



Mount Carmel

R.C. HIGH SCHOOL



AEN Assessment Policy

Last reviewed: September 2026 / DSY and SAN

Next review: Summer Term 2027/ DSY and LBY

A Family of Faith & Learning

AEN Assessment Policy

New Intake (September).

Mount Carmel SENCo/SENCo assistant /Lead for Transition to liaise with the Year 6 Teacher / SENCo from individual Primary Schools to gain a 'pen portrait' of information relating to each pupil (family issues, attendance, SEN – intervention in place etc).

Common Transfer File (SIMS) information from each Primary School will also add to this 'picture'. SENCo/ SENCo assistant /Lead for Transition to gather Teacher Assessed SATs scores for each pupil, including sub-levels in case the pupils do not sit their SATs tests. Students to complete SATs in Primary Schools, these results to be given to Mount Carmel mid-July and will inform Setting and Banding for Year 7 (this is reviewed in October after baselines have been sat).

New Arrivals (other than September).

Arriving from other schools or outside of the area.

All pupils to complete baselines in English/Maths/Science, SEND department, where appropriate will complete **Spelling** and **Reading Comprehension** assessments listed below under **Annual Testing**.

Students with English as an Additional Language (EAL).

Where it is apparent that a pupil cannot access baseline assessments, due to a language barrier, then support will be sought (a first language speaker) to facilitate the test being taken in the pupil's first language. EAL pupils will receive IPAD, EAL specialist teacher lessons, IEP completed and will receive additional intervention during weekly timetabled lessons.

Annual Testing

All pupils joining us in Year 7 complete a GLS assessment, which identifies their reading age and determines eligibility for the phonics programme. This intervention is delivered during form time. Once pupils complete the intervention, they are reassessed and, if eligible, move on to the fluency programme.

In addition, all pupils are supported through the Accelerated Reader programme. Teachers and staff can also refer pupils directly to the SEND department at any time using the electronic SEND referral form.

Additional Assessments.

In the summer term of each academic year, Subject Teachers, via Curriculum Leaders, will be asked to identify pupils they feel may require Examination Access Arrangements. The information already gathered regarding these pupils will be considered and further assessments completed (by an external assessor) if necessary. An on-line application for Examination Access Arrangements may then be considered.

List of Additional Assessments and purpose for the assessments: -

Assessment Title	Summary;
Accelerated Reader	Assesses students reading ages and then students will follow a planned program. This will be monitored by the English Department.
Comprehensive Test of Phonological Processing (CTOPP)	Assesses phonological awareness, phonological memory and rapid naming. Individuals with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not.
Detailed Assessment of Speed of Handwriting	Includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.
Diagnostic Reading Analysis	Fully standardised and assesses reading accuracy (standardised score and reading age), reading rate and reading comprehension.
Gray Silent Reading Test	Measures an individual's silent reading comprehension ability. To identify individuals might need additional assessment and intervention designed to improve reading comprehension.
Mathematics Assessments for Learning and Teaching (MaLT)	Standardised scores, percentiles and National Curriculum levels, plus year-on-year progress assessment. Individualised formative and diagnostic feedback to pupils
Performance in Maths (PiM)	Standardised math assessment, tests a pupil's mathematical skills and concepts.
Lucid Exact/Lucid Rapid	Screening for word recognition/ spelling/ reading ability/ dyslexia.
Suffolk Reading Scale	Standardised reading test that identifies where an individual may be experiencing reading difficulties.

TOWRE	Measures of an individual's ability to pronounce printed words and phonemically regular nonwords accurately and fluently.
Wide Range Achievement Test 4	A quick psychometrically sound measure of fundamental academic skills. To evaluate achievement/ability discrepancies, to identify specific learning disabilities, and to assess an individual's academic progress over time.