entered onto the more able pupil register.

The following quantitative information may be used to help identify more able pupils:

- ◆ prior attainment records – National Curriculum Levels maybe available from feeder schools. Entry test results.
- ◆ teacher marking of work
- ◆ teacher assessments
- ◆ school examinations
- ◆ teacher nomination
- ◆ discussion with parents
- ◆ subject specific checklists
- ◆ on-going assessment using open/differentiated tasks (identification through provision)
- ◆ collation of evidence (i.e. individual pupil's work)
- ◆ CAT3 test scores

School examination performance alone should not be the sole determinant of whether a pupil is more able.

Teachers should consider the following list when nominating:

- General intellectual ability
- is an avid reader
- has avid interest in science or literature
- provides very alert, rapid answers to questions
- has a wide range of interests
- is secure emotionally
- is venturesome, wanting to do new things
- tends to dominate peers or situations
- is an entrepreneur - readily makes money on various projects or activities
- needs little outside control - applies self discipline
- is resourceful - solving problems by ingenious methods
- is creative in new ideas, seeing associations, pursuing innovations
- displays a great curiosity about objects, situations or events
- has the capacity to look into things and be puzzled
- is involved with many exploratory type activities
- reveals originality in oral and written expression
- is perceptually open to his or her environment
- displays a willingness to accept complexity
- has the capacity to use knowledge and information other than to memorise
- shows superior judgement in evaluating ideas
- is a good guesser
- makes good grades in most subjects
- learns rapidly, easily and efficiently
- uses a lot of common sense
- retains and uses information which has been heard or read
- uses a large number of words easily and accurately
- asks many questions of a provocative nature
- has a power of abstraction, conceptualisation and synthesis
- has an interest in cause-effect relations
- has a liking for structure, order and consistency
- has a power of concentration, an intense attention that excludes all else
- is persistent
- has a high energy level
- is independent
- is friendly and outgoing

Underachievement of more able pupils

More able is more than exam success.

It may be easy for high achieving learners to be identified but being more able and talented is more than the ability to succeed in tests and exams. Potential might also be hidden, or masked by factors such as self-esteem, boredom, language skills and learning difficulties.

Underachievement can be recognised through the behaviour and characteristics of the learner. Indicators of underachievement fall into three categories:

- Performing (performance is lower than intellectual potential).
- Divergent behaviour (high potential pupils may be aggressive, withdrawn or disruptive).
- Disadvantage (ability masked by disability or disadvantaged background).

Multiple exceptionality describes learners who have a combination of a learning difficulty and who are gifted.

For students where English is an additional language (EAL) it can be difficult to identify areas where they students are more able and talented due to difficulties acquiring English language skills. Consequently their true ability will be concealed and hard to identify. There are two dimensions to this problem for schools.

- Access issues - relating to early identification and helping the pupil to participate in the curriculum
- Support for advanced learners - where high achievement is dependent on understanding the technical and culturally specific demands of the curriculum.

Supporting More Able Pupils

Once a pupil has been placed on the More Able Pupils Register it will be necessary to draw up an IEP similar to that given to pupils with learning difficulties. The IEP will identify strategies that will enable the pupil to be fully stretched in lessons. Subject teachers will be expected to plan lessons that take the pupil's individual needs into account.

Learning Support Request

Pupil:	Form:
Date:	Teacher:
Concerns:	

Learning Support Staff to Complete

Date received:

Contact:

- Mel Tsiligkeridis

Details:

1	
2	
3	
4	
5	

Signed:

(DoS)

Date

SUSSEX HOUSE

INDIVIDUAL EDUCATION PLAN

Name
DoB

Class

Teacher

Areas to be developed – (targets should address these needs)					
	Test Results	Sept	Apr	Sept	April

TARGETS

Targets	Strategies and Resources	Provision - Who and When?	Success Criteria/Evaluation

Monitoring and assessment arrangements:

Pupil's contribution and views.

Review date:

Summary evaluation and future action – successful strategies, progress, concerns, issues, next steps etc.

Signed:

Date:

Appendix C Characteristics of Bright vs. More Able Pupils

The following characteristics are taken from the London Gifted and Talented website:

Bright Child	More Able Learner
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an Inventor
Good at memorizing	Good at guessing

As can be seen the characteristics of a bright child are also those which may suggest scholarship potential. More able children may show some behaviours which do not help in preparation for scholarships (e.g. having wild, silly ideas), but if identified at an appropriate time and developed correctly, would be a strong competitor for an academic scholarship when the time arises.

Appendix D Subject Specific Checklists

To help identify more able pupils in specific subjects a checklist for each subject has been agreed by the DoS and the Head of Department in each subject. Heads of Department will also have discussed the checklists with the teaching staff in their subject.

English for More Able and Talented Pupils

Identification of more able and talented pupils

- Able to generalise from their reading experience, latching on very quickly to the conventions of different writing.
- Highly active readers able to infer, deduce and empathise, and also remain sensitive to subtitles in the text.
- Capacity to immerse themselves in their reading and writing.
- Highly creative, being able to manipulate language and orchestrate their writing.
- Highly articulate, using apt terminology adeptly as well as having a rich, varied vocabulary and sentence structure.
- Brave in writing, willing to take risks and experiment with new styles.
- Prone to think in original and divergent ways.

Caution

- More able and talented pupils sometimes try to conceal their intelligence because high ability is mocked or resented by other pupils. They may be reticent in class and difficult to involve.
- Divergent thinking is sometimes perceived as incorrect thinking.
- More able and talented pupils may get frustrated at the slow pace of learning and this sometimes leads to disruptive behaviour. Also, a mature intelligence may not always be reflected in emotional maturity: beware stereotypes.
- High ability is sometimes patchy e.g. a superb reader may produce scrappy writing.
- More able and talented pupils are sometimes lax about showing working out – they move to answers quickly but need to be interested in analysis e.g. they may provide correct references which they are reluctant to justify, or excellent writing which has been mimicked without analysis.
- More able and talented pupils need to see the value and purpose of work before they dismiss it as obvious and boring.

Maths for More Able and Talented Pupils

Identification of more able and talented pupils

As with most subjects, pupils' responses to mathematics work can suggest that they would benefit from more challenging work. Typical behaviours to watch for are:

Positive:

- They finish first; get it all right
- They ask interesting/awkward questions

Negative:

- They become bored; lose interest
- They do only the minimum to get by

More specifically, the following characteristics are typical of pupils with a particular aptitude for mathematics. As such, they may be used to identify pupils with high potential in this area.

In young children:

- Ability to argue, question and reason using logical connectives such as: if; then; so; because
- Enjoying pattern-making, revealing balance or symmetry
- Use of sophisticated criteria for sorting and classification
- Being quick at perceiving relationships between quantities and qualities
- An understanding of abstract concepts
- A 'hunger' for more advanced work and an obvious pleasure from being given further challenges

In older children:

- Ability to make generalisations from the study of examples
- Logical reasoning and ability to see flaws in arguments
- Rapid grasp of new material
- Ability to justify results and relationships
- Ability to grasp the formal structure of a problem
- Flexibility (willingness to try different methods in search of solution)
- Curtailed reasoning (taking valid, though possibly unexpected, shortcuts to a solution)
- Fluency with symbolic representation of relationships and quantities
- Ability to reverse mathematical processes.

Even the most able may not readily display these abilities and teachers need to ensure they provide pupils with:

- Sufficient opportunities to show high levels of aptitude
- Systematic encouragement and praise for such displays
- Rewarding responses (not just more of the same).

Science for More Able and Talented Pupils

Identification of more able and talented pupils

- Exhibit intellectual curiosity; ask perceptive and thought provoking questions about a wide range of topics.
- Accept abstract concepts readily and provide explanations that involve a high level of reasoning.
- Are highly creative and show an ability to think laterally to solve problems.
- Apply knowledge and understanding in an unfamiliar context and in a way that indicates a wide overview of science knowledge.
- Can manipulate data to identify fundamental patterns, trends and relationships that are not

immediately obvious to other pupils.

- Make connections across areas of knowledge
- Show skill in analysing and synthesising information.
- Show particular skill in those aspects of scientific investigation which require clarity of thought and understanding such as asking questions, hypothesising, identifying and controlling variables, evaluating and explaining results in scientific terms.
- Apply numerical skills at a high level.
- Often use information technology with a high level of competence and an understanding of its application.
- Show respect for evidence but evaluate explanations critically.
- Recognise that scientific evidence may sometimes be conflicting.
- Sometimes regard written work as an unnecessary burden because thinking is central to his/her way of working.
- Ask higher order questions that require pupils to analyse, evaluate and create something new.

ICT and More Able and Talented Pupils

Identification of more able and talented pupils

- Quickly become confident and competent in the use of newly introduced software and hardware.
- Are well motivated and work independently and with sustained concentration.
- Independently explore additional facilities within software.
- Recognise opportunities to use previously learnt knowledge in new applications and do so creatively.
- Recognise the potential of ICT as a tool for learning.
- Understand when it is or is not appropriate to use ICT, or a particular piece of software.
- Can explain his/her own work, procedures or processes clearly to others.
- Can recognise why a problem has occurred and offer a solution.
- Know a number of ways to achieve a particular result and choose the best under the particular circumstances.
- Identify limits in software and find ways around them.
- Develop an interest in the area for its own sake and create systems, write software etc.
- Strive for elegant solutions and methods rather than those that simply work and can appreciate other contributions.
- Exhibit creative, lateral or original uses or approaches to the area worked on.
- Can handle multi-step sequences or multidimensional systems with ease
- Understand systems at a high level and are adept at reverse engineering, desegregating compound systems from first principles.
- Transfer, replicate, scale and otherwise generalise solutions.