

### **Charitable Objects of St. Catherine's School**

*The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

## **St Catherine's School, Bramley PREP SCHOOL POLICY ACADEMIC MENTORING**



**The Prep School refers to all staff and students in the St. Catherine's Preparatory which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep. School (Key Stage 2).**

This policy was revised in September 2016 in line with the School's Policy Review Schedule which ensures that all policies are kept up to date, and replaces that which was updated in 2010. This policy makes reference to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015).

### **INTRODUCTION AND AIMS**

Our Academic Mentoring (AM) policy is part of our whole school Teaching and Learning Policy which also includes our Extended Child Policy and English as an Additional Language Policy. These key policies aim to provide equality of opportunity, a wide and varied curriculum for each pupil and a learning environment which enables all pupils to have the opportunity to learn and make progress.

We aim to identify pupils with specific learning and educational needs as early as possible and support or extend them, thus enabling them to benefit fully from the curriculum. We set high expectations for all of our pupils and teachers to do all that is possible to ensure that the learning environment is optimised for each child. Pupils with a Learning Difficulty and Disability (LDD) are encouraged to adopt effective learning strategies and to understand that they can achieve to a high level.

The Prep Headmistress has responsibility for the day-to-day management of all aspects of the school including provision for children with special educational needs. These responsibilities are met within the close collaboration of the Deputy Head, Curriculum, Senior Management Team and Head of Academic Mentoring.

The Head of Academic Mentoring works part-time for the Prep School and oversees provision, assessment and tracking of progress of pupils with specific learning needs. She also manages two fully qualified part-time Learning Support Teachers who work as part of the Academic Mentoring team in the Prep School.

## **ENTRANCE PROFILING**

In the Summer Term preceding September entry to Pre Prep I (Year R) the Deputy Head (Pre-Prep) liaises with Early Years settings to discuss pupils making the transition from the Early Years setting to St. Catherine's Preparatory School. In most instances documents relating to the tracking and monitoring of the Foundation Stage Profile are sent to St. Catherine's Preparatory School. The documents are read by the PPI Form Teachers. If a pupil has an Educational Psychologist Report, an Education, Health and Care Assessment (EHC), has had, or is currently receiving support, the Deputy Head, Pre-Prep will meet with the parents and the Early Years setting to discuss the most appropriate course of action. The Deputy Head, Pre-Prep will notify the Head of Academic Mentoring.

Pupils who enter St Catherine's Preparatory School in Pre Prep II to Lower III (Year 1 to Year 6) sit an assessment paper in English, Maths and Verbal Reasoning prior to starting the school. The assessment papers of all potential new girls are evaluated by the Deputy Head, Curriculum and Head Teacher and progress is monitored with the Form Teacher. During the first half term of entry to Form 1 (Year 3), in-school literacy screening is conducted by the Head of Academic Mentoring. Our approach is inclusive so screening includes those who have already been identified as having an LDD. The following areas are informally assessed: phonological awareness, sequencing skills, mental maths, handwriting, working memory and visual memory. This information is collated, and sent to the Head Teacher, the Deputy Head, Curriculum and the Form I Teachers. Thereafter, the Head of Academic Mentoring attends all termly academic progress meetings so that pupils' progress is monitored. If an educational need is identified once a girl has been accepted, she will be supported throughout the Prep School.

On entry, if a pupil has already been diagnosed as having a LDD or requiring learning support, a full report from an Educational Psychologist or other professional agency is required together with a report from the pupil's previous school so that teachers can be informed and the pupil's learning support needs can be met. All reports are saved onto the SEN area of our School Management System (SIMS) to ensure accessibility for teachers.

## **THE SPECIAL EDUCATIONAL NEEDS & DISABILITY CODE OF PRACTICE 0-25 YEARS (2014)**

The Revised SEND Code 2015 states:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

We have adapted the Code of Practice to meet our individual circumstances and we retain the main principles which may be summarized as follows:

- The needs of pupils with Special Educational Needs are addressed and there is a continuum of needs and a continuum of provision.
- Children with a LDD require the greatest possible access to a broad and balanced education.

- The needs of most pupils will be met in mainstream and without statutory assessment or statement of SEN. Children with SEN should be educated alongside their peers in mainstream schools.
- Our definition of SEN states that a pupil has SEN if she has a learning difficulty which calls for learning support provision to be made for her.

A pupil has a learning difficulty if she:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability which either prevents or hinders her from making use of educational facilities of a kind provided for children of the same age. Equally a pupil must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which she is or will be taught.

Provision for pupils with SEN is a matter for the school as a whole. It is therefore important that all staff appreciate their individual roles fully and successfully implementing the Code of Practice for Special Educational Needs.

The Head of Academic Mentoring works together with Form and Subject Teachers on the best way to assist pupils with additional learning needs in the day to day environment of the classroom. If an educational need is identified once a girl has been accepted, she will be supported throughout the Prep School. Much of this provision will be through increased differentiation of work in the classroom. The Form Teacher liaises with the Head of Academic Mentoring who advises on suitable strategies to use in making the curriculum accessible to the pupil. The Academic Mentoring Register, (updated as changes occur) is posted on the staff room notice board and stored on the V: Drive, together with a list of pupils currently receiving extra support. All staff are expected to be acquainted with the staged procedure and be willing to take appropriate action if they have cause for concern.

## **IDENTIFICATION**

Early identification of any Learning Difficulty and Disability is paramount to the pupil's future development and success. The School makes regular assessments of all of our pupils to identify those pupils making less than expected progress. This may be characterised by progress which:

- “is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.”

(SEND Code of Practice 6.17)

Within St. Catherine's context we identify and make provision for pupils whose spelling and reading ages are below their chronological age or who attain a standardised score below a hundred.

Pupils are monitored in the following ways:

- If a Form Teacher is concerned about a pupil's progress they will meet with the Head of Academic Mentoring, and an Expression of Concern form is filled in,

which is the initial information gathering procedure for identifying and supporting pupils. The Form Teacher, another member of staff, or the parent, may express concerns about the pupil.

- Girls of concern are discussed at weekly Staff Meetings and where the concern is of an academic nature it is followed up by the Head of Academic Mentoring.
- Pre-Prep Meeting Minutes containing girls of concern are forwarded to the Head of Academic Mentoring for information. Where there is an academic concern the Head of Academic Mentoring will follow it up.
- All Form I pupils undertake an in-house literacy screening.
- All pupils have regular assessments in English, Maths, Science and Verbal Reasoning. The assessments enable teachers to monitor pupil progress and identify pupils who are not making progress as expected.
- The Head of Academic Mentoring attends termly academic progress meetings with the Head Teacher, Deputy Head, Curriculum and Form Teachers to discuss pupils' progress and agree strategies for individual pupils.

Staff are fully aware that persistent or disruptive behaviours do not necessarily mean that the child has SEN. However, where concerns about behaviour or the emotional state of the student are raised, this is considered and information from monitoring and examination scrutiny is collated. If it is felt that an undiagnosed learning difficulty might be causing these difficulties, then an in-depth assessment by the Head of Academic Mentoring is advised.

When a pupil has experienced bereavement or difficulties in their social interactions with another pupil or pupils, this information is shared with the pastoral team and the whole school staff as appropriate. Pastoral tracking is also undertaken by Form Teachers and referred to when considering academic needs.

## **METHOD OF SUPPORT**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014 (SEND Code 2015) advises that SEN support “should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised” in order to enable the pupil to make good progress and achieve his/her full potential. This involves Assessment, Planning, Doing and Reviewing.

### **1. ASSESSMENT**

For the majority of pupils, assessment takes place through scrutiny of school assessments and teacher assessment each term. Standardised tests are used in Reading, Spelling, Maths and Verbal Reasoning to track pupils' progress. Assessment also occurs through the Form I Screening. Form and Subject Teachers analyse pupils' work and make observations in the classroom to inform their assessment of the children.

The Head of Academic Mentoring may conduct a further in-depth assessment of literacy and/or numeracy skills. If the results indicate that immediate extra support would be beneficial this will be offered to the pupil as one-to-one help. Prior to any in-depth assessment, parental consent is always sought.

Assessment by the Head of Academic Mentoring might include:

- W.R.I.T. Wide Range Intelligence Test (to assess verbal and non-verbal reasoning)

- Dyslexia Screening Test
- Helen Arkell Spelling Test 2
- Detailed Assessment of Handwriting Speed (DASH) -Speed of writing test
- DRA - Diagnostic Reading Assessment
- TOWRE 2. Test of word reading efficiency
- TAPS-3 – Test of auditory sequential Short-Term and Working memory.
- CTOPP – phonological awareness, and rapid naming.
- Phonological Awareness Test (PhAB)
- GORT-5 – Reading Comprehension and reading rate, fluency and accuracy.
- British Picture Vocabulary Scale (BPVS) (A test which measures receptive language)
- Ravens Coloured Progressive Matrices. (A test which measures capacity for clear thinking and accurate intellectual work).
- NFER Dyscalculia Screener
- Neale Analysis of Reading Ability (NARA revised)
- W.I.A.T. II (UK) Weschler Individual Achievement Test for Literacy
- Vernon Spelling Test
- Miscue analysis of Reading e.g. Benchmark
- Evaluation of sequencing: days of the week, months of the year, alphabet, tables
- Classroom observation
- Referral for routine sight and/or hearing test
- Referral to Optometrist to assess visual difficulties

If the teacher or parent expresses serious concerns about a pupil's learning support needs, then it may be decided that a full educational assessment by an Educational Psychologist (EP) and/or other specialists as indicated, may be required. St. Catherine's School has good links with Educational Psychologists and with the Helen Arkell Dyslexia Centre, and can provide a list of such specialists to parents. This is the recommended course of action as specialist diagnosis identifies the specific problem, which can then be addressed.

On receiving the report, and with the consent of parents, four copies will be made:

1. Head of Academic Mentoring
2. Head Teacher
3. Form Teacher
4. Office File

A copy of the report is also stored on SIMS. If a report has been produced by an external agency a full conference with the parents and the Head Teacher and/or the Head of Academic Mentoring will be arranged. During this meeting, the parents' permission is requested for the Head of Academic Mentoring to present a summary of the findings to the whole staff. The Head of Academic Mentoring is responsible for ensuring that a summary of the EP report is read by every teacher directly involved with teaching the pupil.

## 2. PLAN

For the majority of pupils, the Head of Academic Mentoring works together with the Form and Subject Teachers to plan the best way to assist pupils with additional learning needs in the day-to-day environment of the classroom. It is the Form or Subject Teacher's responsibility to meet the pupil's needs through increased differentiation. The Head of Academic Mentoring may suggest/provide appropriate materials/activities to be used by

the teacher within the classroom. Progress will be closely monitored and a review will take place with the teacher and Head of Academic Mentoring after a half term of in-class differentiated support by the subject teacher. Parents will be informed.

If an in-house assessment report has been produced, parents meet with the Head of Academic Mentoring to discuss the results and any recommendations contained within the report. The Head of Academic Mentoring and the Form Teacher plan how the pupil's needs can be met within the classroom. This is shared with parents along with suggested strategies for support at home. Where appropriate, Academic Mentoring lessons are offered with one of our qualified Learning Support Teachers. There is an additional cost for these lessons. These weekly lessons focus on topics where pupils would benefit from further reinforcement, such as spelling, comprehension, maths as well as a range of study skills.

If a pupil has been identified as needing Academic Mentoring lessons an Individual Provision Map (IPM) will be created. Each IPM contains targets that are agreed with the Form Teacher, parents and child. The Academic Mentoring Register, (updated as changes occur) indicates pupils with IPMs. The pupil's IPM is reviewed twice a year at Parents Consultations and a written report is sent to parents once a year. The date of the starting and completing of the plan is included on the plan, together with success criteria. In rare cases parents may be reluctant to accept the school's offer of help. This will be noted in the pupil's file. We work hard with parents to ensure that the pupils' needs are met.

### 3. DO

High quality differentiated teaching is the first step in responding to pupils who may have a LDD. For the majority of pupils, the Form Teacher liaises with the Head of Academic Mentoring who advises on suitable strategies and resources to use in making the curriculum accessible to the pupil. Generally, the strategies implemented are designed to complement and support all learners to foster inclusivity. We are an iPad school so pupils who have difficulty writing information down are encouraged to use their iPad to take pictures of the board. Resources may be shared electronically so that the pupil can annotate. Alternative ways of recording work may be provided to pupils who find writing challenging.

There may also be an opportunity for small group work with the Head of Academic Mentoring. This may will include interventions and reinforcement designed to increase rates of progress in spelling, reading and speed-writing.

Pupils having weekly Academic Mentoring lessons work towards specific targets on their IPM. The Learning Support Teachers liaise closely with Form and Subject Teachers to ensure they are informed of topics covered and pupil progress.

### 4. REVIEW

Pupils' progress will be closely monitored by the teacher and Head of Academic Mentoring. A review will take place after a half term of in-class differentiated support by the Form or Subject Teacher. Pupils are monitored using the strategies outlined in the section on Identification to ensure that they are making adequate progress. Parents will be informed.

The effectiveness of the support and interventions in Academic Mentoring lessons are evaluated regularly by the Form Teacher, Learning Support Teacher and Head of

Academic Mentoring. The Head of Academic Mentoring, the Learning Support Teacher, parent and pupil will meet at least twice a year to review the pupil's progress. At this point a decision will be made about whether further lessons are appropriate. We encourage the pupil to implement the strategies she has been taught. On occasion, the pupil will return for further one to one tuition as she progresses through the school and the work becomes more challenging.

### **REQUESTING AN EDUCATION, HEALTH AND CARE ASSESSMENT**

Currently there are no pupils within the school who require an EHC Plan. However, the school is aware that this may be considered where, despite intervention from the school, the pupil has not made the expected progress.

### **PARTNERSHIP WITH PARENTS**

The input of parents is valued and respected; they are seen to be vital and active partners and are involved in the process of identifying, assessing and meeting pupils' special educational needs. We encourage parents to feel that they can approach the school at any time about any concerns that they may have about their daughter's progress. Close liaison is deemed to be of paramount importance. Weekly dialogue is maintained through the use of the homework diary. Parents are encouraged to participate in target setting for the IPM. When a pupil has had an in-depth assessment conducted by the Head of Academic Mentoring, or an assessment from an external agency, the Head Teacher and/or the Head of Academic Mentoring will meet with the parents to discuss the content of the report, the way in which the information will be shared with staff, recommendations and the monitoring process.

### **INVOLVING THE PUPIL**

The involvement of pupils in their own education is paramount. They are encouraged to be involved in the target setting process and feel success because of their own involvement in meeting these targets. We strive to create an environment where pupils feel able to share their concerns and wishes. This is given the highest priority and pupils are often given the opportunity to share work that they are proud of with other children and adults.

### **PARTNERSHIP WITH SENIOR SCHOOLS**

We have good links with all the subject departments at St. Catherine's Senior School. In the summer term preceding September entry to Upper Three, the Head of Academic Mentoring and the Head of Study Skills from the Senior School meet to discuss pupils making the transition from the Prep to the Senior School. At this stage the Head of Academic Mentoring discusses pupils who have had or are currently having support, as well as those pupils who have an Educational Psychology report. The Prep School makes additional arrangements for pupils with learning difficulties when they transfer to other senior schools, ensuring that the pupil's needs are known to the new school. All reports and additional information is forwarded onto them.

## LINKS WITH OTHER SERVICES

The school makes use of additional services including:

- Educational psychologists
- Speech and Language therapists
- Occupational and Physiotherapists
- School Nurses
- Optometrists and specialist opticians

All staff report any safeguarding concerns to the Designated Safeguarding Leads, who are Mrs Jill Cochrane, Deputy Head (Pre Prep) and Mrs Wendy Gibbs, Deputy Head of Staff. They liaise with Surrey Safeguarding Children Board and the Head is kept fully informed of any concerns.

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T. King-Fretts  
Head of Academic Mentoring  
13<sup>th</sup> September, 2016

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N.J. Bartholomew  
Headmistress of the Preparatory School  
13<sup>th</sup> September, 2016