IWYS
Alternative Provision
Most Able Policy

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Agreed by:	Charmaine Baines – Director/Proprietor
Agreed by	Joy Baines - Director
Date	October 2026
Review date:	October 2027

1) Introduction - IWYS Most Able Policy

Provision for our 'most' able students is an integral part of the whole provision teaching programme. The purpose of this policy is to ensure that we recognise and support the needs of these students according to national guidelines.

*The Department for Education no longer uses the term 'Gifted & Talented', but does recognise the needs of academically **more** able pupils. They advise schools to 'decide how best to cater for these pupils, while ensuring the needs of all pupils are met.'*

*Ofsted, in their latest inspection handbook, say 'inspectors will pay particular attention to whether the **most** able pupils are making progress…'*

As an Alternative provision, we have reviewed all the current guidelines and have chosen to adopt the following terms to distinguish the students referred to in this policy:

- Academically '**more**' able students refers to a child who entered the year group or key stage above the national expectations in English or mathematics.
- Academically '**most**' able students refers to a child whose ability in English or mathematics is **significantly** above that of their peers.

2) Identification of Academically More & Most Able

The identification of our **most** able pupils is informed by both assessment and observation. If a child is identified as more able and their attainment is **significantly above that of their peers**, then the pupil may be classed as **most** able.

3) Provision for More Able Pupils

The needs of our more able pupils is met through the our provisions commitment to personalisation. Students will have individual targets set for them during their attendance, based on both their prior attainment and a commitment to achieving progress.

Students are set by ability and work within these sets is carefully matched to the individual child's ability. These sets are fluid and reviewed on a regular basis.

The progress of our more able pupils is monitored carefully during the duration of their attendance and pupil progress meetings are held with individual teachers to discuss any child not making the progress expected of them. Attainment and progress data is shared daily weekly and six-week reports. .

4) Provision for Most Able Pupils

Students who are identified as **most able** will be provided with an Individual Challenge Plan (see appendix I). They will also be added to a register of most able pupils.

The plan will include information about the provision provided to date, along with individual targets for the child during their attendance.

The plan will be completed by the child's class teacher with the help of the relevant teacher and the leadership team (Charmaine Baines).

Parents will have an opportunity to contribute to the plan and are required to sign a copy to confirm they have read and understood the provision that is planned for the year.

5) Involving Parents/Carers

Communication with parents is paramount and is an embedded part of the process of identifying and supporting our academically more able and most able students.

Regular discussions take place between the class teacher and the parent/carer, either through parents' evening or during other meetings before or after provision. Parents are notified when their child is identified as most able and placed on the register. Staff work with together with parents/carers to identify appropriate provision to ensure that the child is being adequately challenged, so they remain motivated in their learning through the Individual Challenge Plan (Appendix I).

Staff in IWYS provision work closely with carers to signpost them to appropriate extra-curricular activities. Home learning is appropriately planned to meet the individual needs of all students.

6) The monitoring can include feedback from parents and students and classroom observations of teaching and learning.

This policy will be reviewed annually along with other policies that fall under the category of 'inclusion'.

Individual Challenge Plan for Identified Academically Most Able Pupils

Pupil's Name:		**D.O.B.**		**Class:**	

Areas of ability:	**Record of Provision (to date):**	**Targets this year:**

Planned Provision for current academic year: (In provision and external activities, including extracurricular and the use of specialist services and support)	**Autumn Term**	**Spring Term**	**Summer Term**
	General :		

Signed: (pupil) (teacher) (parent) Date: