

EXCEPTIONALLY ABLE, GIFTED & TALENTED POLICY 26-27

**International School of Creative Science
Nad al Sheba**



DOCUMENT INFORMATION

Field	Detail
Created by	Head of Inclusion
Created	September 2026
Review	September 2026
Next Review	September 2027
Reviewed by	Principal/ Vice Principal
Review Cycle	Annual

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A companion document to the ISCS Inclusion Policy, aligned with the KHDA Dubai Inclusive Education Policy Framework

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SECTION 1 Statement of Intent

ISCS is committed to affording maximum educational opportunity to every student, regardless of ability. Just as we remove barriers for students who need additional support, we are equally committed to stretching and challenging students who demonstrate, or have the potential to demonstrate, exceptional ability — ensuring that giftedness is identified early, nurtured deliberately, and never left to underachieve.

SECTION 2 Aims

- To continue to develop the high aspirations of all our students
- To embed further our high expectations of achievement for all students
- To help develop the skills and attributes we want our students to have
- To provide a fluid system of provision for students who have both realised and potential gifts and talents
- To provide a challenging and enriching education for our more able and exceptionally able students

SECTION 3. Rationale

This policy exists to push opportunity further — ensuring every student, whatever their starting point, has access to the challenge and stretch they need to excel. It is intended to enrich the existing culture of achievement at ISCS by providing opportunities for all students to develop their aptitudes, skills and interests, and reflects our conviction that inclusion means stretching every learner to their full potential, not only supporting those who face barriers.

SECTION 4 Definitions

The International School of Creative Science adheres to the following definition of terms:

Gifted

Refers to a child who has a broad range of achievement at a level well above average age-related expectation in creative, social and physical abilities.

Talented

Refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

More Able

Refers to a child who has the potential to, or who is, working above age or grade related expectations in academic subjects.

Exceptionally Able

Used to refer to those who demonstrate, or have the potential to demonstrate, extremely high levels of ability compared to their peers across the entire population.

SECTION 5 Identification

The key principles guiding identification of more able and exceptionally able students are:

- Emphasis is placed on providing an appropriate, challenging and supportive environment, rather than on labelling any particular child
- Identification is a continuous process — some students are easy to identify at a very early age, while others emerge later
- The identified group should broadly represent the school's population

ISCS uses a range of criteria and sources of evidence to identify more able and exceptionally able students, including:

- External assessments and standardised attainment tests, such as GL and CAT4 assessments
- Information provided at all points of transition
- Subject-specific criteria for identifying the most able
- Staff recommendations and classroom observations
- Reading tests and checklists of characteristics
- Identification through classroom and extra-curricular provision
- Consideration of ability beyond core academic subjects
- Information from parents, carers and other outside agencies

SECTION 6 Provision

More able and exceptionally able students are taught in mainstream classes as part of a differentiated curriculum, with additional provision including:

- Extension and enrichment activities embedded within everyday classroom teaching
- Small-group or 1:1 challenge, mentoring and coaching where appropriate
- Participation in competitions, clubs, showcases and leadership opportunities
- Pastoral support from class teachers, form tutors or Heads of Year, recognising that exceptional ability can bring its own social and emotional needs
- Peer support, such as buddy or mentoring schemes
- Learner voice — feedback, one-to-one discussion, questionnaires and representation on the school council
- Partnership with parents and carers, whose voice is essential in ensuring gifted and talented students are understood, valued and included in the school community

SECTION 7 Roles and Responsibilities

The Head of Inclusion

Leads the identification and monitoring of more able and exceptionally able students as part of the wider Inclusion Action Team, and ensures this policy is embedded in the School Development Plan.

Class Teachers and Subject Specialists

Identify potential and realised ability within their classes, plan appropriately challenging and differentiated learning, and record this within their planning and the Inclusion Register where relevant.

The Inclusion Action Team

Meets regularly to review the effectiveness of provision for more able students, discuss points of action, and ensure appropriate in-house training and partnership opportunities are available to staff.

SECTION 8 Partnership with Parents

Effective partnership with parents is essential to the success of this policy. Parents are kept informed of the opportunities available to their child, invited to contribute their own knowledge of their child's interests and aptitudes, and encouraged to support enrichment beyond the school day.

SECTION 9 Monitoring and Review

ISCS maintains an action plan to support the implementation of this policy, with clearly identified monitoring and evaluation opportunities. The Inclusion Action Team reviews the effectiveness of provision for more able and exceptionally able students on an ongoing basis, and this policy will be reviewed annually by the Senior Leadership Team.

Approved by: _____ Date: _____ Next Review: September 2027



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