

# Egerton Nursery & out of School Club

## Gifted and Talented Policy



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EYFS: 1.1, 1.6, 1.8, 2.1

### Document History

<b>Author</b>	Kerry Hurst
<b>Role</b>	Manager
<b>Approved by</b>	Director Trustee's
<b>Approval date</b>	16/05/2022
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### Version History

Version	Date	Changes
1	21/01/2021	New Policy
2	03/05/2022	See highlighted

### List of Abbreviations Used

<b>GLD</b>	Good Learning Development
KP	Key Person
SENCO	Special Educational needs Co-ordinator

## Gifted and Talented Children Policy

At ***Egerton Nursery and Out of School Club*** we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

**'Gifted'** refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.

**'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.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities that are achievable
- Working with the child's school when transitioning to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision

Gifted children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.
- Have an understanding of number bonds

The management monitors all outcomes for children by tracking children's progress within cohorts and individual children across the whole setting to ensure GLD's are met.

Within the setting all practitioners review all children's progress and provide parents/carers with a short-written summary of their child's development in the prime areas.

This will identify the child's strengths and any areas where the child's progress is less than expected.

If there are significant emerging concerns (or identified SEND), practitioners should develop a targeted plan to support the child, involving other professionals such as the setting's special needs co-ordinator (SENCO).

The summary must highlight areas where:

- Good progress is being made (GLD's)
- Some additional support might be needed
- There is a concern that a child may have a development delay (which may indicate SEND)

Practitioners should;

- Describe the activities and strategies they intend to adopt to address any support, issues or concerns
- Have the consent of parents to share information directly with other professionals

This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their

starting points through challenging and supportive activities and opportunities.

Management will work closely with KP to plan appropriate but challenging activities.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>19<sup>th</sup> January 2021</i>		<i>05/05/2023</i>