

Patron: Rt. Rev'd Paul Colton  
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The Board of Management,  
St. Luke's National School,  
O'Mahony's Avenue,  
Montenotte, Cork  
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## Exceptional Ability & Giftedness Policy

### Definition and Background:

'An able child is one that achieves or has the ability to achieve at a level significantly in advance of their peer group. This may be in all areas of the curriculum or in a limited range'. (Eyre, 1999)

- Children who are considered gifted may have been assessed by a psychologist and found to have a high level of intelligence (an IQ score of 130+, 98<sup>th</sup> Percentile)
- Giftedness is recognised as a 'disability' or special education condition in the Education Act (1998).

### School Ethos:

We, the teaching staff at St. Luke's NS have agreed to cater for those pupils who are exceptionally able in **academic** areas (i.e. the top 2% of the school population).

Those pupils who show exceptional talent in **non-academic** areas e.g. psychomotor ability, mechanical aptitude, visual and performing arts ability, will be given information regarding the relevant outside agencies.

## Procedure for identification of pupils with Exceptional Ability

### Criteria for Assessment:

1. A range of strategies may be used to identify exceptionally able pupils:

- Annual standardised tests
- NRIT
- Psychological Assessments
- Teacher observation
- Parental requests
- Referral by other individuals, schools or organisations.

2. From first class onwards, pupils who score on or above the 98<sup>th</sup> percentile in standardised tests will then do the NRIT, NVRT and BPVS to gain a more definitive guide of their ability.

3. Where a teacher observes children displaying exceptional ability in a specific academic area, then further assessment may be carried out to establish giftedness. Where it is a

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non-academic area, the parent will be informed of outside agencies more suited to the development of the pupil's giftedness.

### **Catering for Pupils with Exceptional Ability:**

Pupils who meet the criteria for exceptionally able (IQ of 130+) will be catered for within the classroom based on a differentiated programme of work or if deemed possible by the Principal may be offered extension classes on a withdrawal basis, subject to the approval of the pupil and their parents. These classes will form part of each SET's timetable where feasible.

### **Responsibility and Management:**

1. The class teacher is responsible for differentiation within the classroom, including acquisition and distribution of teaching resources for differentiation.
2. The SET team will be responsible for the assessment stage of this process, organisation of extension classes including timetabling (where applicable), acquisition and distribution of information regarding referral and assessment by outside agencies.
3. The Principal will liaise with parents, SETs and class teachers throughout the process.
4. According to guidelines for professional development, costs will be paid by thing BoM to teaching staff who attend in-service training and courses about giftedness.

### **Review:**

This policy is subject to review following the issue of NCCA Guidelines or at least every 3 years.

### **Ratification:**

Policy was drafted on 30/06/23 and approved and ratified by the Board of Management in June 2023.

Signed:  Chairperson

Signed:  Principal

Latest Review Date: 29/6/26

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