

AL SADIQ ISLAMIC ENGLISH SCHOOL

ABLED, GIFTED AND TALENTED POLICY 2026–27

Scope	Whole School Community
Policy Lead	Head of Inclusion / Gifted & Talented Coordinator
Status	Approved
Approved by	Principal / School Management
Effective From	Academic Year 2026–27
Revision Cycle	Annually
Next Review	August 2027 or earlier following regulatory or school change

1. Vision, Mission and Values

ASIES aspires for academic excellence driven by Islamic values. We are committed to delivering inclusive education in a safe and stimulating environment where students enjoy learning, achieve their potential and become independent lifelong learners. Islamic values are at the heart of the school, alongside the values of Empathy, Respect and Resilience.

2. Purpose

The purpose of this policy is to ensure that students who demonstrate high ability, exceptional potential, giftedness and/or talent are identified accurately, challenged appropriately and supported systematically. ASIES is committed to ensuring that high-potential learners do not simply receive 'more work', but experience greater depth, complexity, independence, creativity, intellectual challenge and opportunities to develop their strengths. To achieve this, the policy aims to:

- establish a consistent whole-school approach to identification;
- ensure identification draws on multiple sources of evidence and is not based on one test score alone;
- provide appropriate challenge through high-quality classroom teaching, enrichment, extended learning and, where justified, acceleration;
- maintain an accurate and regularly reviewed Abled, Gifted and Talented register;
- involve students and parents in planning and reviewing provision;
- monitor both attainment and progress, including the progress of students who may be underachieving;
- ensure equitable identification for students whose gifts or talents may be masked by language, SEND/SOD, background, gender or other factors;
- develop staff capacity to recognise and support high ability, giftedness and talent.

3. Definitions

ASIES uses the terms Abled, Gifted and Talented as related but distinct descriptions. Identification is based on evidence of current performance and/or potential.

- **Abled / More Able:** a student who demonstrates attainment, reasoning, learning behaviours or potential notably above age-related expectations in one or more areas and who requires additional depth and challenge.
- **Gifted:** a student who demonstrates exceptional natural ability or potential in one or more domains, which may include intellectual, creative, social or physical ability. Gifted potential may be present even when attainment is inconsistent or the student is underachieving.
- **Talented:** a student who demonstrates exceptional developed performance or competence in a particular domain, for example mathematics, science, languages, technology, leadership, sport, visual/performing arts or another recognised area of strength.

The school recognises that not all highly able students are gifted, and giftedness is not always immediately visible. A student may also be both gifted/talented and a Student of Determination, EAL learner or otherwise require additional support.

4. Principles of Identification

- Identification is an ongoing process rather than a one-off event.
- No single assessment or CAT4 score is used in isolation to identify or remove a student from the register.
- Evidence is triangulated across cognitive, attainment, classroom, performance, student and parent information.
- Students may be nominated by staff, parents or through self-nomination.
- Identification procedures should reduce bias and recognise students whose potential may be masked by language, SEND/SOD, cultural background, gender, socioeconomic circumstances or disengagement from insufficiently challenging learning.
- Formal identification begins from Year 2. In Term 3 of Year 1, teachers begin identifying students who may require formal consideration for the following academic year.
- Differentiation and appropriate challenge are provided in every year group, whether or not a student is formally listed on the register.

5. Evidence Used for Identification

5.1 CAT4 and Cognitive Evidence

CAT4 is used as one source of evidence about students' reasoning profiles and potential. It supports identification of cognitive strengths and areas for development, informs personalised teaching and may indicate students who require further review for Abled/Gifted provision.

Where CAT4 is administered as part of the school's assessment programme, the school uses the current approved assessment schedule. CAT4 outcomes are interpreted alongside other evidence and are not treated as a stand-alone diagnosis of giftedness.

As an internal screening indicator, a CAT4 Standard Age Score above 120 may contribute to consideration for gifted identification and a score above 115 may contribute to consideration for the More Able/Abled profile. These thresholds are indicators only. Final identification requires triangulation with other evidence.

5.2 Additional Evidence

- internal and external attainment and progress data;
- baseline and curriculum assessments;
- teacher assessment, observation and professional judgement;
- quality of reasoning, questioning, creativity, problem-solving and independent learning;
- reports from previous years or previous schools;
- parent information and examples of achievement outside school;
- student self-nomination, interest surveys and student voice;
- formal cognitive or specialist assessment, where available and appropriate;
- performance in competitions, Olympiads, STEM challenges, debates, talent shows, sport, leadership, visual/performing arts or other specialist domains;
- portfolios, projects, products or performances demonstrating exceptional potential or competence.

6. Referral and Identification Process

Referrals may arise through routine data analysis or be submitted by staff, parents or students. The process is designed to ensure that identification is evidence-based, transparent and reviewed by more than one professional.

Stage	Action	Responsibility
1. Screening / Referral	Review CAT4/cognitive evidence, internal/external assessment data, teacher observations, performance evidence and nominations. Referral evidence is collated.	G&T Coordinator / Teachers
2. Evidence Review	Triangulate available evidence and determine whether further assessment or evidence is required.	G&T Coordinator / Head of Inclusion
3. Committee Decision	Review evidence and determine identification, monitoring status or need for further assessment.	Gifted & Talented Committee / Head of Inclusion / SLT
4. Student Profile	Meet the student and complete the Learner & Identity Growth Survey/student voice process to identify strengths, interests, aspirations and support needs.	G&T Coordinator
5. Passport / ALP	Create an individual G&T Passport/Advanced Learning Plan (ALP), including strengths, priority areas, targets, provision and success measures. Share with student and parents for input.	G&T Coordinator / Student / Parent
6. Teacher Implementation	Share the current Passport/ALP with relevant teachers and ensure agreed classroom and enrichment provision is implemented.	G&T Coordinator / Teachers
7. Monitor and Review	Review progress, challenge, participation and impact; revise provision and register status where evidence requires.	G&T Coordinator / Committee / SLT

7. Gifted & Talented Register

The G&T register is maintained centrally by the Inclusion Team/G&T Coordinator and is accessible to relevant teaching staff through approved school systems. It identifies the student's area(s) of strength and the provision required.

- The register is formally reviewed at least quarterly and updated whenever significant new evidence becomes available.
- Students are not added or removed solely because of one assessment score.
- Removal from the register requires evidence that the identification is no longer appropriate and a documented review by the G&T Coordinator, Head of Inclusion and relevant leaders.
- Where a student's attainment declines, the first response is to investigate possible underachievement, barriers, wellbeing, curriculum challenge or additional need rather than automatically remove the student.
- Relevant staff are informed promptly of changes to register status and provision.

8. Provision

8.1 Quality First Teaching and Classroom Challenge

The primary entitlement for Able, Gifted and Talented students is consistently strong classroom teaching that provides appropriate depth and challenge.

- higher-order questioning and reasoning;
- open-ended tasks with multiple pathways or solutions;
- greater depth rather than unnecessary repetition;
- problem-solving, enquiry and investigation;
- opportunities to justify, evaluate, synthesise and create;
- independent research and self-directed learning;
- application of knowledge in unfamiliar and real-world contexts;
- appropriate choice, leadership and student agency;
- flexible grouping where it demonstrably improves learning;
- reduced repetition where secure mastery has already been demonstrated.

8.2 Enrichment and Extended Learning

Enrichment deepens and broadens learning beyond the standard curriculum while remaining purposeful and connected to the student's strengths and development.

- independent research projects and investigations;
- competitions, Olympiads, STEM and innovation challenges;
- debates, public speaking and academic societies;
- creative arts, performance and specialist talent development;
- leadership, mentoring and student-led initiatives;
- cross-curricular projects;
- collaboration with external organisations, universities, professionals or experts where appropriate;
- extended tasks developing analysis, evaluation, creativity, innovation, independence and resilience.

8.3 Acceleration

Acceleration may be considered where evidence shows that normal age-related provision, even with enrichment and extension, is insufficient to provide appropriate challenge. Decisions are individual and must consider academic readiness, social and emotional wellbeing, maturity and long-term educational needs:

- curriculum compacting after demonstrated mastery;
- early access to selected higher-year objectives;
- subject-specific acceleration;
- higher-level coursework, projects or qualifications where appropriate;
- whole-year/grade acceleration only following a rigorous multidisciplinary review, parent consultation, student voice, transition planning and any required regulatory approval.

Acceleration is not automatic because a student is on the G&T register. The school records the rationale, intended outcomes, transition arrangements and review points for any significant acceleration decision in line with the KHDA policy and required approvals.

9. G&T Passport / Advanced Learning Plan (ALP)

Each formally identified student will have a concise G&T Passport/ALP where this is required by the school's provision model. The document should be practical and used by teachers rather than stored only as an administrative record.

- identified area(s) of strength, giftedness or talent;
- student interests, aspirations and learner voice;
- relevant evidence supporting identification;
- priority learning/development targets;
- classroom challenge and enrichment strategies;
- acceleration arrangements, if applicable;
- competitions, projects, leadership or external opportunities;
- student and parent contribution;
- success criteria and evidence of impact;
- review date and next steps.

10. Monitoring Progress and Impact

The school monitors whether identified students are making strong progress from their individual starting points and whether provision is producing meaningful impact.

- attainment and progress over time;
- performance against individual ALP/Passport targets;
- quality of challenge evidenced in planning, lessons and student work;
- participation and outcomes in enrichment, competitions, projects and leadership;
- student engagement, independence, resilience and wellbeing;
- student and parent feedback;
- underachievement or gaps between potential and performance;
- impact of acceleration, where used.

Collaborative Learning Reviews/focus meetings take place at scheduled intervals to quality assure identification and provision. Findings inform teacher support, curriculum planning and school improvement.

11. Roles and Responsibilities

11.1 Senior Leadership Team

- ensure this policy is implemented consistently across phases;
- ensure sufficient leadership, staffing, time and resources for G&T provision;
- hold leaders accountable for identification, provision and outcomes;
- ensure curriculum and teaching expectations provide appropriate challenge;
- review monitoring evidence and address inconsistencies.

11.2 Head of Inclusion / G&T Coordinator

- lead identification, referral and register processes;
- chair or coordinate the Gifted & Talented Committee;
- maintain the register and provision map;
- coordinate Learner & Identity Growth Surveys and G&T Passports/ALPs;
- support teachers with strategies, planning and differentiation;
- monitor student progress and the quality of provision;
- coordinate parent and student involvement;
- identify professional-development needs;
- report trends, outcomes and areas for improvement to SLT.

11.3 Gifted & Talented Committee

- review referrals and triangulated evidence at scheduled meetings;
- confirm identification or request further evidence/assessment;
- review students whose profile or progress is changing;
- quality assure equity and consistency of identification;
- review impact of provision and recommend next steps.

11.4 Teachers

- know which students in their classes are identified and understand their areas of strength;
- plan differentiated, personalised and appropriately challenging learning;
- use higher-order questioning, enquiry, problem-solving, research and real-world application;
- provide extended tasks that develop analysis, evaluation, creativity and independence;
- use assessment to avoid unnecessary repetition and identify readiness for greater depth or acceleration;
- contribute evidence to identification and review;
- implement agreed Passport/ALP strategies and targets;
- monitor progress and identify underachievement promptly;
- maintain evidence of challenge and impact in planning/student work as appropriate;
- encourage relevant competitions, innovation, leadership and enrichment opportunities;
- participate in professional development.

11.5 Parents

- share relevant information about strengths, interests and achievements;
- contribute to the Passport/ALP and review process;
- support appropriate enrichment and independent learning without creating excessive pressure;

- communicate changes in wellbeing, motivation or external provision;
- where appropriate, contribute expertise, networks or opportunities that can enrich the wider programme.

11.6 Students

- contribute honestly to learner voice, targets and review;
- engage actively with appropriate challenge and enrichment;
- develop independence, resilience and responsible risk-taking in learning;
- reflect on progress and identify areas for further development;
- use leadership and talent-development opportunities responsibly.

12. Equity, Inclusion and Twice-Exceptional Learners

ASIES recognises that giftedness and talent can coexist with SEND/SOD, EAL, social-emotional need or other barriers. Identification procedures must not disadvantage students because of disability, language, cultural background, gender or socioeconomic circumstance.

Where a student is both gifted/talented and has an additional need, the Inclusion Team and G&T Coordinator work together so that support for the additional need does not reduce access to appropriate challenge, and high ability does not mask a genuine support need.

13. Transition

- In Term 3 of Year 1, teachers identify students requiring consideration for formal Year 2 identification.
- At year-to-year transition, relevant G&T information, Passport/ALP targets and successful strategies are shared with receiving teachers.
- For students joining ASIES, previous-school evidence is considered but identification is reviewed against ASIES evidence and procedures.
- For students leaving the school, relevant records are transferred in accordance with school data-protection and record-transfer procedures.

14. Training and Professional Development

Staff receive appropriate professional development so they can recognise high potential and provide effective challenge. New staff are introduced to the policy, register and provision during induction.

- identification and bias awareness;
- interpreting CAT4 and attainment data appropriately;
- greater-depth differentiation and questioning;
- enrichment and curriculum compacting;
- supporting gifted underachievement and twice-exceptional learners;
- acceleration decision-making;
- monitoring impact and evidencing progress.

15. Information Management and Confidentiality

G&T identification information, register data, Passports/ALPs and review records are stored securely on approved school systems in accordance with the school's Data Protection and confidentiality requirements. Access is limited to staff who require the information for educational purposes.

16. Monitoring and Evaluation of the Policy

The G&T Coordinator, Head of Inclusion and SLT are responsible for evaluating implementation and impact. Monitoring includes:

- accuracy and equity of identification;
- quarterly register review;
- progress and attainment of identified students;
- evidence of challenge in lessons, planning and student work;
- quality and implementation of Passports/ALPs;
- participation and outcomes in enrichment and talent-development opportunities;
- student and parent voice;
- professional-development impact;
- patterns of underachievement or uneven provision across phases/subjects.

The policy is reviewed annually and earlier where school practice, curriculum requirements or relevant UAE/KHDA expectations change.

17. Related School Documents

- ASIES Inclusion Policy
- ASIES Assessment Policy
- ASIES Teaching and Learning Policy
- ASIES Curriculum Policy
- ASIES Data Protection / Confidentiality procedures
- G&T Register and Provision Map
- G&T Referral Form
- Learner & Identity Growth Survey
- G&T Passport / Advanced Learning Plan (ALP)
- G&T Monitoring and Review records

APPENDIX 6 - APPROVAL

Approved by	Principal / School Management
Approval Date	To be inserted following approval
Effective From	Academic Year 2026–27
Review Date	August 2027 or earlier if required