



Primary School

18. 3. 2024

## School Policy for High Potential Children

## Introduction

At the European school Frankfurt, we aim to enable every child to reach and achieve their full potential. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as having a specific high potential ability in one or more areas.

Please see documents below on educational support and gifted pupils in the ES which form the basis of this policy.

[2012-05-D-15-en-13 \(eursc.eu\)](#)

[2023-01-D-29-en-3 - Gifted pupils working group doc.docx](#)

While there are many different approaches to the identification and assessment of exceptionally able students, it is important to note that the most holistic approach is one that uses a combination of methods to explore their educational, emotional, and psychological needs.

Key methods in assessment and identification include:

Observation by teacher/parent/guardian, self-referral, referral by other individuals or organisations, identification by psychologists, school-wide identification processes.

In most cases, the needs of exceptionally able students are best delivered as part of the normal differentiated classroom provision.

## Step 1

After differentiation, based on teacher observations and assessment and in consultation with the Support Coordinator and parents, an Individual Learning Plan (ILP) providing alternative work tailored to the specific needs of the child detailing the objectives and achievement criteria will be developed by the class teacher and the teacher support. This will be shared with the parents and the support coordinator. The implementation period will be agreed upon on an individual case basis. After this period the ILP will be reviewed, and feedback gathered. The report will be sent to the parents with a copy being given to the support coordinator.

## Step 2

Depending on the outcome of the review and in consultation with the teachers/ support coordinator and parents, a multi-disciplinary assessment may be requested if it is agreed that the measures in step one are not sufficient to meet the needs of the child. This report should comply with the criteria for Intensive Support A in the Provision of Educational Support in the European Schools Procedural document.

2012-05-D-15-de-13

2012-05-D-15-en-13

2012-05-D-15-fr-13

The report should include an emotional-social assessment such as the Child behaviour checklist / Conner's 3 / Eltern und Schule and least either the Wechsler V (WISC-V) and WIAT, HAWIK or an equivalent French/Italian/ Spanish National cognitive and academic assessment.

## Step 3

Subject to the results of the assessment, further support may be considered. If further individual support is recommended and agreed by the school, a School Advisory Group (SAG) meeting will be organised with the class teacher, support coordinator, psychologist, school director/deputy director and parents to evaluate the child's progress in class, the social development, motivation to learn and independent working skills. If all agree, the child will participate in the Intensive Support A programme.

The child will leave the class to work on projects based on her/his interests. This can take the form of one to one or small group support depending on the individual situation. The support teacher will coach the child in developing skills such as: expanding interests, planning, independent work, presenting, taking into account recommendations that are made in the report and in line with the Educational Support/Inclusive education document referred to above. Deadlines are set and children will have to finish tasks in class or at home. The teacher will also try to build up confidence and motivation.

ISA: support:

P1/P2: 2-3 x 30 minutes/week

P3/P4/P5: 1-2 x 45 minutes per week

Inclusion in the ISA programme does not preclude the pupil from accessing other types of educational support.

#### Step 4

When a child is admitted to the ISA program, the SAG will meet again at the end of the year or earlier if deemed necessary to evaluate progress and to determine if intensive support is adequately meeting the child's needs. In exceptional cases, the child could be considered to skip a year. The child will be asked, with the agreement of his/her parents, if he/she is willing to take on extra work so that she/he can jump to a higher class.

If the possibility to jump to a higher class is apparent and parents agree, the school will arrange a flexible timetable for the child so that she/he can experience the class life of her/his possible new class.

As part of the decision-making process, the child will complete the end of year assessments for L1, L2 and mathematics of the potential 'skipped' class.

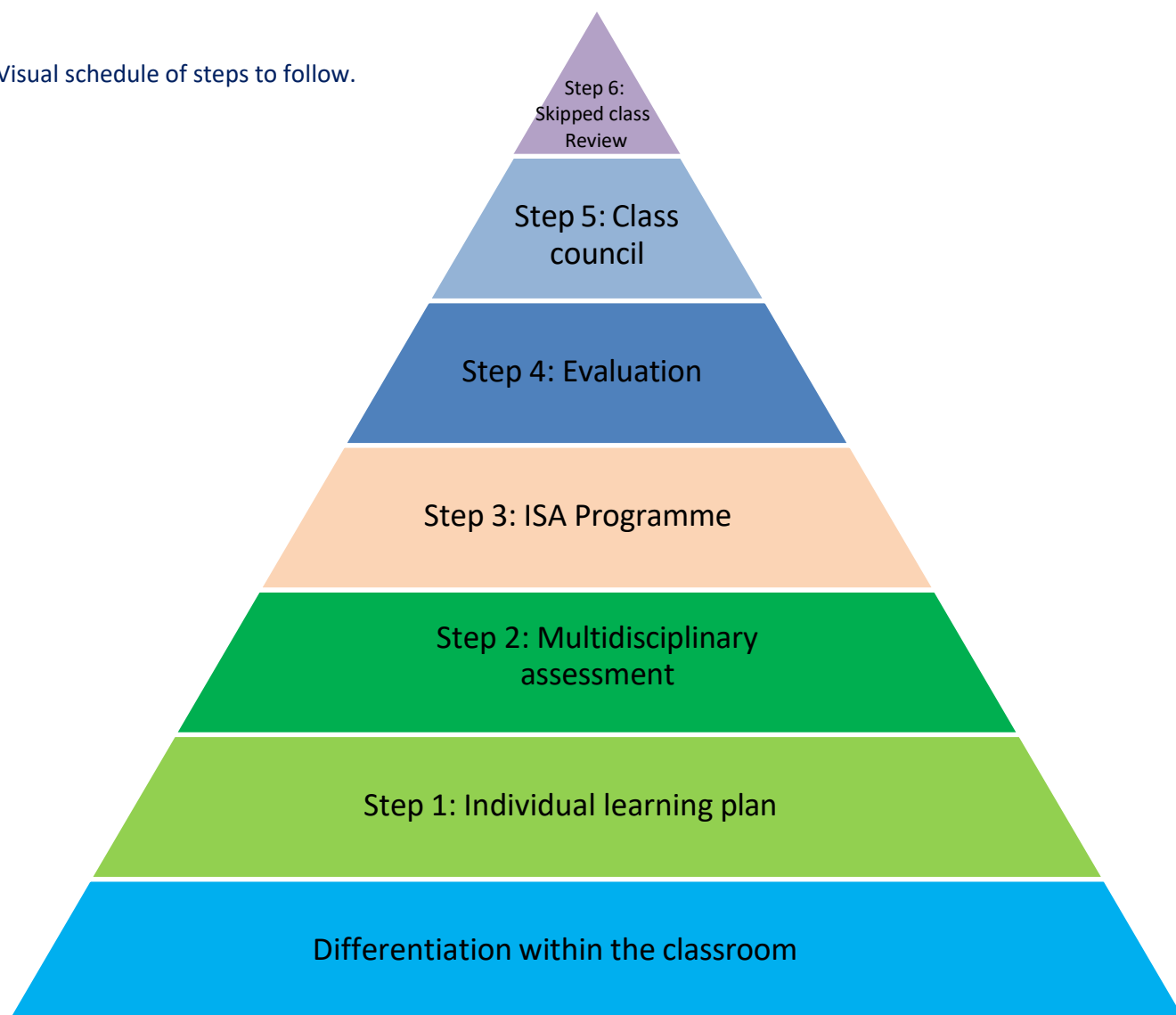
#### Step 5

The school council will decide at the end of the school year, based on a combination of factors (see step 4), whether the child can jump a year.

#### Step 6

If a child has skipped a year, the SAG will organise a meeting after the first semester, to review and evaluate the progress of the child.

Visual schedule of steps to follow.



This policy was developed by:

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- the assistant to the deputy director of the Nursery and Primary school – Úna Clancy
- the school psychologist – Rosa Tetradi
- support coordinator – Julie Murphy

Note: SAG is comprised of: teachers, support coordinator, school psychologists, director/deputy director.