NAME OF POLICY	INCLUSION POLICY (GIFTED AND TALENTED)
APPROVED BY	PRINCIPAL & DIRECTOR
APPROVED ON	7th APRIL 2026
NEXT REVIEW	01 March 2027
RELATED POLICIES	Teaching & Learning Policy

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Introduction and Philosophy
At Delhi Private School, Sharjah, we uphold the belief that every student possesses unique talents and potential waiting to be realized. Grounded in the philosophy that "A rising tide lifts all ships" (Joseph Renzulli, 1998), we are committed to fostering an inclusive environment where all students, regardless of their background or abilities, are given the opportunity to thrive. Our dedication extends to recognizing and celebrating the achievements of gifted and talented students, whose excellence not only benefits them individually but also enriches the entire school community.

Vision and Objectives
Vision: Our vision is to cultivate an exceptional, multicultural learning community that empowers students to unlock their full potential, fostering lifelong learning and global citizenship.
Objectives: Aligned with our core values, our objectives include:
Addressing the diverse needs of all students, including those with special talents or abilities.
Responding flexibly to individual circumstances to ensure every student receives tailored support.
To achieve these objectives, we aim to:

- Clearly identify and support gifted, talented, and exceptionally able students.
- Provide a curriculum that challenges and supports students of all abilities.
- Cultivate a culture of high achievement and learning excellence.
- Offer opportunities for students to serve as inspirational role models.

Roles and Responsibility
To implement these aims, Delhi Private School, Sharjah:
Designates a Senior Leader to oversee accountability.
Employs various methods for student identification.
Develops a comprehensive enrichment program.
Fosters higher order thinking skills and personalized learning.
Provides continuous professional development for staff.
Conducts regular monitoring to evaluate provision effectiveness.
Facilitates parental engagement opportunities.

Definitions
According to the guidelines given in the Inspection Framework of UAE:

•The term giftedness refers to ‘a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may under-achieve.

•The term talented refers to ‘a student who has been able to transform ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Within the school community, we employ the terms G&T Probable, Gifted, Talented, More Able, and Exceptionally Able:
G&T Probable: Students demonstrating above average ability or potential but has not yet completed the formal screening process of data triangulation.
More Able: Students demonstrating uncommonly high potential in one academic or non-academic area.

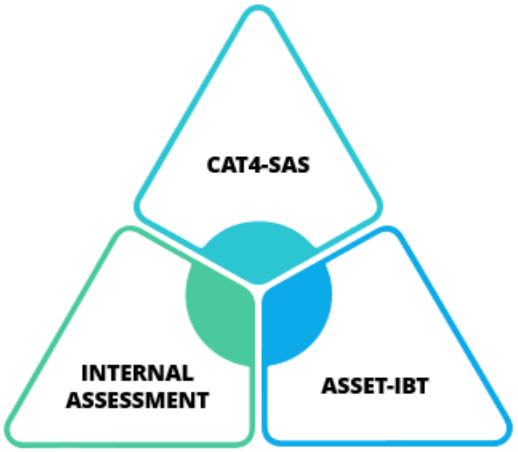
Exceptionally Able: Students possessing exceptional ability across multiple areas.

Gifted: Students capable of excelling academically in one or more subjects.

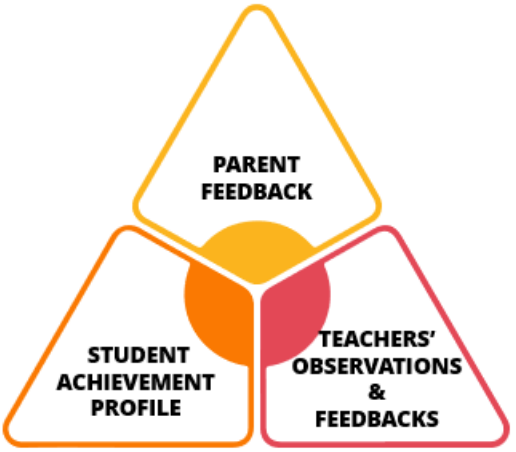
Talented: Students excelling in practical skills or vocational areas compared to peers.

Identification and Provision Levels

Identification criteria encompass various assessments, observations, and nominations for academic and non-academic G&T. Phase 1 & 2 (Gr1-3) considers students working at a level above their Grade in numeracy and literacy on external platforms. Data triangulations start from Grade 4 onwards gaining students entry into the formal G&T academic program of the school. Our non-academic G&T also comes from data triangulation.



Triangulation of Academic Data



Triangulation of Non-Academic Data

The G&T registers are dynamic in nature and are divided into three levels. The detailed policy for the division is separately available with the academic team.

Provision levels include High-Impact Classroom Instruction, Additional In-School Support, and Wider Enrichment Opportunities—each tailored to meet the needs of gifted and talented students. These are further enhanced through community partnerships offering expert guidance and the integration of Renzulli Learning to personalize learning and foster deeper engagement. Level 3 students will have access to all interventions provided at Levels 1 and 2, while Level 2 students will benefit from all interventions designed for Level 1.

1	**LEVEL 1** • Individual differences are accommodated and supported through classroom differentiation • No pull-out sessions, need-based support through enhancement may be provided • Tech driven Curriculum Acceleration

2

LEVEL 2

- Pull-out sessions along with in class support
- Curriculum modifications
- Direct entry to the Exquisite Mind Program
- Personalised and independent opportunities to develop competencies

3

LEVEL 3

- Student may have customized ALPs with few connections to regular curriculum
- Subject specific IEPs
- Opportunities to innovate through Innovation Hub
- Bespoke Programs

Our bespoke programs include-



Review and Responsibility
Continuous review ensures the register reflects students' evolving needs.
The core academic team is responsible for policy management and evaluation, ensuring curriculum alignment and staff training.

Training and Development
Comprehensive training ensures staff are equipped to support the diverse learning needs of gifted and talented students.

Evaluation and Improvement
Regular meetings facilitate the sharing of best practices and the integration of new opportunities to enhance provision.
Inclusion data is securely managed in compliance with the school's Data Protection Policy.
Regular reviews and surveys drive the program and changes are incorporated yearly after careful review.
The quality of data is monitored to keep the program on track.

Policy Review-Annual reviews ensure the policy remains aligned with international best practices and evolving educational standards.

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