

# Exceptionally Able / Dual Exceptional Post-Primary School Self-Review



		Yes	To a large extent	No	To a limited extent
<b>Policy and Knowledge</b>	1	There is a written policy on Exceptional Ability / Dual Exceptionality (or included within other policy), and it is shared with all staff			
	2	There is a general awareness of the need for specific provision for Exceptionally Able / Dual Exceptional (EA/DE) students			
	3	Staff has knowledge of the concept and definitions of Exceptional Ability			
	4	Staff has knowledge of the different profiles of EA/DE students			
	5	Staff has knowledge of the concept of Dual Exceptionality			
	6	Subject policies (if used) include guidelines for working with EA/DE students			
	7	There is general knowledge and awareness of the specific social and emotional issues related to EA/DE students			
<b>Structure and Organization</b>	8	There is a system in place for identifying EA/DE students			
	9	There is a teacher or team in the staff who take a lead in relation to EA/DE			
	10	The SEN / Learning Support teacher(s) play a role in identifying EA/DE students			
	11	Mainstream teachers play a role in identifying EA/DE students			
	12	The SEN / Learning Support teacher(s) advise mainstream staff in relation to the learning and teaching of EA/DE students			
	13	Most teachers know who the EA/DE students are in their classes and are aware of the range and nature of their abilities			
	14	Subject planning specifically takes EA/DE students into account			
	15	The progress of EA/DE students is formally recorded and monitored			
	16	Professional development of staff has included a focus on the learning and teaching of EA/DE students			
	17	There is a system in place for supporting the social and emotional needs of EA/DE students as necessary			
<b>Learning and Teaching</b>	18	Lesson content is generally differentiated to take account of the needs of EA/DE students			
	19	High expectations are set for EA/DE students			
	20	EA/DE students are grouped together for specific subjects (e.g. maths) or activities as appropriate			
	21	Most teachers adjust pace of work to take account of the rapid progress of some EA/DE students			
	22	EA/DE students are given extra time to extend or complete work when required			
	23	Teachers generally liaise with the subject coordinators, year heads or heads of departments where the EA/DE student requires a curriculum challenge			
	24	Most teachers set specific differentiated homework for EA/DE students			
	25	EA/DE students are given opportunities to work independently, with guidance			
	26	'Extra-curricular' enrichment opportunities for EA/DE students are linked specifically with the curriculum			
	27	EA/DE students are helped to understand their own particular ways of learning and to regulate their learning to best advantage (metacognition)			