

LEARNING NEEDS POLICY

(including Special Educational Needs and Disability Policy)

Please also see the Teaching and Learning Policy; the Most Able and Talented Policy; and the English as an Additional Language Policy

Introduction

St Teresa's School is committed to meeting the needs of all pupils, in terms of ability, need and aptitudes. We aim to provide equal access for all pupils to the broad and balanced curriculum to which they are entitled, and high standards of teaching and learning responsive to individual need.

The school recognises that 'Learning Needs' may take many forms, whether short-term or long-term, including special talents and giftedness, learning difficulties and disabilities. The term 'Learning Needs' is used at St Teresa's in its wider context i.e. to include the needs of pupils identified as 'More Able & Talented' and with English as an Additional Language.

We have rightly claimed to be "*A Different School for Every Girl*" and at the heart of this is that we ensure every girl has the support she needs to achieve academically and grow emotionally and spiritually. This Learning Needs Policy outlines the procedures carried out by staff to ensure all pupils have access to the curriculum and co-curricular activities.

Principles and objectives held by the School

- For all teachers to have high expectations of their pupils;
- For all pupils to achieve their full potential within a supportive environment where all needs are recognised and respected throughout the learning environment;
- For all pupils to become confident learners and develop a positive self-image to enable them to achieve their full potential.

Special Educational Needs and Disability SEND Policy

The aim of the Special Educational Needs and Disability Policy is to identify and provide for pupils with neurodiverse needs. The following categories of Learning needs have been identified:

- Pupils with greater difficulties in learning due to a specific learning difficulty
- Pupils with physical (or medical) disabilities
- Pupils with social, emotional and mental health difficulties which may also be a result of special educational needs

The school is committed to personalised learning with differentiation within the classroom to meet the neurodiverse needs of pupils where possible.

The SEND policy within St. Teresa's is in accordance with the 'Special Educational Needs and Disability Code of Practice: 0 to 25' (2015) [hereinafter called the Code of Practice] guidelines to provide for those with special educational needs under Part 3 of the Children and Families Act 2014 and the Equalities Act 2010.

The Code of Practice defines a child or young person having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for her. A child of compulsory school age or a young person has a learning difficulty or disability if she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age*

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The neurodiverse needs of all pupils must be addressed at any time whilst at St. Teresa's. This includes access to a broad and balanced differentiated educational provision. Some pupils can be supported effectively within the classroom with possibly short-term Learning Support individual lessons, not necessarily needing on-going Learning Support lessons for the duration of their schooling.

The schools take the responsibility for creating, implementing and reviewing a site-wide SEND policy statement to cover the management of the Learning Support and Special Needs programme. The Heads of both schools will designate a member of staff to be the school's SEND Co-ordinator (SENCO).

A copy of the School's policy document is lodged with the Heads at St Teresa's School, is in the Staff Handbook and is made known to parents and pupils on request and via the school website.

SLT line manager of SENCO	Stuart Field (Senior) /Sarah Conrad (Prep)
Head of SEND/SENCO/Head of Learning Support	Audrey Moncrieffe (Prep and Senior)
Learning Support Teachers	Caroline Branfoot (Prep) Amanda Brownell Helen Fairbanks Carron Harrison Prab Hooghan Catherine Kenton
Learning Support Assistants	Anna Allen Luiza Keen (ELSA) Michaela Stephens

There is a continuum of provision for pupils with neurodiverse needs which is reflected in a staged approach.

All teachers have a responsibility to provide differentiated teaching and personalised learning in accordance with Quality First Teaching, The Teachers' Standards. The initial responsibility for appropriate provision lies with the subject or class teacher with advice from the SENCO. In the Prep School, initial discussions may also take place with the Deputy Head at biannual Pupil Progress Meetings. Where there is a continuing difficulty in a specific area then it is the responsibility of the HOD (Senior School)/Subject leader/class teacher (Prep School) to make provision for intervention groups. Where the difficulty is on-going and more specific individualised intervention is required, then the pupil will be referred to the SENCO for further investigation, by completing the SENCO Referral Form.

All pupils with SEND are included on a register (Specific Learning Needs, SLN register) completed by the SENCO that is reviewed by senior management and accessible to all teachers. The SLN register for each year group for the Senior School and Prep School can be found in the school's management system, iSAMS and Staff /SharePoint in the SEND folder.

The SLN register contains all the relevant information on their strengths and needs; access arrangements for exams; and advice for subject teachers to ensure Quality First teaching and learning.

Access Arrangements

Pupils qualify for access arrangements (25% extra time, reader, scribe etc.) in their external and internal exams based on data from standardized psychometric testing carried out by the SENCO or Learning Support qualified to do this, alongside ongoing evidence from their subject teachers which together paint a picture of need. This evidence must be obtained no earlier than the start of year 9. We are inspected yearly by the Joint Council for Qualifications to ensure that we are following their regulations.

The Access Arrangements (AA) lists identify the students from Year 6 to Year 13 with AA. These are the most up-to-date lists which teachers and the Examinations Officer use when students sit timed assessments. The AA Lists are found in the school's management system, iSAMS and Staff SharePoint in the SEND folder.

In some occasions, the SENCO will recommend further assessment of needs from professionals such as Educational Psychologists, Specialist Teachers, Occupational Therapists, Speech and Language

Therapists, and Clinical Psychologists. The cost of such private external assessments will be borne by the parents.

Admissions

Admission to the Prep School is by means of an informal assessment/welcome day and a report from the feeder school. Admission to the Senior School is by means of the St. Teresa's Entrance Examination and a report from the feeder school. A pupil with an Educational Psychologist's report or similar and/or an Educational Healthcare Plan (EHCP) will be required to submit copies of such papers to the Head, who will then consult with the SENCO. The pupil will be allocated extra time or other support in the English Entrance Examination dependent on the contents and suggestions in these reports or by the Preparatory/Primary School SENCO. St Teresa's is committed to a policy of inclusion with regard to admissions.

Failure to disclose this information may result in the School being unable to offer an adequate level of support and the removal of the pupil from the school. Parents are asked to give details of their daughter's history of need.

If a pupil is accepted into the School with a known EHCP, the School will have agreed with parents that it can meet the pupil's needs based on those outlined in the EHCP with the resources available. The Local Authority liaises with the school annually to discuss pupils with an EHCP. Discussion will take place over provision to address the pupil's needs, and liaise with regard to funding. The school co-operates with the LA in organising and contributing to the review. If a pupil's needs change and despite making further provision the School is unable to meet the pupil's new needs with the School's resources, it will be necessary to work with all parties (parents, pupil and the LA) to facilitate a smooth transition to a more appropriate educational provision.

If a pupil is accepted into the School and their special needs become apparent at a later stage, the School will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the parents to provide additional outside support or, in very exceptional circumstances, withdraw the pupil whose needs require a more appropriate educational provision.

The role of the Special Educational Needs Co-ordinator

The school's nominated co-coordinator for Special Education Needs (SENCO) at St Teresa's School is Mrs. Audrey Moncrieffe.

The SENCO is responsible for monitoring and overseeing the provision for SEND pupils across the Prep and Senior schools to ensure the neurodiverse needs of pupils are identified and met within the parameters of the school's resources.

The SENCO works in both the Prep and Senior schools and is responsible for:

- Managing the day-to-day operation of the School's Learning Support and SEND Policy and the internal referral system.
- Organising the internal screening of pupils as referred by staff using standardized testing.
- Ensuring that pupils are identified with SEND as early as possible where appropriate
- Liaising with and advising teaching colleagues on SEND pupils.
- Co-ordinating and overseeing provision for all pupils with SEND.
- Overseeing and managing the Learning Support 1-1 and group provision with Learning Support teachers.
- Maintaining and revising the School's SLN registers and overseeing the records on all pupils on the list.
- Overseeing all records for Access Arrangements, showing evidence of need to satisfy JCQ

requirements and applying for AA online for GCSE and A Level students

- Maintaining and overseeing Provision Maps in the Prep school.
- Ensuring SLN Registers and AA Lists are updated and available for all teaching colleagues.
- Liaising with the Examinations Officer.
- Liaising with parents of pupils who have an existing SEND or whose teachers and/or parents are concerned and would like their daughter to be investigated
- Contributing to the in-service training of staff Liaising with external agencies, medical and social services and voluntary bodies.
- Keeping governors informed and updated about SEND issues and the performance of SEND pupils.

Identification, Assessment and Review Procedures

The school aims to identify pupils with needs additional to, and different from, those that can be addressed within the classroom or with subject catch up sessions at the earliest opportunity and relies on:

- Referral reports from parents or outside agencies, submitted at the time of application to the school
- Medical record for each pupil
- Cause for concern from teachers
- Cause for concern from a pupil
- Cause for concern from parents
- Classroom assessments, including whole year assessments as outlined below
- Individual assessments by the Learning Support teachers
- Formal assessment from external agencies such as educational psychologists or doctors

St Teresa's School carries out pupil assessment on a regular basis. The assessment programme is as follows:

ASSESSMENT PROGRAMME AT ST. TERESA'S PREP SCHOOL

Summative Assessment

	Autumn	Spring	Summer
3	CAT 4 Young Learners NGRT (electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
4	CAT 4 for new joiners NGRT (electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
5	CAT 4 NGRT (electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
6	CAT 4 for new joiners NGRT (electronic version) Entry to Y6 internal baseline assessments Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics

CAT 4 – Cognitive Abilities Test: understanding girls’ developed abilities, likely academic potential and learning preferences

NGRT – New Group Reading Test: Assesses girls’ phonics, sentence completion and passage comprehension. The electronic version of the test is **adaptive** to the ability of the girl completing the test. This gives the teacher a ‘reading age’ for each girl. Girls who are assessed as more than 6 months behind their chronological age will receive appropriate interventions and will be retested at the end of the Spring term to ensure progress is being made/interventions have been successful.

Termly Core Internal Assessments: comprises of an internal maths assessment of the topics covered each term; Science unit assessments as the girls complete each area of study; Termly writing tasks across each year group

Formative Assessment

Entry to Y6 internal baseline assessments: Completed by the Year 6 teachers. Girls complete an ‘exam’ style set of papers to inform teaching and learning. These are repeated throughout the Autumn Term to ensure the girls are adequately prepared for the Senior School entrance exam.

Ongoing assessments: by all teachers through learning objective grids and use of other AFL strategies e.g. success criteria. To be formally recorded using the Target Tracker System to ensure girls are on track to meet the expected level and beyond.

ASSESSMENT PROGRAMME AT ST. TERESA’S SENIOR SCHOOL

Year group	Term	Type of assessment
Year 7	Autumn	Lucid Rapid MiDYIS
Year 9	Throughout the academic year	Individualised Standardised Testing for Access Arrangements
Year 10	Autumn	MiDYIS
Year 12	Autumn	ALPS

MiDYIS testing is carried on all pupils in Year 7 and new pupils up to Year 10.

If at any stage, during Years 7 to 13, there is a concern for the academic progress of a pupil, an internal individual assessment may be administered. The School’s tracking procedures inform this process.

Referral

When pupils are identified as having a difficulty that needs to be addressed, on occasion it may be appropriate to seek advice from external agencies, such as educational psychologists, doctors or specialist services for the visually or hearing impaired. Parents and pupils will be notified by the SENCO if such a requirement is necessary. Parents must talk to the SENCO before they refer their daughter for an external assessment so that the school is kept informed throughout the process. In accordance with JCQ rules, Educational Psychologist assessments carried out without the school's involvement are not accepted as evidence for any Access Arrangements in examinations.

Electronic Devices

Laptops may be used in School exams and external exams where approval has been granted by the SENCO in regulation with the School's Word Processor Policy. The rules and regulations relating to the use of laptops at St. Teresa's must be complied with. Before using a laptop in external examinations, the pupil must have completed a Touch Typing course which is obtained from the SENCO.

Learning Support Plans (LSPs)

Learning Support Plans with targets specific to the pupils' individual needs will be drawn up and reviewed regularly, termly or annually whichever is appropriate.

For each girl identified as requiring support, a LSP will be prepared by the Learning Support teacher. This should include information about the short-term targets set for the pupil, the teaching strategies and provision to be put in place. This will be discussed with the SENCO before the LSP is shared with parents and teachers.

Parents/Guardians

At St. Teresa's School, parents and guardians are encouraged to work in close partnership with staff. Parents and guardians are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent/guardian meetings and progress reports.

If a parent or guardian has a concern about the academic progress of his/her child, the School encourages the parent/ guardian either to telephone the school to speak with or write/email to the responsible staff, depending on the nature of the concern. This can be class teacher, the form tutor, Head of Year, Head of Department, Senior Leadership Team, or SENCO.

Working with pupils with Educational Health and Care Plans (EHCPs)

The SENCO is responsible for ensuring the needs of a pupil with an EHCP are met according to the provision stated in the EHCP as far as the School is able and within the resources allocated according to the EHCP.

Annual Review (AR)

The SENCO is responsible for ensuring appropriate arrangements are made in accordance with the Code of Practice for preparing and conducting the Annual Review (AR).

The AR is a consultation process in which a joint problem-solving approach is taken. Central to this process is the pupil whose views will always be sought before, during and after the AR. Parents/carers will be consulted before the AR in order that their views may be considered as part of the consultation. Present at the review will be anyone who can contribute professionally, including the Case Worker.

Monitoring and Progress

Pupils are monitored through each school's tracking process; individual targets are set and reviewed at intervals. Public examination results are measured against predictions made in accordance with base line testing. Reports for those with Learning Support provision are sent home twice yearly; meetings with parents take place at Parents' Evenings as well as on an individual basis where appropriate.

The SENCO will ensure that full records of all pupils who receive support, LSPs and correspondence and records of all meetings will be filed in pupil records.

The SEND Policy will be reviewed at least once every two years. The Headmistress will keep the School Governing Body informed of policy updates.

Resource Allocation

The school does not fund the majority of individual lessons in the Learning Support Department. These lessons are charged each term as an extra on the pupil's school bill. In times of financial hardship parents can apply for a bursary to assist with school fees which may include the learning support lessons. Further information is available from the Head. Parents confirm the written agreement to fund Learning Support lessons before they begin.

Transition

The SENCO will be responsible for ensuring the SLN Registers are maintained and will closely liaise and co-operate with other schools, when pupils either enter or leave the School or transfer to other forms of education. Confidential papers, such as Educational Psychology reports, will only be transferred with written consent from the parents or guardians.

SEND policy – reviewed 01 12 – JG/LS, Revised JG 01/14, Updated JG/VL 09/14 Updated JG/VL/SC 19 Jan 2017, Updated 31/1/2019 JG MN VL CMS DI, Updated 06/9/2019 VL AP JOF DI AM, Updated November 2020 VLO, AMO, Reviewed VLO JOF DIR 19 January 2022

Updated: 6 January 2024 AMO, SFI, SRA

Next Review: December 2024

GIFTED, ABLE AND TALENTED Policy (Senior School)

Introduction

St Teresa's pupils have a wide range of abilities and talents. One of the School's aims is to provide a broad and challenging curriculum to enable all pupils to attain excellence. Provision is made in Schemes of Work for work to extend the gifted and talented. Girls with particular talents, in such areas as sport, music and drama, are encouraged to participate in extra-curricular activities where they can further develop these talents. Where opportunities arise pupils are given the opportunity to participate in activities outside school, designed for the gifted and talented, but open to all. Individual successes are celebrated in assemblies and newsletters.

Identification

- Girls who have an overall MidYis score of 126 or over
- In Music, Art, Drama, Dance and PE Girls are nominated by individual HoDs as being talented in their subject area
- Transition information
- Formal testing
- Whole School tracking
- Girls who have reached a very high standard in sport (generally county standard), in music (according to level of ABRSM qualifications), or drama (according to LAMDA qualifications and professional engagements).
- Girls who excel in areas outside school, such as horse riding or triathlon.

It is recognised that pupils from overseas may not be documented as falling within the Gifted and Talented criteria because of language difficulties and lack of exposure to a range of activities/sports.

Register

A register is kept in staff shared work (Gifted and Talented folder). When pupils are added the staff is informed.

Staff must ensure the Deputy Head (Academic) is informed when opportunities are arranged specifically to benefit Able, Gifted and Talented pupils.

Monitoring

Academic progress is monitored by the Deputy Head (Academic) termly as tracking is completed. Staff in charge of sport, music and drama promote appropriate activities to the girls. In addition, monitoring of Gifted and Talented will be incorporated into our on-going monitoring and self-evaluation process, including:

- Use of target setting
- Use of effort and attainment grades

- Review pupil progress through using a specific document to track Gifted and Talented pupils
- Reporting achievements and celebrating success
- Use of examination results and assessments, with any variance scrutinised by SLT Academic Committee.

Review:

The register is reviewed and updated annually.

Development:

One of the school's aims is to provide a wide-ranging and challenging curriculum to enable all pupils to attain excellence. The efforts of individual departments are, therefore, key to our provision for able pupils. Provision is made in Schemes of Work for work to extend the Able, Gifted and Talented, and to differentiate by task, outcome or pace. There is a commitment to develop materials which allow individual responses, encourage creativity and imagination, and satisfy developmental stage, rather than chronological age. All girls should be encouraged to take responsibility for their learning.

To ensure that this occurs we shall:

- Promulgate an ethos within the school which promotes aspiration and an expectation of achievement for all.
- Ensure that school staff, governors and parents understand the roles they have to play in promoting the success of Able, Gifted and Talented pupils.
- Foster effective relationships with parents.
- Maintain continuity and progression during transition and transfer.
- Take account of the social and emotional needs of Gifted and Talented pupils.
- If applicable, tailor curriculum and timetables to take account of Able, Gifted and Talented pupils' strengths.

The Able, Gifted and Talented will also be encouraged to participate in opportunities for enrichment outside of the classroom, in dedicated programmes (for example, Enrichment Society, invitation-only trips, Oxbridge Programme). The Academic Enrichment Team regularly runs various activities designed to provide stretch and challenge, including a designated Oxbridge programme, is available to those in Years 10 and above who are considering application to these universities.

(Revised CM VL 8.10.2015, Revised CM VL 1.10.2016, Updated CM VL 1.9.17, updated CM VL 4.2.19, Reviewed 29/8/2019 VL JOF, Reviewed SFI VLO 19 January 2023, Updated SFI, SRA, 12 January 2024, Next review December 2024)

MORE ABLE AND TALENTED (MAT) Policy (Preparatory School)

Introduction

As a Catholic school, we recognise that all our pupils are made in the image and likeness of God; each one is special and unique. It is therefore our responsibility to ensure that each one discovers her strengths and gifts and this is done by providing an holistic curriculum which provides support and challenge to every pupil to develop their full potential in preparation for the future.

Support for Most Able and Talented learners is an integral part of the school's aim to raise achievements and improve standards for all pupils and help them realise their potential.

The Most Able & Talented Policy, although aimed specifically at the more able, is intended to be inclusive in its nature, in keeping with the Catholic ethos of our school. It is consciously aimed at raising achievement throughout the school as well as meeting the needs of the most able.

Provision for Most Able & Talented is the responsibility of all members of staff at St Teresa's; by raising the achievement of the more able we aim to raise the achievement of all children within the school.

Purpose of this Policy

This policy seeks to raise awareness of the needs of Most Able and Talented (MAT) pupils, and to promote effective provision. Provision for Most Able and Talented learners is seen as a whole school issue, with emphasis on the education of the whole child. It will be reviewed biannually or as required

Aims

- To outline the definitions used to identify these pupils.
- To detail the methods used to both support and challenge such pupils.
- To support staff so that they can meet the needs of these pupils.
- To ensure that the school provides MAT pupils with:
 - entitlement to appropriate education
 - work at higher cognitive levels
 - opportunities to develop specific skills or talents
 - a concern for the whole person; social, emotional, spiritual, physical and intellectual

Definition of MAT Pupils

Whereas the Exceptionally Able pupil is acknowledged to have an Intelligence Quotient of 130+ (representing the top 3% of the population) (D, Montgomery), any definition of the Most Able & Talented pupil in terms of Intelligence Quotient is open to debate. There is no accepted Intelligence Quotient above which a pupil would be considered Most Able &

Talented. Research indicates that up to approximately 15% - 20% of a year group might be considered Most Able & Talented. Exceptionally Able pupils are to be identified according to a combination of abilities, coupled with high performance levels on objective tests. To ensure that the definition is not limited to academic aptitudes alone, the School includes talented pupils in the fields of drama, music and sport. Just as there is no such person as a typical pupil, there is no such person as a typical able and talented pupil.

In the Preparatory School, an able pupil is generally accepted to be one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas. From 2015, the Most Able pupils may also be identified by high performance levels on objective tests. They may often have well developed learning skills and demonstrate their significantly higher level of ability in one or more subjects. There is no national definition for the 'Most Able' (Ofsted) or 'More Able' (NACE). In their 2013 report, Ofsted, defined 'Most Able' as 'the brightest pupils starting secondary school in Year 7 attaining Level 5 or above, or having the potential to attain Level 5 and above in English (reading and writing) and/or Mathematics at the end of Key Stage 2. Some pupils who are new to the country and are learning English as an additional language, for example, might not have attained Level 5 or beyond at the end of Key Stage 2 but have the potential to achieve it.' Ofsted has yet to redefine the term in light of the decision to remove assessment via National Curriculum Levels.

St Teresa's recognises that MAT pupils have specific individual needs due to their marked abilities in one or more fields: general intellectual ability/specific academic ability/creative or productive thinking/leadership qualities/social skills/artistic ability/ability in the expressive arts and physical abilities. We also recognise personal, interpersonal, vocational and entrepreneurial talents.

St Teresa's School believes that abilities in academic and non-academic areas are not fixed and that gifts and talents can be developed and discovered over time, with the expert guidance of our staff. The school seeks to ensure that Most Able & Talented pupils realise their potential.

Identification of MAT Pupils

Form Teachers are asked to identify the Most Able & Talented pupils in each class, through both subjective means and assessment data. This professional judgement is carried out through:

- Screening on school entry for Year 5 and Year 6
- Information passed on from previous educational establishments.
- Information provided by parents e.g. finding out about hobbies and interests, which may give a fuller picture of particular talents
- National and other standardised tests (PI/PIM/VR/NVR Early excellence)
- Teacher observation and ongoing teacher assessment
- Pupil data tracking
- Exceptional performance e.g. Test Results for CAT4, PTE and PTM
- Depths of insight and intuition and understanding within lessons

- Outstanding talents which may be apparent within a lesson, e.g. for drama, sport, art.

Children who are identified as Most Able & Talented are referred to the Deputy Head, who keeps the register updated and liaises with Class Teachers to discuss progress and any indication of underachievement. MAT Register The MAT Register is kept in Staff Shared Work. Provision Form Teachers are required to have available differentiated tasks and activities for the pupils to be stretched and challenged in terms of depth and complexity.

Provision is made available through:

- High expectations of teachers
- Tasks that are designed to take into account levels of existing knowledge, skills and understanding 14
- Planned extension opportunities or open-ended tasks
- Effective use of questioning in class
- Setting in Upper Prep (Years 3-6) for Mathematics
- Opportunities for pupils to develop higher order skills
- Differentiated homework
- Varied teaching styles that support all types of learning
- Use of Assessment for Learning (AfL) to increase pupil participation in planning and evaluation

In addition, there are a whole range of extra-curricular activities on offer for Most Able & Talented pupils. They may be invited to join specialist groups such as: Extension Maths/English classes, debating, competitive gymnastics/tennis/netball/hockey. In addition, there a number of opportunities for nurturing the potential gifts and talents of all pupils, through e.g.: LAMDA (London Academy of Music and Drama), music theory classes, choir and orchestra, chess and Technology Club. Most Able & Talented pupils also have opportunities to take part in external events such as the Greenfield English competition and the National Primary Mathematics Challenge where appropriate.

To ensure that this occurs we shall:

- Promulgate an ethos within the school which promotes aspiration and an expectation of achievement for all
- Ensure that school staff, governors and parents understand the roles they have to play in promoting the success of Most Able and Talented pupils
- Foster effective relationships with parents
- Maintain continuity and progression during transition and transfer
- Take account of the social and emotional needs of Most Able and Talented pupils
Monitoring

The monitoring of Most Able, Able and Talented pupils will be undertaken by the Deputy Head who is the MAT Coordinator and will be incorporated into our on-going monitoring and self-evaluation process, including:

- Use of target setting.

- Pupil Progress Meetings
- Use of Attainment and Attitude to Learning grades.
- Reporting achievements and celebrating success.
- Regular reviews of the Most Able and Talented policy and action plans
- Regular reports to the governors.

Review of GA&T The register, policy and action plan is reviewed and updated annually.

Updated: SC 4.1.17; DI VL 8/10/2015; SN 2013/14; AP 2010, VL 4/2/19, DI VL 29/8/19, DIR VLO 19/1/22, DIR VLO 19/01/2023

English as an Additional Language Policy

Pupils for whom English is an additional language (EAL) – Prep School

St Teresa's Prep welcomes pupils of all nationalities and makes use of the designated EAL department in the Senior School as and when necessary as well as buying in the services of a local EAL Teacher.

We aim to encourage pupils to use English:

- for Creative Writing
- to widen their general knowledge
- to increase their understanding of England and English culture and history
- to develop study skills
- to develop reading skills

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored by Class Teachers and both informal and formal assessment data is recorded into the Prep School tracking system, Target Tracker.

EAL: More Able and Talented pupils

We recognise that pupils for whom English is an additional language may well be More Able & Talented. If it is found that a pupil's lack of English is prohibiting her from progressing to the best of her ability, additional EAL lessons can be provided to address the problem.

EAL: Curriculum

The school has a responsibility to ensure that each pupil has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all by providing relevant and appropriately challenging work. Teachers are expected to:

- set suitable learning challenges
- respond to pupils' language needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils that do not have English as their first language

Pupils for whom English is an additional language (EAL) – Senior School

The Senior School welcomes pupils of all nationalities and has a designated EAL department. This department is led by Mr M. Norris. Pupils are assessed on entry in English and Mathematics. This initial assessment is followed by more detailed assessment on entry to assess the level of entry into the Cambridge Suite of Examinations. The pupils' EAL lessons are timetabled alongside their academic curriculum for pupils in KS4 and KS5. Pupils in KS3 receive EAL tuition according to their need.

The “Key Stages” of EAL correspond to the Cambridge Examinations:

1. Key English Test (KET)
2. Preliminary English test (PET)
3. First Certificate of English (FCE)
4. I.E.L.T.S)
5. Advanced English) University Entrance replacing GCSE
6. Proficiency in English)

In addition girls may reach a level where they are able to sit English and English Literature GCSEs. Alternatively, they may sit IGCSE ESL in Year 11.

In addition to examination preparation we aim to encourage pupils to use English

For creative and analytical writing

To widen their general knowledge

To increase their understanding of England and English culture and history.

To develop study skills.

To develop reading skills.

Monitoring Pupil Progress

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored regularly by discussion in weekly Department Meetings. Information is fed into the Whole School Tracking system.

A pupil’s scheme of work is flexible and will be changed according to progress made, and examinations taken.

A pupil will move onto more advanced work when results indicate that this is appropriate.

For those pupils not progressing as expected, their scheme of work will be altered and additional lessons and one to one support will be provided as necessary.

The progress of sixth formers is monitored by the Sixth form team. Any concerns are reported initially to the Head of Department and also to the Head of Sixth Form, Deputy Head Academic and Director of Studies.

Reviewed MN CM VL 5/9/2017, MN 31/1/19, JOF VLO 19/1/22, SFI VLO 19 January 2023, SFI, SRA, MRN December 2023, Next review : December 2024

Appendix A

The school policy is also compliant with the Children and Families Act 2014. A pupil has a disability if she has a physical or mental impairment that has substantial and long term adverse effect on her ability to carry out normal day to day activities. At St Teresa's, we make reasonable adjustments to ensure that disabled pupils or prospective pupils are not put at any substantial disadvantage, unless justified (justified covers health and safety, progress and interest of other pupils or lack of knowledge and confidentiality). Our plans are as follows:

ACTION	RESOURCES/STAFF	OUTCOME/EVALUATION
Referrals for in school screening and educational psychologist cognitive assessment	Teacher in charge of Learning Support is able to screen and qualified to carry out initial tests (LS employed 4/08). Additional p/t qualified staff (AP, CB, AW) Time for feedback to parents by SENCO/LS	Increased referrals from year assessments, departmental and whole school tracking, and individual teachers through SENCO.
Referrals for specialist tuition, behavioural optometry, occupational therapy, occupational therapy, medical assistance, counselling services or speech and language therapy.	Teacher in charge of Learning Support developing contacts with agencies and able to provide comprehensive reports from screening.	Early referrals where needed.
Homework adjustments	More detailed information to help staff in differentiation where needed	Differentiation more relevant to individual pupils where necessary.
Examination access arrangements extended (up to 25% extra time, computer readers, scribe/voice input system, use of laptop)	SEND department Electronic papers ordered ICT support Examinations Officer Pupils will sit with other candidates to use laptops and where necessary electronic papers.	All girls who require special examination arrangements are catered for. Computer readers give more independence to individual pupils during the examination.
Consultation with parents and other professionals working with disabled pupils	SENCO and LS	Parents fully involved at all stages of process and have regular contact with support teachers and SENCO. Greater expertise now within staff helps better understanding in parents and increased confidence.
All HODs/Subject Leaders to incorporate differentiated teaching requirements in SOWs and departmental handbooks	HODs/Subject Leaders	Differentiated lessons delivered

Enabling larger print textbooks and worksheets for visually impaired pupils.	Produced in house by staff.	Pupil concerned happier to use books that are larger print because we have made their appearance similar to other class texts.
Enabling saved lessons notes on FireFly/OneDrive.	Folders on intranet and ICT support.	Work is accessed by pupils who have not been able to make notes or who wish to check accuracy and by those who were absent.
Enabling the use of word processor for written work, especially for pupils with handwriting and fine motor difficulties.	Pupils have own laptops. Software available to learn touch typing by those who wish to or need to learn it. Extra laptops in library. ICT support when necessary.	Increased use of laptops with touch typing skills improving.
Reducing the number of subjects taken by the pupil.	Staffing to monitor the pupils in study space.	Pupils able to achieve higher in core subjects.

Policy Overview:

	Last Updated	Next Review
SEND	06/09/2019 Updated due to staffing changes VL AP JOF AM 31/01/2019 JG MN VL CMS DI 19/01/2022 VLO JOF DIR 19/01/2023 VLO SFI 6/1/24 SFI, AMO, SRA	December 2024
G&T Senior	29/08/19 VL + JOF 04/02/19 CM VL 19/01/2022 JOF VLO 19/01/2023 VLO SFI 6/1/24 SFI, SRA	December 2024
G&T Prep	29/08/19 VL DI 04/02/19 VL 19/01/2022 DIR VLO 19/01/2023 SFI VLO 6/1/24 SFI SRA	December 2024
EAL Senior	31/01/19 MN 19/01/22 MNO 19/01/2023 VLO SFI 15/12/2023 SFI, MRN, SRA	December 2024
EAL Prep	31/01/19 MN 19/01/22 MNO 19/01/2023 VLO 15/12/2023 SFI, MRN, SRA	December 2024

SEND Policy -Equality Impact Assessment Tool

		Yes/No	Comments
1.	Does the policy/guidance affect one group less or more favourably than another on the basis of:		
	<ul style="list-style-type: none"> • Race 	NO	
	<ul style="list-style-type: none"> • Ethnic origins (including gypsies & travellers) 	NO	
	<ul style="list-style-type: none"> • Nationality 	NO	
	<ul style="list-style-type: none"> • Gender 	NO	
	<ul style="list-style-type: none"> • Culture 	NO	
	<ul style="list-style-type: none"> • Religion or belief 	NO	
	<ul style="list-style-type: none"> • Sexual orientation including lesbian, gay & bisexual people 	NO	
	<ul style="list-style-type: none"> • Age 	YES	Each age group has different arrangements based on research which will support them the most.
	<ul style="list-style-type: none"> • Disability – learning disabilities, physical disability, sensory impairment & mental health problems 	YES	<p>This policy is due to address any disability that the school is able to cater for.</p> <p>The school is unable to provide some support as we are not setup to provide given the age of the buildings and school.</p>
2.	Is there any evidence that some groups are affected differently?	YES	This is due to what can be provided to by the school. We do not have the facilities to look after all learning disabilities.
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	NO	
4.	Is the impact of the policy/guidance likely to be negative?	NO	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	