

# Academic Mentoring Policy Prep School incl. EYFS

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2025 / 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Academic Mentoring Policy**

### **Prep School including EYFS**

**Learning Difficulties and Disabilities (LDD) and Special Educational Needs (SEN)  
English as an Additional Language (EAL)**

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#### **Scope**

With regard to the education and welfare of pupils with Special Needs, EHC plans and pupils for whom English is an Additional Language, this policy applies to Prep pupils (including EYFS) at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Heads who ensure the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

#### **Glossary**

ADHD – Attention Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

EAL – English as an additional language

EHC – Education, Health and Care

Dyscalculia – A specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics

Dysgraphia – A condition that affects the ability to recognise and decipher written words, and the relationship between letter forms and the sounds they make

Dyslexia – A common learning difficulty that can cause problems with reading, writing and spelling

Dyspraxia – A developmental co-ordination disorder

## Introduction

Ibstock is committed to providing the best possible education and care for all its pupils.

Currently we have no pupils with EHC plans. However, should we have such pupils we should work closely with the local authority providing the EHCP and the parents, in order to ensure that the pupil's needs are met as far as reasonably possible. We shall make all reasonable adjustments to the curriculum and facilities to meet the needs of any such pupils in the future.

All Ibstock pupils are tested in English and Mathematics as part of our entry procedures to the Prep School. We have several home languages spoken by our pupils and we offer additional support in English for EAL pupils on a fees-for-service basis. This is arranged through the Prep Co-head (Academic) and the Prep Academic Mentor Coordinator.

This is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with Learning Difficulties and Disabilities (LLD) and Special Educational Needs (SEN).

## Policy Aims

Ibstock is a school of equal opportunities which provides access to the full range of the curriculum for all its pupils, including those with a Learning Disability or Disability or Special Educational Needs. It promotes a broad, balanced curriculum which enables pupils to utilise the full range of their skills and talents and facilitates the development of the whole person, regardless of gender, race, culture, language, physical ability, special educational needs or socio-economic background.

Ibstock aims to identify and make appropriate provision for pupils who require Academic Mentoring in order that they may have access to the Curriculum and Co-curricular activities. The School achieves this by:

- Ensuring that universally high-quality, adaptive teaching enables all pupils with SEND to work to their potential;
- Ensuring a robust system of identification, assessment, monitoring and provision for all pupils with SEND;
- Supporting specialist assessments which may contribute to the process of identifying an LDD or SEND;

- Following the recommendations of professional assessors which are requested by the teachers of pupils with LDD or SEND in order that appropriate Teaching and Learning Strategies can be deployed in the classroom;
- Ensuring that the parents and child are involved in the decision making regarding this educational provision;
- Ensuring that all involved are well-informed, confident and equipped to support our pupils with SEND;
- Ensuring equality of opportunity in all spheres – academic, personal, social, sporting and artistic;
- Valuing and responding positively to the neurodiversity in our School.

## Statutory Guidance

The principles and practice of the Academic Mentoring Policy are based upon:

- The Equality Act 2010
- The Children and Families' Act 2014
- Legislation from KCSIE, 2022

## Definitions

### Disability

The term 'Disability' is defined in the *Equality Act 2010*. The Statutory guidance is that disability means: 'limitations going beyond the normal differences in ability which may exist among people.'

- **'Substantial'** means they are 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.
- **'Long Term'** means the impairment has existed for at least 12 months or is likely to do so.
- The effect on **'Normal day to day activities'** can be determined by referring to the illustrative, non-exhaustive list of factors of the statutory guidance relating to the Equality Act.

## Special Educational Needs Disability

The legislative framework for the SEND system is underpinned by the principles set out in Part 3, Clause 20 of the *Children and Families Act 2014*:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - (a) has a significantly greater difficulty learning than the majority of others of the same age, or
  - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.
5. (1.8) 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.'

There are, at Ibstock, a number of pupils with diagnosed conditions such as Dyslexia, Dyscalculia, Dysgraphia and Dyspraxia and may therefore be described as having special educational needs.

## Special Educational Needs Disability

### SEND Policy

- The Prep School/EYFS believes that every pupil deserves equality of value in his or her education and strives to achieve this through an adaptive curriculum as well as

through the acceptance of each pupil as an individual with his/her own particular strengths and weaknesses.

- The EYFS department believes that every child's individual needs and stage of development should be considered when planning a challenging and enjoyable experience for each child in all areas of learning.
- The EYFS department believes that the youngest children should focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas; we expect this balance to shift towards a more equal focus on all areas of learning as the children grow in confidence and ability.

### **Special Facilities**

- There is a possibility of 1:1 support for pupils with a range of needs. The Academic Mentors work closely with class teachers through meetings and written communication about pupils to ensure that learning is adapted according to the needs of the pupil.
- Arrangements for the withdrawal of support are monitored by the class teacher and the Academic Mentors to ensure that the child's access to the wider curriculum is not unduly affected.
- The School is committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of the School in line with our Commitment to Equal Opportunities (see also Equal Treatment Policy).

### **Identification, Assessment and Provision for all pupils who require Academic Mentoring**

- The School's assessment procedures provide information which is used to identify pupils who require academic mentoring. In the EYFS this involves the use of Early Learning Goals and the EYFS Profile Tracker.
- In the EYFS, if a child's progress in any prime area gives cause for concern, practitioners discuss this with the child's parents/carers and agree how to support the child.
- The importance of early identification, assessment and provision for any pupil who may require academic mentoring cannot be over emphasised, however specialists and consultants are generally reluctant to assess children's learning before the age of 6 years. The situation is straightforward for children with English as an additional language and 1:1 help is offered from the start. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made. Assessment should not be regarded as a single event but rather as a continuing process.
- In order to help pupils who need additional support, the School will adopt a graduated response which encompasses an array of strategies. This approach starts with the class teacher using Quality First Teaching Strategies to meet a pupil's individual needs.

### **Concern about a Pupil – Action**

- If a teacher has a concern about a pupil or they have received substantially low assessment results, they may receive an intervention with the Classroom Assistant. The Academic Mentor Co-ordinator will oversee and resource these interventions. The Academic Mentor Co-ordinator will also discuss Quality First Teaching strategies, as well as any other classroom strategies they may use to support the child. Parents will be notified if their child is included in any interventions before they begin, and progress will be reviewed termly.
- If a child requires additional support, the teacher can make a detailed referral for the child to receive 1-to-1 support. From here, the teacher will work alongside the Academic Mentor Co-ordinator to complete individualised, targeted support, which will be in the format of an Academic Mentor Plan. A meeting with parents will be arranged to discuss their child's plan.
- After a series of interventions under regular review, if it is felt there are significant barriers to the child's learning, another meeting will be arranged with the parents to suggest contacting an outside agency. Once a report has been processed or advice taken, the Academic Mentor team, alongside the teachers and parents will meet to discuss further ongoing support.

### **Record Keeping**

- It is the class teacher's responsibility to meet the pupil's needs through adaptive teaching. Advice may be sought from the Head or Deputy of the Prep School or the Academic Mentor Coordinator.
- It is particularly important that agreed School procedures for assessment and recording are strenuously followed as evidence of effort made to help a pupil will be required should he/she be referred for further help. EYFS pupils may be too young for some formal assessments.
- In consultation with the class teacher, the Academic Mentor teacher will write an Academic Mentor Plan and keep records of work with the child and will communicate with the teacher through planning, assessment notes and meetings.
- Records of Academic Mentor Plans and Educational Psychologist Reports are kept in the Academic Mentor Folder on the Prep School Share Drive and can be viewed under each pupil's profile.
- Each term, the Academic Mentor teacher will offer an individual appointment to parents to update them on their child's progress and is in regular email contact.
- For a child with social and emotional needs, a record of incidents must be kept on an ongoing basis by the class teacher on an Academic Mentor Plan.
- All those involved with the child must continue to regularly update the plan, which will be reviewed on a termly basis.

### **Academic Mentoring within the Classroom**

- Academic Mentoring within the classroom is offered through adaptive teaching from subject staff or class teachers.

- All teachers are responsible for ensuring that work is adapted to meet the needs of very able pupils and those with an additional need. Staff may seek advice from the Academic Mentor Coordinator in order to ensure that pupils' needs are being met.
- Staff also refer to the Individual pupil profile that outlines needs of the pupil. This is created by the Academic Mentoring team and the pupil themselves.
- Teachers make reference to the recommendations for teaching strategies found in the Educational Psychologists' reports and in the AMPs, stored on the Prep School Share Drive, when planning lessons. These are implemented as appropriate in each subject and in line with departmental practice. Their effectiveness is monitored as part of classroom observation, scrutiny of work and scrutiny of AP grades every half term, as well as scrutiny of NTS results on a termly basis.
- The Academic Mentor Coordinator reviews pupil reports made by external professionals and adds details to the AMP for disseminating to staff who teach the child.

### **Resources for Academic Mentoring**

- All departments have a range of textbooks, computing and audio-visual material suitable for pupils of the typical range of abilities.
- In certain circumstances, children with specific learning needs are able to use their own laptop within class time and at home to prepare and present their work if it is deemed their need is substantial. The parents of the child should have provided the School with an Educational Psychologist's report, or a record of another relevant professional's assessment, stating that this is the recommended way of working for the pupil. The pupil would also need to have reached a sufficient typing speed to make using a laptop beneficial.
- Where Access Arrangements have been granted, these are applied to the tasks that the pupil is required to complete as a part of their normal way of working. Teachers monitor the pupil's use of these.
- The Academic Mentoring staff provide teachers with guidance on teaching methods applicable to Specific Learning Disabilities. All staff can attend CPD courses.
- For in-school support, the School provides a dedicated Academic Mentoring room with shelving, a lockable cabinet and a networked computer.
- There is also a sensory corner in the Academic Mentoring room for those pupils who need a space to become more regulated.



## Moving On

- If it is deemed that Academic Mentoring lessons are no longer necessary or beneficial, there will be consultation between the parents and the School and it may be decided that Academic Mentoring will cease.

## Further Action

- If there is still cause for concern and a pupil has not had a formal assessment by an external professional, then the class teacher together with the Academic Mentor teacher and Head of Prep may decide that a meeting should be held with the parents. At such a meeting with the parents may be advised that further intervention is required and potentially professional advice.
- An Educational Psychologist will normally perform an assessment, though an assessment may be required from an Occupational Therapist, Speech or Hearing Therapist or, in the case of a behavioural problem, a Psychiatrist. The School notes that Educational Psychologists may be reluctant to assess children under the age of seven.
- On receipt of an Educational Psychologist report, the Prep Academic Mentor Coordinator will summarise the recommendations and alongside the class teacher, they will provide a comprehensive support programme for the pupil, reflecting the outcomes/recommendations of the report.
- The summary of the Educational Psychologist's report will be placed in the Academic Mentor Folder in the Prep School Share Drive, within the AMP. Specialist staff refer to these documents when planning their lessons.

## Access Arrangements for Examinations

- All arrangements for examinations, including decisions about those who need additional time, are co-ordinated by the Co-Heads of the Prep School in consultation with the Prep Academic Mentor Co-ordinator, the Head of Academic Mentoring in the Senior School, and if necessary, the Head.
- Ibstock abides by the rules set down in *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments* which is issued annually by JCQ, and the equivalent regulations for CIE when applying access arrangements in both internal and external examinations.
- Pupils who are eligible for access arrangements must have the correct supporting evidence as set out in the above JCQ or CIE documents: A recent specialist assessor's reports, for example from an Education Psychologist, AMP if applicable, together with evidence detailing pupils' normal way of working in the classroom.
- The Co-Heads of the Prep School with the Prep Academic Mentor Coordinator will collect all relevant evidence, liaising with class teachers as appropriate.
- The Prep Head of Music collaborates with the Prep Academic Mentor Coordinator with regard to allowances for ABRSM Examinations.

# English as an Additional Language

## EAL Policy and Aims

This is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with English as an Additional Language (EAL).

Ibstock is a school of equal opportunities which provides access to the full range of the curriculum for all its pupils, including those for whom English is an Additional Language. It aims to develop the full potential of all its members through the breadth and depth of its curriculum, as well as through its co-curricular programme, enabling them to achieve their full potential.

Ibstock aims to identify and make appropriate provision for EAL pupils who require additional support with regard to the development of their English Language Skills, enabling them to have access to the Curriculum and Co-curricular activities by ensuring that:

- All EAL pupils are identified.
- EAL pupils who require additional support in order to access the Curriculum are identified.
- Strategies are agreed between parents and the School in order to develop pupils' English Language skills.
- The progress of EAL pupils is monitored and reviewed.

In those cases where the provision of extra one-to-one English Language lessons is identified as a need, the aim is to enable pupils to attain a level of competence in English that will allow them to become independent learners. Additional support is therefore viewed as an interim or short-term measure that will allow them to access the Curriculum.

## Identification of EAL Pupils

- Prospective pupils to the School sit entrance examinations and attend interviews at appropriate levels. The Registrar determines from the Registration Form, whether English is an Additional Language for the individual child. For pupils entering Prep 1, short interviews take place with the teachers who will orally assess the child's English skills. For children entering via the ISEB assessments there are teacher/pupil interviews that take place on the day of assessment. Other sources of information include the report received from primary school or nursery and, for children entering the EYFS, the PIBSTOCK Baseline test which is carried out prior to the start of the school term. Teachers will orally assess the child's communication, language and literacy skills in English.

- Prior to entry into the Senior School, the Registrar will usually establish with the parents of the pupil whether they previously required in-school EAL support.
- In certain cases, it may be appropriate to make an offer of a place conditional on the child receiving extra lessons in English Language. This can be in external provision, in preparation for joining in the following academic year, or inside School after joining. This provision is designed to enable the child to access the Curriculum.
- In cases of existing pupils of the school, the Co-Heads of Prep, Deputy Head of the Prep School, teachers or parents of the child, or the child themselves, may identify the need for short-term EAL support. Through their liaisons with one another, they determine whether in-school support is recommended. The request is passed to the Academic Mentor Co-ordinator who consults the Co-Deputy Heads of the Prep School and the relevant teachers with a view to assessing the pupil concerned and organising one-to-one lessons where appropriate. Where these are agreed, the Academic Mentor Report is updated in iSAMS. The CO-Heads of Prep, Deputy Head of the Prep School and teachers are informed that the lessons are taking place.

#### **Procedures for the Management of EAL Pupils**

- The Prep Academic Mentor Co-ordinator is notified of EAL pupils, who are new to the school, usually by the Registrar. Where it becomes apparent that an existing pupil may be described as having English as an Additional Language, the process outlined above is followed. The Prep Academic Mentor Co-ordinator updates the Academic Mentor Report in iSAMS and informs the Co-Heads of Prep and Deputy Head of the Prep School.
- Where a need for additional lessons in English Language is identified, the Prep Academic Mentor Co-ordinator liaises with the School's peripatetic staff to timetable lessons. These lessons are provided by EAL teachers. Parents may be required to meet costs.
- An AMP (Academic Mentor Plan) is written for all pupils who receive one to one lessons from EAL teachers. The aim of the plan is to identify English Language needs and to recommend strategies for classroom teachers, parents and the pupil to develop their skills. Subject staff and class teachers take pupils' individual educational plans into account when planning and delivering lessons. AMPs are reviewed and updated on a termly basis.
- The Prep Academic Mentor Co-ordinator uploads the AMP to iSAMS and informs the pupils' teachers and the Deputy Head of the Prep School that it is available for them to use in planning and delivering lessons.
- Although it is important for children to use every opportunity to improve their understanding of English, children are encouraged to use their home language in

play and learning (particularly in Early Years) which will develop their language development at home. Every effort is made to provide pupils with access to books in their home language.

- In the EYFS, teachers ensure that children have sufficient opportunities to learn and reach a good standard in English language, ensuring they are ready to benefit from the opportunities available to them when they begin Prep 1.
- Throughout the EYFS and the Prep School, teachers will liaise with the parents to establish whether there is a cause for concern about language delay in their home language, if a child does not have a strong grasp of English language. If such a delay is identified, teachers will work with the LS teacher and the parents to seek appropriate assessment and support from outside professional bodies.

### **Use of Dictionaries in the Classroom and Access Arrangements**

- Ibstock adheres to the criteria that are set by the Examination Regulation Boards, namely JCQ and CIE, in ensuring that EAL pupils are permitted to use a dictionary for translation purposes only, in those subjects stipulated by the Regulations. Use of a dictionary is permitted as an aspect of EAL pupils' normal way of working both in the classroom and in internal and external examinations.
- Where an EAL pupil qualifies for Extra Time, currently during the first two years of their residency within the United Kingdom, the School ensures that the Regulations of the Examination Boards are followed. Extra Time is granted in the classroom and in internal and external examinations, where appropriate. The Academic Mentor Co-ordinator maintains the computer record on iSAMS and liaises with the Deputy Head of Prep School
- The School monitors the use of dictionaries and of Extra Time, through regular feedback received from the pupil's teachers.

### **Queries**

Queries should be directed to the Prep Co-Heads

### **Review and Verification**

The Prep EAL Policy is reviewed annually, or more frequently if required, by the Prep Co-Heads in conjunction with the Prep Learning Support coordinator.

### **Appendices**

Please see overleaf for Appendices 1 and 2.

## Appendix 1

### Academic Mentoring Procedures in the Prep School

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#### Procedures for new pupils who require Academic Mentoring

1. External pupils sit entrance examinations at appropriate levels up to 9+. Possible areas of weakness in English or Mathematics may be indicated in the examination but if a child has a learning difficulty such as dyslexia, Parents should notify the School on the Registration Form. The report from the previous school should also make reference to any learning support needs. Extra time in entrance examinations is granted, where it is deemed appropriate on receipt of a report from a recognised professional.
2. In certain cases, it may be appropriate to make an offer of a place conditional on the child receiving specific learning support in a particular area. This can be external provision, in preparation for joining in the following September, or inside School after joining.
3. In-school academic mentoring is usually provided until the support teacher, English/Mathematics teacher, parents and the pupil are agreed that it is no longer necessary.

#### Academic Mentor Plans (AMP) and internal monitoring

Each year internal assessment, evaluations and AMPs are documented using the following procedures:

1. A pupil receiving or having received specialist support in-school will have his/her needs summarised in an AMP. The aim of the plan is to identify weaknesses, recommend strategies and facilitate effective monitoring of progress. The plan provides details of professionals who have assessed the pupil concerned, targets and some advice to teachers. Subject staff and class teachers take pupils' academic mentor plans into account when planning and delivering lessons.
2. The Academic Mentoring teachers work closely with staff and prepare AMPs for staff reference, which are reviewed and updated on a termly basis.
3. AMPs are devised by the Academic Mentor Coordinator in conjunction with the class teacher (or mathematics teacher, if different). They are filed digitally in the password protected pupil profile on iSAMS and are available to relevant staff. Parents and pupils are made aware of the targets set on a termly basis.

## Appendix 2

### Academic Mentor Plan

#### ASSESS:

Name:	DOB:	Class:
Agencies involved:	Diagnosis:	Area of Need:  Access Arrangements:
Report Overview:		

#### PLAN:

Date:
Strengths:
Areas of Need:
Assessment Information:

#### DO:

Intervention Plan:
Who:
What:
When:
How:

#### REVIEW:

Review Date:
Review Outcome:
Target 1 Outcome:
Target 2 Outcome:
Next Steps: