



Example Provision plan

Name: Ataraiti

Twice exceptional

Highlight if applicable

Domains of Giftedness

Intellectual abilities	Creative abilities	Personal/ social qualities	Athletic ability	Cultural attributes	Visual or performing arts	Technological ability

2020 Identified Needs

Insert tables

2019 Identified Needs & provision

GREEN: This is happening ORANGE: Some of this is happening RED: Immediate goal

Learning needs	Social needs	Emotional needs
<ul style="list-style-type: none"> Pre-assessment information is used to compact curriculum, specifically L5 Maths Development of higher-level abstract thinking and problem solving To be given choice/options in learning within a plan that has more complex options included e.g. learning centres, use of the Maker model and UDL Develop independent study skills Opportunities to take risks in learning Ethical/moral questions posed. 	<ul style="list-style-type: none"> Opportunities for leadership Provide access to appropriate role-models. 	<ul style="list-style-type: none"> To have strategies to manage perfectionism. Opportunities for self-reflection or metacognition Self advocacy encouraged Encourage failure to be seen as a stepping stone to success

Adapted from the identification processes developed by Brooklyn School (2013) and the sample profile developed by The Gifted Children's Advancement Charitable Trust (2009)



Suggested provision

In class	School based	Home/community based
<ul style="list-style-type: none"> - Differentiation of content, process, product and learning environment. - Emphasis on Science in the above as is a strong area of passion - Use more problem solving in maths - Allowing opportunities for more metacognition and complex thinking - Pre-assessment Padlet used two weeks before new topics to allow for a Plan B to developed - Class captain - Open to suggestions and changes to meet needs 	<ul style="list-style-type: none"> - P4C club - Enviro club - Mentoring support from senior science club - 	<ul style="list-style-type: none"> - Parents to demonstrate making mistakes and how to self-talk about them - Mastery encouraged over excellence - Using dominoes/Rube Goldberg machines to see that failure is a stepping stone - Encouraged to make suggestions about other ways to do things - Science badges worked through at home instead of standard homework (negotiated with teacher)