schools, not the abstract educational administration, would adapt the curriculum to provide comprehensive care to gifted students. It is obvious that pedagogy and educational theories and practices cannot accept homogeneous designs of educational policies, which do not pay attention to individual differences, freedom, identity or justice (Ferraz, 2012).

Gifted children who have been identified have the right to be educated and those who have not been identified are entitled to being identified by the Education Authority as prescribed by the General Education Law 2/2006 and the General Education Law 8/2013, because firstly they have to be identified so that they can access the education system, which has to provide the right to education. If they are not identified, this may involve the partial deprivation of the right to education by ignorance of their educational needs. This may result in the loss of accessibility of many gifted children to their right to comprehensive care of their educational needs, which remain hidden in the shade if they are not identified as gifted.

The General Education Law 2/2006 and the General Education Law 8/2013 try to ensure that all students achieve the maximum development of their individual, social, intellectual, cultural and emotional capabilities. In order to do that, they need to receive quality education adapted to their needs. In the General Education Law 2/2006 and in the General Education Law 8/2013 general pedagogical criteria are pursued. Therefore, attention to diversity should be applied to all students. Gifted students are involved in and benefit from the pedagogy of diversity, which is considered a necessity and will apply to all students, not just those who have specific needs for educational support.

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