



European School of Alicante

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Internal Policy for Gifted and Talented Pupils

European School of Alicante
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1. Justification

Education for gifted pupils is framed by the principle set out in the European Schools of recognizing that all children need support tailored to their level of ability to develop their full potential. On the basis of the official documents of the European School on Education Support and Inclusive Education Policy and Procedure (2012-05-D-15-en-13 and 2012-05-D-14-en-10), which set access to equal conditions and differentiated teaching as fundamental, this policy of care for gifted and talented pupils is developed. More specifically, this policy can be contextualized as part of the implementation process of the 2019 Action Plan on Educational Support and Inclusive Education. The document Core elements of the School Specific Guidelines (2019-06-D-en-3) states that the School Specific Guidelines of each school should include their policy on gifted and talented learners. This policy is based on the document Gifted pupils in the European Schools (2023-01-D-29-en-3).

This policy has two clear objectives:

- Define, clarify and sequence each of the actions related to the identification and assessment of students with high abilities.
- Specify the actions related to planning an appropriate educational response to the needs of each of these pupils.

2. Educational Support Team for the education of gifted pupils

In order to monitor and implement the actions outlined in this policy, a professional community group called the Educational Support Team for the education of gifted pupils has been established. It consists of Educational Support Coordinators, Educational Support Teachers, Educational Support Assistants, Psychologists and Management team.

3. Functional definition of giftedness

Giftedness refers to a set of higher-than-average cognitive skills in areas such as reasoning, problem solving, divergent thinking, quick learning or the ability to think in an abstract manner. Highly skilled people often learn and process information faster and deeper than average, have a high level of curiosity and motivation to acquire knowledge in various areas.

It is important to stress that giftedness is a neuropsychological condition that must be identified by health professionals, such as health psychologists or clinical psychologists, identifying the appropriate differential criteria for each of these terms. This ensures an accurate assessment tailored to the students' needs.

The assessment of giftedness should always include the assessment of these four areas:

- Cognitive skills: intellectual performance and executive functions
- Divergent thinking and creativity
- Self-concept/personality
- Adaptive resources (personal, family and social area)

Following the assessment of these four areas, and depending on the identified neuropsychological conditions, it will be determined whether there are extraordinary educational needs.

4. Identification and assessment of highly capable students

This identification and assessment process should be understood to ensure adequate educational care. The aim is not to label pupils, but rather to identify and assess the exceptional nature or potential of their talent as early as possible in order to design a fully-fledged development response.

In addition, close cooperation between all actors in the education community is essential to carry out this process: school, teachers and family. In this regard, the good preparation of both teachers and families to be able to discover possible indicators of high ability among children and young people in order to provide them with adequate education is important.

5. Actions to identify students with high abilities

The areas from which gifted pupil profile can initially be identified are two: school and family. Actions to identify gifted pupils in each of these areas are grouped into two phases: information/training phase and detection phase.

5.1 Information/training phase

Teachers have a wealth of information about the student's daily behavior. However, for this information to be valuable in relation to the detection of highly skilled students, teachers need to be vigilant and need to know what they must observe at any given time and how they need to do so.

For its part, the family is also an important source of information in identifying gifted pupils, as they can observe behaviors that very rarely occur in the school context. Thus, parents should also know what the most characteristic features of a gifted pupil are to be able to identify this profile in their child.

The actions planned at this stage are as follows:

Inform all school staff and families about the policy of identifying and caring for highly able pupils.

Provide advice and consultation materials to teachers and other school staff to facilitate the identification of highly skilled students.

Provide information to families on the profile of high-skilled learners in a different context than the classroom in order to facilitate their identification.

These actions will be carried out by the Educational Support Team for the education of gifted pupils. To this end, meetings or training activities may be held at different times during the school year.

5.2 Detection phase

At this stage, the actions are classified according to each of the areas from which the identification was made, school and family. After receiving the training mentioned in the previous phase, both teachers and parents can observe giftedness indicators in some children.

5.2.1 Detection by teachers

The actions to be taken when a teacher or a group of teachers are recognized in a pupil some giftedness indicators are specified below.

1. Teacher Observation:

Teachers report their observations of giftedness indicators in a pupil to the Educational Support Team for the education of gifted pupils.

2. Family Notification and Consent:

Families are informed about the initiation of giftedness detection activities, and their consent for these activities is requested.

3. Case Assessment:

The Educational Support Team for the education of gifted pupils assess the case. If applicable, a skills test or screening is carried out.

4. Progress Updates and External Assessment:

Families are kept informed about the progress of the giftedness detection process. If warranted, the Educational Support Team requests an external psycho-pedagogical multidisciplinary report¹ from the family.

¹ The psycho-pedagogical multidisciplinary report should be updated every four years or upon

5. Intervention Planning:

The external report, which includes the giftedness diagnosis and recommendations from the external expert(s) for educational interventions, is added to the pupil's file. Based on this report, the planning of the educational intervention begins.

5.2.2 Detection by families

The actions to be taken when the family recognizes giftedness indicators are specified below.

1. Information from Families:

Families inform the Educational Support Team for the education of gifted pupils about observations of giftedness indicators in the pupil.

2. Initial Assessment:

The Educational Support Team for the education of gifted pupils assess the case. If applicable, a skills test or screening is carried out.

3. Communication from School:

Families are informed about the progress of the giftedness detection process, the actions taken, and the decisions of the Educational Support Team. This includes whether the pedagogical team has also identified indicators of giftedness.

4. External Report:

Once the pedagogical team has confirmed the presence of giftedness indicators, the Educational Support Team will request an external psycho-pedagogical multidisciplinary assessment to support the education of gifted pupils.

5. Intervention Planning:

The external report, which includes the giftedness diagnosis and recommendations for educational interventions, is added to the pupil's file. Based on this report, the planning of the educational intervention begins.

6. Planning of the educational intervention

Once the School has received the external report confirming a pupil's giftedness profile and recommendations from the external expert(s) for the school, the planning of the educational intervention starts.

6.1 Actions following receipt of an external psycho-pedagogical multidisciplinary report in the Nursery and Primary cycle

1. **Receipt of the Report and Forwarding.** The report is received and forwarded to the school psychologist.
2. **Documentation.** The psychologist adds the report to the pupil's file.
3. **Acknowledgment and Initial Communication.** The psychologist confirms via email to the family that the school has received the report and added it to the pupil's file. In the same email, the psychologist informs the parents that the information provided by the external expert(s) will be discussed internally before a formal response is provided.
4. **Report Review and Summary.** The psychologist reviews the report to determine whether it is a multidisciplinary evaluation or another type of report (e.g., psychological or subject-specific). Based on the findings, the psychologist prepares an explanatory letter for the Educational Support Team.
5. **Decision-Making Meeting.** The Educational Support Team holds an internal meeting to decide the type of the educational support. The proposed educational intervention may include one or more of the following measures, as they are not exclusive and can be carried out in a complementary manner:
 - **Plan A:** Differentiation in the classroom.
 - **Plan B:** Inclusion of the pupil in a support group for talented and gifted pupils (ARTEMISA and/or STEM²).
 - **Plan C:** Acceleration. In Nursery and Primary, a full grade acceleration (course leap) may be considered only in exceptional cases and following a comprehensive evaluation. Acceleration requires the signature of an ISA (Individual Support Agreement) between the Director of the School and the pupil's family, and an ILP (Individual Learning Plan) will be drawn up.

² ARTEMISA and STEM are enrichment programs for pupils identified as talented and gifted in the Primary School of Alicante. ARTEMISA supports pupils with formally certified high abilities in humanities, languages, and arts, while STEM is designed for those with high abilities in mathematics and scientific fields.

Both programs follow a holistic approach, considering each learner in their entirety across cognitive, emotional, social, physical, and cultural dimensions, with the aim of providing a balanced framework that supports knowledge acquisition and personal fulfilment.

They complement the basic curriculum through motivating, enriching, challenge-based, and inquiry-driven activities that build on students' interests and foster curiosity, imagination, and creative thinking. Particular attention is given to pupils' emotional, intellectual, and physical well-being. Through creative strategies and problem-solving tasks, pupils develop deeper understanding, reflective thinking, and an enjoyment of learning, supported by a relaxed atmosphere that encourages creative expression, cooperation, and mutually supportive attitudes.

6. Signing an Intensive Support Agreement (ISA).

Coordination for Plans A and B

The psychologist confirms the agreed support measures to the Educational Support Team via email.

Parent Communication for Plans A and B.

The class teacher informs the parents about the start date, type and amount of support, and the name of the support teacher. Relevant stakeholders (Educational Support Coordinator and support teachers) are copied on the communication.

Procedures for Plan B and C.

If Plan B or C is selected, the member of management sends an invitation for a Support Advisory Group (SAG) meeting to the parents.

ISA Process

1. **Educational Support Meeting.** Deputy Director and/or Assistant Deputy Director, Educational Support Coordinator, Psychologist, Class Teacher and Educational Support Teacher(s) meet to discuss the recommendations from the external report and determine the type and amount of support needed.
 2. **Preparation of the ILP.** The Individual Learning Plan (ILP) is prepared collaboratively by the class teacher and support teacher(s).
 3. **SAG Meeting with Parents.** During the SAG meeting with the parents, the type and amount of support are presented.
 4. **Documentation of SAG Minutes.** The meeting minutes are finalised, signed by the parents, and uploaded to SharePoint by the Educational Support Coordinator.
 5. **ISA.** The ISA is signed by the parents and by the Director and added to the pupil's file by the Assistant Deputy Director.
 6. **Uploading of ILP.** The ILP is uploaded to SharePoint by the Educational Support Coordinator.
- ### **7. Monitoring and Reporting Progress.**
- The class teacher shares an ILP progress report, prepared jointly by the support teacher and class teacher, with the parents twice a year (at the end of the first and second semesters).
 - Parents sign and return the progress report to the class teacher, who adds it to the pupil's file.

6.2 Actions following receipt of an external psycho-pedagogical multidisciplinary report in the Secondary cycle

Following receipt of the external expert's report, the following actions will be carried out:

1. **Receipt of the report and submission.** The report was received and sent to the school psychologist.
2. **Documentation.** The report is printed by the school psychologist and added to the pupil's file.
3. **Acknowledgement of receipt and initial communication.** The psychologist confirms by email to the family that the school has received the report and added it to the pupil's file. In the same email, the psychologist informs parents that the information provided by the external expert (s) will be discussed internally before giving a formal reply.

For the design of the most appropriate educational response for each gifted pupil, the following actions will be carried out:

1. **Preparation of a proposal for educational intervention** by the Educational Support Team for the education of gifted pupils, with the approval of the Director of the school. In the preparation of the proposal, consideration will be given to:
 - Recommendations of the external psycho-pedagogical/multidisciplinary report. Knowledge of the pupil's personal profile.
 - Pupil's personal background (motivation and interests).
 - Available material and human resources of the school.

The proposed educational intervention may include one or more of the following measures, as they are not exclusive and can be carried out in a complementary manner:

- **Enrichment within classroom.** This measure may include differentiation and flexibility and the carrying out of enrichment activities within the teaching hours of each subject. The teacher of the subject will be responsible for this enrichment.
- **Enrichment outside the classroom.** This measure may include compacting the curriculum and personalization of learning, as well as flexible clustering and mentoring. In order to carry out this measure, an Intensive Support Agreement (ISA) between the Director of the School and the pupil's family will be signed and an Individual Learning Plan (ILP) of the pupil will be developed. This enrichment will be carried out outside the classroom but within the pupils' teaching hours. The person responsible for this enrichment will be a supporting teacher.

- **Acceleration.** This may include compacting the curriculum and personalization of learning, as well as flexible clustering, if carried out partially. This partial acceleration may take place inside or outside the classroom within the pupil's school hours. It may also include a course leap if it is carried out in a comprehensive manner. In order to carry out this measure, in either mode, the signature of an ISA between the Director of the School and the pupil's family will be required and an ILP of the pupil will be drawn up.
 - In parallel with the implementation of the most appropriate measures for the development of the learner's potential, and in accordance with the interests expressed by the pupil, the Educational Support Team for the education of gifted pupils will consider including in its proposal their participation in one of the activities offered by the school to all pupils.
2. **Presentation of the proposed intervention to the family and the pupil.** The launch of such a proposal will require commitment from the pupil and the family.
 3. **Development and follow-up of the educational intervention.** Monitoring the pupil's evolution to assess whether the measures taken effectively enhance the learner's skills.
 4. **Evaluation of educational intervention** through different instruments. Review of the updated report, if appropriate.

These actions are set out in the following flowchart:

PLANNING OF THE EDUCATIONAL INTERVENTION FOR GIFTED PUPILS

