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| School name | Arbour Vale School |  |
| Partnership name | Wexham | |
| LEA | Slough | |
| Case study title | Developing a gifted and talented policy for SEN pupils in a special school | |

The challenge

What we wanted to do

Arbour Vale School is a specialist sports college catering for pupils aged 2-19 years with profound and multiple learning disabilities (PMLD), severe learning disabilities (SLD) and moderate learning disabilities (MLD).

At Arbour Vale Special School we had no gifted and talented policy and as a result identified the need to develop a framework around identification and support for gifted and talented pupils with SEN in PE and sport. This could then be used by both our school and others in the Slough area.

Meeting the challenge

What we did

As a first step research was undertaken in the whole area of gifted and talented pupils. This took the form of an internet search and attendance at a seminar on gifted and talented pupils in PE. As a result, two staff members (a PE teacher and student teaching assistant) undertook INSET training on the identification of gifted and talented pupils and excellence cluster meetings were attended to gain further understanding.

Information concerning the school's pupils was then collected from a variety of sources and the gifted and talented pupils were identified. Issues such as transportation and CPD for staff were then assessed and researched. This research resulted in a transportation system being devised in association with staff and parents and appropriate staff training courses were identified.

Research was also conducted into the different methods of developing the talent of the identified pupils, from this it was decided that a Multi-skill approach would be the most appropriate path due to the varied interest and abilities of the group.

14 pupils were initially identified, ten of whom are currently participating in the programme, taking part in a variety of sports including basketball, tennis, athletics, badminton and Multi-skills. These activities are run after-school-hours in blocks of seven or eight weeks for each activity. Pupils have also been involved in fitness training.

Parental involvement and support was seen as paramount to a successful programme. All the parents of the identified pupils were contacted, mostly face-to-face, in order to ensure they understood the project and the resulting benefits for their children. Their support was not only key in supporting the pupils' self-esteem and confidence but also in terms of the logistics of planning and transporting the pupils to the after-school-hours activities.

Impact

The difference this has made

On the basis of this research, Arbour Vale developed a comprehensive PE gifted and talented policy covering all areas of identification, provision of the curriculum and assessment, through to staff development and parental involvement.

Attendance at the gifted and talented club has been 100%; pupils' leadership skills have improved, as has pupil behaviour, self-esteem and application of skills. An effective transportation system has been

established as has a close working relationship with the pupils' parents.

Future plans include:

- the development of a disability specific Multi-skill Academy in association with Arbour Vale's partner secondary school, which has a unit for pupils with physical disabilities
- the development and establishment of links to clubs in the community, to ensure an avenue for pupils to continue to develop their potential
- the production of a self-evaluation tool which will be used by the pupils to gain feedback and knowledge on their perception of their own development whilst on the programme.
- an assessment of the possibility of developing a mentoring system to support pupils and to also develop a similar system which would be available for pupils in Key Stage 2.

Why it worked

Thorough research was conducted at the start of the initiative.

Close working relationships were established with the pupils' parents, resulting in their support and involvement.

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| Date | December 2006 |
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Building a brighter future for young people through sport

