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## **SEND Policy**

Produced By:	Miss S Palmer Deputy Headteacher
Date reviewed by Governor Advisor	November 2019
Date reviewed by Full Governing Body  Chair: Dr J Savin	December 2019
Next review Date:	March 2022

### **Initial Consultants for policy**

NASEN UPDATING SEN POLICY for SCHOOLS 2014 and DfE Statutory guidance Special Educational needs and disability code of practice; 0 to 25 Years (2015)

### **Legislation and guidance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Keeping Children Safe in Education 2019 and the Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

### **Aims**

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- The school does not discriminate against students on the grounds of their needs.
- Raising the aspirations of and expectations for all pupils with SEN. At the John Colet we provide a focus on outcomes for children and young people, not just hours of provision/support.

### **School Values and beliefs**

- The SEN policy reflects the values within the school mission statement *'through hard work, inspiration, mutual respect and enjoyment, we will achieve success together'* and *'Ready, Respectful and Responsible'*
- Every teacher is a teacher of every child or young person including those with SEND.
- The school recognises the right for students with SEND to be educated in a mainstream school. We believe that the special educational needs of our students are best met through a personalised response to their individual needs. We aim to enable each student to reach their full potential regardless of their difficulties by providing appropriate teaching to make learning challenging yet enjoyable. Special educational needs provision is an integral part of the curriculum and the responsibility of the whole school community.

### **SEND policy objectives**

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND code of Practice, 2015
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. The SENCO will ensure the full implementation of the SEND policy.
5. To provide support and advice for all staff working with special educational needs students to enable students to fulfill their potential.

## **Definitions**

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children and young people of the same age by mainstream schools.

## **Roles and Responsibilities**

The SENDCO and the SEND Manager

SENDCO: Ms Mast-Hughes

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in school.
- Have day-to-day responsibility for the operation of this SEN policy as delegated to the SEND Manager.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- To be the school's point of contact for external agencies, especially local authority and its support services.
- Work with the headteacher and governing body to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps records of all students with SEN up to date.

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **Identifying SEND at JCS**

The Code of Practice describes the four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a

category. At John Colet we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The broad areas of need are:

**1. Communication and interaction.**

Where a student may experience difficulties with speech, language and communication. This may mean they struggle to communicate what they want to do, understand what is being said to them, or they do not understand or do not know how to use social rules of communication.

**2. Cognition and learning**

Where a student may learn at a slower pace than their peers, even with appropriate differentiation. This may include a wide range of learning needs from moderate learning difficulties to severe learning difficulties, where children are likely to need support in all areas of the curriculum.

Specific learning difficulties affect one of more aspects of learning. This includes dyslexia, dyscalculia and dyspraxia.

**3. Social, emotional and mental health difficulties.**

Children and young people may experience social and emotional difficulties which manifest in different ways. These behaviours may cause the child to become withdrawn or challenging and disruptive in class.

**4. Sensory and/or physical needs**

Some students may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many students with hearing impairment, visual impairment or multi-sensory impairment will require specialist support and/or equipment to access their learning.

At the John Colet the identification of special educational needs and disability is met through a range of information gathering and sharing systems and will involve the needs of the individual student in all areas of the curriculum. Please see Appendix Two for more information.

Where progress in the curriculum is slow, the possibility that a student's problems in the classroom may arise from SEND will be appropriately assessed and provision made.

**A Quality First Teaching Approach to SEND Support**

Every teacher is a teacher of students with SEND needs. Quality first teaching in the classroom is the first intervention. The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

All teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

At John Colet we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. Key stage managers and subject team leaders review the data for each learning cycle to target students where extra intervention may be required.

The teacher/STL/HOY as appropriate and SENCO will consider all of the information gathered from the available sources and from within the school about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. Once a student has been identified as having SEND needs the best way of offering assistance needs to be planned.

A student with SEND should be distinct from a student with 'behavioural issues or concerns' where the underlying issue needs to be identified and addressed or supported. As part of this process an assessment of possible SEND will be undertaken through feedback from teachers and possible diagnostic tools as appropriate.

### **Graduated Response**

The following methods are used to identify need, implement learning strategies and evaluate progress:

- transfer documents from previous schools
- visits to primary schools
- information from parents/carers
- screening for literacy difficulties
- testing for exam concessions
- staff meetings/liaison
- classroom observations (I.L. Staff and Subject Teachers)
- Internal tracking systems

The following areas are not SEND, but may impact on progress and attainment;

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

For higher levels of need, the school will draw on more specialised assessments from external agencies and professionals. This will be dependent on the previous assessments, but may, as appropriate to the needs of the student come from:

- The Educational Psychology Service
- The Specialist County Language Team; SLCN and ASD
- The Speech and Language Therapy Service
- Aspire Short Stay School
- Private Transition Services
- The Education Welfare Service

- The Careers Service (Connexions) for Careers advice
- The School Health Service; including CAMHS (Child and Adolescent Mental Health Services)
- Advisory Teachers - Hearing/Visually Impaired Pupils

Parents, families, children and young people are involved at each stage of the process. Their consent is vital to any involvement from outside agencies involved in this process.

### **John Colet SEND Register:**

**All students that have an identified need are placed on the SEN register and coded on SIMS according to their level of need.**

A student is placed on the SEND register if:

- i) They are receiving an intervention within the SEND department above that which they would receive in the classroom or
- ii) They have a learning need that teachers need to be aware of to aid classroom teaching, but do not necessarily require further intervention owing to the progress they are making.

#### **‘M’ - Monitored**

Students who are deemed vulnerable due to one or more factors that have an impact on the ability to attend and learn effectively. These students do not necessarily have a specific learning difficulty.

#### **‘C’ – SEND Concern**

Students have additional needs which teachers and staff need to be aware of in order to plan effective differentiated lessons and individualised learning. This includes exam access arrangements, reading and handwriting support. The student is making expected progress in line with data and expectations in lessons.

SEND information is stored on SIMS and the Learning Zone tile for teachers to access and updated as new changes of information come to light.

#### **‘K’ – SEND Support**

This is for students identified as requiring extra support, through the evidence gathered from the different sources as previously detailed.

The support then builds to where the student may require support in lessons to help them make progress through and access the curriculum. The school is required to provide the first 13.5 hours of support or equivalent to £6500. Students no longer have LSAs attached to them all of the time as the research has shown that this does not promote independent learning. Therefore the nature of the in-class support will vary based on student need.

Students receiving SEND support will have a ‘Student Profile’ which details their needs and the best provision to help them in school, for example learning strategies, which can then be shared with staff via a student profile. This will be reviewed three times a year.

#### **‘E’ – EHCP – Education Health and Care Plan (EHCP)**

This is where a student has received statutory assessment by County and awarded a statement or EHCP. This involves detailed preparation of evidence in support of the learning needs of the student. County have 20 weeks in order to complete the assessment and inform parents of the outcome. County then set out the nature of the support and what the student can expect to receive. This is also supported by additional funding from County.

Each student will have a detailed statement or EHCP which is specific to their learning needs and will have specific objectives to follow. This information is passed to staff via the EHCP. This is reviewed three times a year.

John Colet School also runs intervention groups as a catch up for students who have fallen behind in a subject, this does not mean that the student has SEND needs. Therefore SEND interventions are distinguished from subject catch-up or intervention.

### **Assessing and Reviewing SEND provision**

Students may find that they are on the register for different periods of time depending on their needs. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This is to ensure that any intervention is having a positive impact on the student. Every student cohort will be different and provide a different profile of needs overall. As a result, in-house arrangements will need to be personalised to meet the needs of the cohort.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs via briefings and the Learning Zone Tile, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

The SEND Manager is responsible for maintaining and updating the student records. The core expectation is that the teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

A student can exit the SEND register. The register is not meant to be permanent and there is a clear process for escalation and deescalation as outlined in a flow diagram. Those students on the reading scheme will exit once they are within two years of their chronological age. Other needs may be more complex and exiting will be dependent on the learning need and the student making or exceeding expected progress.

### **Supporting Students and Families**

- Local Offer

The Buckinghamshire local offer (The Local Authority) (Regulation 53, Part 4) can be found here:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/family.page?familychannel=5>

- The John Colet SEND information report

The John Colet SEND information report (Regulation 51, Part 3, section 69(3)(a) of the Act)

can be found at:

<https://www.johncolet.co.uk/about/policies/>

### **Admissions:**

John Colet admission procedures can be found at:

<https://www.johncolet.co.uk/assets/Uploads/Admissions-Policy-2020-21-Approved.pdf>

All students follow admission procedures and await allocation of place. This is usually confirmed around the 1<sup>st</sup> March during Year 6. Students with an EHCP (education, health and care plans) will need to express their preferences in Year 5 to ensure that we are able to meet their needs, and this may involve visiting the John Colet. Visits are arranged via the SEND Manager.

### **Transition support.**

#### **Supporting students moving between phases.**

At each point of transition students are supported to ensure they understand the process, and that reasonable adjustments are made to ensure that they can fulfill their potential.

- Year 6 to 7. All Year 6 students spend two transition days during the summer term. During these days they sample different aspects of the secondary curriculum and school life. Specialist transition support is available for those students who may need extra support adapting to secondary life. This may include students with SEND.
- Year 8 to 9. Students may need advice and guidance on making their options, they are supported to make their choices through a meeting with a senior manager. Reasonable adjustment is possible for students who require additional maths and English lessons, to take three rather than four options. Additional modification of the curriculum is done on a need basis and will always involve a review of progress data.
- Year 11 to 12. Connexions offer support to students moving on to college and sixth form options. Students with SEND moving from GCSE to A Levels are provided with a Key worker who they can seek support from, the aim being to help Sixth Form students develop independence, seeking support when they need it. All students applying to the JCS sixth form must meet the entry requirements as advertised in the course brochures and admissions policy. Students who are moving on to college are supported with transition visits and are accompanied by either a Specialist Teacher or a member of the SEN team within school.

### **Supporting students at school with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and where this is the case the SEND Code of Practice (2015) is followed.

No student is ever excluded from taking part in educational activities because of their SEN or disability.



Arrangements to support pupils at school with medical conditions can be found at <https://www.johncolet.co.uk/assets/Uploads/Supporting-pupils-in-school-with-medical-conditions-Mar20.pdf>

### **Supporting students with their emotional and social development.**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND who find socialising difficult are encouraged to attend the break and lunch club where games and activities are provided.
- There is a comprehensive Personal, Social and Health Education programme (PSHE) that helps students to develop their knowledge and understanding of wider social, moral, spiritual and cultural curriculum.
- Supported during key messages/information and awareness raising events but particularly safeguarding talks to ensure that students with SEND have understood the meaning and know how to keep themselves safe.

### **Bullying**

The school takes bullying seriously. Some students may feel more vulnerable than others. Students can report incidents to any member of staff, though we do have people within the school who are available during the day for students to report the incident to:

- Student Support Officers Mrs Rowland and Mrs Slater
- Form Tutors
- Heads of Year
- SEND Manager
- SENDCO

The school's anti-bullying policy can be found at:

<https://www.johncolet.co.uk/assets/Uploads/Anti-Bullying-Policy-Nov-18.pdf>

Students can also report any safeguarding concerns to any member of staff who will then follow reporting procedures. The safeguarding team is led by the Designated Person for Child Protection, Mrs Scully and Miss Palmer. Members of the Safeguarding Team are advertised on the Safeguarding board in the Main, and Student, Reception.

The school promotes an inclusive ethos. Information is shared via assemblies and tutor group activities. Barriers to learning are challenged within the classroom. The different needs that students have can also create barriers; under the new code quality first teaching should deal key barriers in the classroom. We also have a learning support team who can offer more specialist help where further academic intervention is identified.

### **Monitoring and evaluation the effectiveness of SEND provision**

Teachers, Subject Team Leaders, Heads of Year, the Senior Leadership Team and the SENDCO all have responsibility for regularly reviewing student progress within each learning cycle and evaluating the quality of provision offered to all pupils as part of the Assess, Plan, DO, Review process.

SEND provision and modification is monitored through learning walks, book audits, sampling of parental, student and staff feedback. All the school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students, not just those with SEND. These include:

- Class work

- Unit/topic assessments
- Progress data
- Attendance
- Behaviour
- Individual development in relation to their peers and national data

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. These can also be found on the shared area. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **Training And Resources**

All teachers are teachers of students with SEND. Staff receive regular INSET and training on SEND needs as part of a continual programme of professional development.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENDCO and SEND Manager regularly attend the local network meetings in order to keep up to date with local and national updates in SEND.

### **Storing And Managing Information**

Data is stored in line with the school policy on data and information management in accordance with GDPR. This includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and the JCS confidentiality policy.

<https://www.johncolet.co.uk/assets/Uploads/DataprotectionpolicyJan17.pdf.pdf>

## **Accessibility**

### **Statutory Responsibilities**

The Disability Discrimination Act, as amended by the SEN (this was SEN in 2001) and Disability Act 2001, placed a duty on all schools and LEAs to plan to increase, over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce written accessibility plans for their individual school and LEAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

Access arrangements for exams are covered in Appendix Two. The SENDCO is responsible for access arrangements at the John Colet School.

All trips and curriculum activities are planned and delivered in line with all equality legislation. The school has lift access and ramps, though does not have automatic doors. This covers

teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

All lessons are differentiated for students. This includes making written information that is normally provided by the school to its pupils available for all students to access. Examples might include handouts, timetables, textbooks and information about school events. The information should be adapted to take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

### **Dealing With Complaints**

Complaints about SEN provision in our school should be made to the SENDCO or SEND manager in the first instance. Parents will then be referred to the school policy on complaints, compliments and resolution which can be found at:

<https://www.johncolet.co.uk/assets/Uploads/complimentscomplimentsandresolutionpolicyApr17.pdf>

The parents of students with disabilities have the right to make a disability discrimination claim to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of educational and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Reviewing The Policy**

This policy is reviewed annually, in line with the requirements for SEND by the SENDCO and SEND Governor, with parental feedback collected via questionnaires and meetings. It will be approved by the governing board.

### **Links to other policies**

This policy links to our policies on:

- Accessibility Plan
- Attitude to Learning
- Bullying
- Exam
- Equality information and objectives

## **APPENDICES**

### **Appendix 1: KEY CONTACT INFORMATION, ROLES AND RESPONSIBILITIES:**

- SENDCO MS Steph Mast Hughes [smasthughes@johncolet.co.uk](mailto:smasthughes@johncolet.co.uk)
- SEND Governor Mr A Micallef via [office@johncolet.co.uk](mailto:office@johncolet.co.uk) Please put FAO Mr Micallef - Governor in the subject line.
- Inclusion Manager Mrs Sonia Borrett [sborrett@johncolet.co.uk](mailto:sborrett@johncolet.co.uk)
- Child Protection DSL Mrs Sarah Gould (SLT) [sgould@johncolet.co.uk](mailto:sgould@johncolet.co.uk)
- Child Protection DSL Mrs Alison Scully (non-teaching) [ascully@johncolet.co.uk](mailto:ascully@johncolet.co.uk)

- SLT Lead Mrs Sarah Gould [sgould@johncolet.co.uk](mailto:sgould@johncolet.co.uk)

### **SEND Department structure from Sept 2019**

#### **SEND Governor**

The SEND Governor monitors SEND issues and the implementation of SEND policy and practice across the school. They provide governance on SEND issues and feedback to the Governors as part of whole school improvement.



#### **Deputy Headteacher and interim SENDCO**



#### **SEND Manager**

Day to day management, organisation and maintenance of intervention register  
Homework Club  
IL Option

Liaison with external agencies  
Attend Year Team Leader meetings  
Full time, Bucks Pay 5  
Reporting to SENDCO



**Higher Level Teaching Assistants (HLTAs)**  
IL responsibilities (Reading Scheme, Functional Skills)  
English and Maths interventions  
Bucks Pay 4  
Reporting to Subject Team Leaders Maths and English



**Key Workers**  
ASD/Communication, Specific and Moderate Learning Difficulties, Behaviour and Physical Disability  
In class support  
1-1 sessions  
IL option  
Bucks Pay 2  
Reporting to HLTAs (BP4)



**Learning Support Assistants (LSAs)**  
Bucks Pay 1b  
In class support  
Reading, spelling, handwriting and homework clubs  
Deployed by SEND Manager; line managed by  
Heads of Departments to which linked

## **APPENDIX 2: Exam Access Arrangements**

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements **are not** intended to give candidates an unfair advantage, but to give all candidates equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by a statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ).

### **What are exam access arrangements?**

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- **A scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.
- **ICT:** access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.
- **Extra time:** students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.
- **Rest breaks:** where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

Some of these arrangements are provided in tandem, Reader and scribe, with extra time.

### When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing:- <ul style="list-style-type: none"> <li>• Is illegible and may hamper their ability to be understood</li> <li>• speed is too slow to be able to complete the exam in the allotted time</li> </ul>
Reader	Where there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
ICT	Where there is a physical disability; their writing would be:- <ul style="list-style-type: none"> <li>• illegible and may hamper their ability to be understood</li> <li>• speed is too slow to be able to complete the exam in the allotted time</li> </ul>

<b>Extra Time</b>	<b>Where a student's ability to process information is slower than average as tested by specialist teacher.</b>
<b>Rest Breaks</b>	<b>Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.</b>
<b>Prompter</b>	<b>For a student who loses concentration/focus, and is not aware of time.</b>
<b>Enlarged Papers</b>	<b>Visually impaired student</b>
<b>Separate Room</b>	<b>For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.</b>

### **Procedures**

How would students be identified for Exam Access Arrangement?

- From baseline testing completed in Year 9
- Parental Referral
- Subject Teacher Referral

They are then further tested by our specialist teacher to determine whether they require Access Arrangements..

### **KS2 SAT EAA**

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

To ensure that all students are treated equally we test all students in Y9 for reading comprehension, speed of writing and spelling, and from this select students to be tested on psychological tests by a specialist.

This is carried out in Y9 so that arrangements can be put in place for the GCSE course. There is a 26<sup>th</sup> month rule after which we would need to resubmit to JCQ.

The data is submitted and a request for an EAA based on this data to JCQ. **The award is made by JCQ not by IL.**

## **How do staff and parents know whether a student has Exam Access Arrangements?**

- All subject teachers and support staff are given access to the Exams Access Arrangements. This can be found on the SEND register, on the Learner Support tile and in SIMS, under the SEN section. This is updated immediately a student is entitled to access arrangements.
- Parents will be informed of any tests results via a letter home which states what their child is entitled to, why and when.

The role of the SENDCO responsible for whole school SEND provision:

- The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENDCO/specialist teacher.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENDCO/ Exams Officer.
- **Rooming** for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations will be organised by the Exams Officer and EAA Coordinator.

## **Internal subject specific tests**

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.'

To allow all students with additional learning needs, equality of access to internal subject tests and exams, the same reasonable adjustments need to be made.

## **What support is given to students with EAA from the Individual Learning Department?**

Students with EAA are encouraged to use their EAA during internal assessments and exams so that they gain practice at using it effectively. Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam, and how much support the adult is allowed to give.

All teachers are given access to the list of students with EAA, and they are asked to give two weeks' notice before they assess students so that support can be provided for students who require it during the tests/exams. Students who have a reader can be supported by an LSA or teacher supervising the test, IL can help provide a separate room, access to ICT and a scribe.

## **Information from JCQ regulations**

### **Access Arrangements**

- Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.



- Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

### **Reasonable Adjustments**

- The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.