



**School**  
**Dunedin Rudolf Steiner**  
Learning with head, heart and hands

## Procedure for Challenged and Gifted Pupils

The Dunedin Rudolf Steiner School defines children with special challenges and special gifts as follows:

*Children with special challenges* are learners with disabilities, learning challenges and differences or communication or behavioural difficulties, who, given support, will realise changes to self and increased capacity to make positive contributions to the school.

*Children with special gifts* have the potential to achieve outstanding performance in a particular area or areas of intellect, culture, creativity, leadership, physical ability, or visual and performing arts. Our intention is to be the remover of obstacles that limit their capacity, thus enabling them to achieve to their full or greater potential.

The School will endeavour to accommodate children with special challenges and children with special gifts and will seek adequate funding and resources for these children. Children will be respected no matter what needs or gifts they bring to the School.

Teachers of such children will be encouraged to attend PD courses to further reach our goals for these children.

The School will operate in accordance with the Privacy Act when collecting and disseminating information about any child.

Parents, caregivers and whanau will be given opportunities to be involved in decision-making affecting the learning of their child, including the process of identifying whether their child has special challenges or gifts.

Children with challenges or special gifts will be identified by the class teacher, who will consult with the parents and may bring as a child study to the College of Teachers. The child's class teacher will liaise with outside agencies for their expertise, in consultation with the parents, to identify appropriate support to meet the child's challenges involving the implementation of a Collaborative Education Plans, (CEP). As appropriate, this may involve Gifted Education advisers.

Data will be collated and progress tracked.

The Board is accountable for the school holding adequate procedures for working with Challenged and Gifted students and the Principal is responsible for ensuring this procedure is followed. Teaching staff are also responsible to the Principal for following the procedure and are consulted on any changes. The Board and the school parent community are informed of this procedure through the parent handbook, and it is available on the school's website.

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Signed:

Print Name

Anna Noble

Dated:

11 / 6 / 2025

Review Date:

11 / 6 / 2028