



## Alley's Oakfield Policies & Procedures

### Special Educational Needs & Disabilities Policy

Name of Policy	Special Educational Needs and Disabilities Policy
ISSR	Part 1: Quality of Education Provided
Reviewed by	Alley's Oakfield Governing Board
Author	Ms M Hansen, Head of Learning Success (SENDCo) Mrs G Davies, Head
Date of school review	August 2025
Date of next school review	June 2026

#### Policy Overview

Alley's Oakfield has regard to the following guidance:

- Equality Act (2010)
- Children and Families Act (2014)
- SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)

In our richly diverse school family at Alley's Oakfield we are unwavering in our belief that happy children learn and flourish. We are committed to providing an exciting, all-round and forward-thinking educational experience which begins with the nurturing of each child's individuality when they first join us. Creating a supportive school environment which promotes independence, resilience and a willingness to take on new challenges is highly important to us as we encourage all our children to be all they can be and take their place in the world as kind, articulate, thoughtful and innovative contributors to society.

The aim of this policy is to ensure that the pupils who experience obstacles to their learning are identified and provided for within the resources available here at Alleyn's Oakfield. Furthermore, Alleyn's Oakfield intends that those children who need to adapt to the physical, social or behavioural demands of the school environment, are well supported and encouraged to attain appropriate goals. We are committed to offering a curriculum which provides for the learning needs of all our pupils, including those with an Education, Health and Care Plan so that all pupils, including those with special educational needs, are given the chance and opportunity to learn and make progress.

The Head of Learning Success at Alleyn's Oakfield is Ms Mamianna Hansen who is the named SENDCo for the whole school, including the EYFS.

The Learning Success Department, in partnership with all staff at Alleyn's Oakfield, acknowledges its responsibility in respect of the Special Educational Needs and Disability Act (SENDA 2014) and undertakes to do the following:

- Ensure that pupils with learning difficulties and/or disabilities (LDD) and special educational needs (SEN) pupils (current & prospective) are not treated less favourably
- Take reasonable steps to avoid putting LDD/SEN pupils at a substantial disadvantage in matters of admission and education
- Endeavour to ensure that proposed developments in physical access to education and associate services do not place LDD/SEN pupils at a substantial disadvantage

It is written with regards to the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)

A child with special educational needs, which calls for special educational provision has significantly greater difficulty in learning than others in their peer group. Such a difficulty is likely to be due to one or more of the following:

- cognitive and learning difficulties
- emotional, behavioural and social difficulties
- communication and interaction difficulties
- sensory and physical difficulties

## Commitments

Details of educational and welfare provision for pupils with an EHCP and for pupils for whom English is an additional language are available for parents of current pupils and prospective pupils.

Alleyn's Oakfield will ensure that disabled pupils (current and prospective) are not treated less favourably and we will take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

Classrooms are allocated so that they are appropriate in size for the number, age and need of pupils to continue to allow for effective learning and teaching.

Alleyn's Oakfield is committed to ensuring that all pupils, including pupils with SEND, enter and leave the school in safety and comfort.

This policy applies to all members of our school community, including those in our EYFS setting, as Alleyn's Oakfield is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010).

## Principles

For all pupils at Alleyn's Oakfield, we aim to instil our 6 Core Values of: Curiosity, Collaboration, Courage, Care, Creativity and Challenge.

We will:

- ensure each child develops and makes progress;
- ensure each child learns to appreciate and value their own strengths;
- provide full access to a broad and balanced curriculum;
- give pupils with SEND equal opportunities to take part in all aspects of school life;
- ensure each child feels equally valued within the school community;
- ensure that intervention is timely, to support self-confidence;
- ensure all staff have a role in supporting those with SEND

Though all staff will endeavour to meet each and every child's individual needs, the school also recognises that there may be times when the needs of the group (that is, the majority of the children in the class) will have to take precedence over the needs of the individual.

Each class or subject teacher has a responsibility to be inclusive, ensuring all children are valued and able to access the broad, balanced and inspiring curriculum and co-curriculum. The Head of Learning Success and Learning Success staff can offer advice and support concerning a child with Special Educational Needs and/or disabilities.

The Head of Learning Success, in consultation with the Head, is responsible for:

- The efficient and effective provision of special education for pupils with SEND;
- The daily operation of the school's Special Educational Needs Policy;
- Overseeing the assessment of children's needs, monitoring and reviewing their progress in the light of the Code of Practice guidelines;
- Maintaining a register listing names and the nature of learning difficulties, disabilities or special needs;
- Co-ordinating provision for children with special educational needs;
- Liaising with, and advising teachers and support staff;
- Liaising with parents of children with learning difficulties, disabilities or special educational needs;
- Liaising with external agencies, including educational psychologists and medical services;
- Liaising with new schools on transfer.

## Admission arrangements

Alleyn's Oakfield is an independent, academically selective school, and all pupils are assessed equally on the basis of a competitive examination, interview and school report. We hold assessment days in January for three and four year olds for entry into our Reception class; six and seven year olds for entry into our Year 3 classes, and for eight and nine year olds into our Year 5 classes. We may also hold occasional vacancy assessments at other times of the year, for entry to year groups outside our main entry points, subject to availability. We welcome pupils who can make the most of the opportunities we offer, who can access our curriculum and flourish in the caring environment that Alleyn's Oakfield offers. Each pupil is important to us and no specific learning difference or disability will be a barrier of itself. Reasonable adjustment is made in the entrance procedures for pupils who have specific learning differences or disabilities. (Appendix A)

## Disclosure

When applying for a place, parents are asked to set out the nature and extent of any specific learning difference or disability on application, providing copies of all written reports and other relevant information. In order for the School to consider what reasonable adjustments it may need to make for each pupil, full disclosure by parents of any medical reports, specialist assessments or any other relevant information, in advance of any application is essential. The Head of Learning Success may request a meeting with the parents in advance of the entrance examination.

No pupil will be disadvantaged when being considered for admission because of a stated specific learning difference/disability but if parents do not disclose or deliberately withhold relevant information (of which they were already aware) until after accepting a place, and the School is unable to make reasonable adjustments to cater for the pupil, the School reserves the right to withdraw the offer of a place or, if the pupil has already joined the School, to ask the parents to withdraw the child.

## Access for disabled

To ensure access for pupils, parents or staff with disabilities, we regularly review our provision and plan ways in which barriers to participation can be overcome. For information regarding Alleyn's Oakfield's disabled access, please see the Accessibility Plan.

## Resources

The Head, Head of Learning Success and the School Business Manager ensure that there is effective and efficient budget setting and financial allocation. The effectiveness of spending decisions is tracked, and the school is proactive in ensuring expenditure develops learning provision.

Alleyn's Oakfield is committed to providing high quality support for children with special educational needs, in the form of staffing, training, resources and employing external support.

## Identification, Assessment and Reviews

Children Causing Concern are discussed at staff meetings and the Head of Learning Success is informed, thus all staff recognise their responsibility and duty of care to all our pupils, including those in the EYFS.

## Pupils with Learning Difficulties

The Code of Practice states that these may show themselves in the following ways:

- low levels of attainment across the board in all forms of assessment, including, for young children, baseline assessments;
- difficulty in acquiring core skills in English and Mathematics on which much other learning builds;
- difficulty in grappling with abstract ideas and generalizing from experience;
- a range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.

## Specific Learning Difficulties – e.g. dyslexia

Some learning difficulties affect only certain aspects of pupils' learning. These specific learning difficulties may show themselves in the following ways:

- Difficulties with fine or gross motor skills;
- Low attainment in one or more curriculum areas, particularly where this can be traced to difficulties in some aspect(s) of English and/or mathematical skills;
- Indications that the low attainment is not global; these might include: higher attainments in other curriculum areas which do not make demands on the areas of weakness; higher performance in measures of 'reasoning' or 'ability' which do not make demands on the areas of weakness; higher attainments in one mode of recording or presentation than in another (for instance, better oral than written work);
- Signs of frustration and/or low self-esteem, taking the form, in some cases, of behavioural difficulties;
- Evident difficulties in tasks involving specific abilities such as sequencing, organisation, phonological or short-term memory abilities;
- In younger children particularly, language difficulties such as limited skills in verbal exchanges or in following instructions;
- Evident difficulties or delays in forming concepts, especially when information requires first-hand sensory experiences.

## Pupils with Autism Spectrum Condition;

Autism is a developmental disability and symptoms may range from mild to severe. It becomes apparent in the following ways:

- Difficulties with social interaction (behaviour)
- Difficulties with social communication
- Difficulties with social imagination

These areas of difficulty may also be seen alongside other disorders/difficulties such as Sensory Processing Disorder, Attention Deficit Hyperactive Disorder and Pathological Demand Avoidance Syndrome, which

makes the disability look very different in different children. The impact of this disability on a child's learning and education may include:

- Difficulties in forming and maintaining positive relationships (with peers and adults).
- Age-inappropriate behaviour or that which seems otherwise socially inappropriate or unusual. This may include such behaviours as impulsiveness and engaging in repetitive behaviours and difficulties with transitions and changes of routine.
- Difficulties understanding and using appropriate social language. The pupil may be verbally articulate or have difficulties with speech.
- Achieving academically at a very high level or having difficulties in one or more curriculum areas.

## Sensory and Physical Difficulties

### Hearing Impairment

Hearing impairments range from mild to severe, they may be temporary or permanent and become apparent in the following ways:

- Changes in certain areas of academic performance such as deterioration in handwriting or other areas of academic performance, tonal changes in speech, progressive failures to respond to verbal cues or increasing requests for the repetition of instructions;
- Physical changes such as persistent discharge from the ears, tilting of the head to maximise aural input, excessive efforts to focus on the teacher's face when instructions are being relayed;
- Increased reliance on peers for the understanding or relaying of instructions;
- Signs of frustration with themselves or with others leading to emotional or behavioural problems not previously observed and for which there are no obvious causes.

### Visual Impairment

Visual impairments range from mild to severe; they may be temporary or permanent and become apparent in the following ways:

- Deterioration in the certain areas of academic performance; these might include deteriorating handwriting, fatigue, headaches, slowness in copying from the board; increasingly asking for written instructions to be given verbally;
- Deterioration in other areas, such as hand-eye co-ordination, excessive straining of eyes to read the board, needing to be at the front of the group to share in story/picture books etc., view the IWB etc.;
- Progressive anxiety and tentativeness in certain physical activities and an associated reticence in moving around the playground suggesting that movement is becoming impaired;
- Evidence of associated stress leading to increasingly withdrawn or frustrated behaviour.

### Speech and Language Difficulties

Speech and Language difficulties may show themselves in the following ways:

- Problems with the production of speech;
- Difficulty in finding words and using them in meaningful and expressive language;
- Problems in communicating through speech and other forms of language;
- Difficulties or delays in understanding or responding to the verbal cues of others;
- Difficulties with the acquisition and expression of thoughts and ideas;
- Difficulty in understanding and using appropriate social language;

- Frustrations and anxieties arising from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

### **Physical and Medical Difficulties**

Some children who experience physical or medical difficulties have no problems in accessing the curriculum and learning effectively. In such cases, therefore, simply having a medical diagnosis does not imply that the child has special educational needs.

On the other hand, some children enter school with identified physical needs or a medical diagnosis and well-understood educational difficulties. They may have received an educational assessment and early intervention and may also have an EHCP. The School needs to monitor their on-going educational needs extremely carefully and report changes to the Local Authority supporting the EHCP.

The impact of physical or medical difficulties on a child's education may range from mild to severe; it may be temporary or permanent and may become more apparent in the following ways:

- Evidence of difficulties in the other areas of special educational need;
- Impact of the physical or medical difficulty on the pupil's confidence, self-esteem, emotional stability or relationships with peers;
- Impact of the physical or medical difficulty on classroom performance (e.g. through drowsiness, lack of concentration, lack of motivation);
- Impact of the physical or medical difficulty on participation in curriculum activities.

### **Behavioural, Emotional and Social Difficulties**

These needs may become apparent in the following ways:

- Age-inappropriate behaviour or that which seems otherwise socially inappropriate or unusual;
- Behaviour which interferes with the learning of the pupil or their peers (e.g. persistent calling out in class, refusal to complete learning tasks, persistent distraction of peers);
- Signs of emotional turbulence (e.g. unusual tearfulness, withdrawal from social situations);
- Difficulties in forming and maintaining positive relationships (e.g. isolation from peers, aggressiveness towards peers and adults).

### **Curriculum and Assessment Monitoring**

The school has rigorous assessment and monitoring procedures in place which creates a wealth of data. We use both quantitative data based on standardised assessments, as well as teacher assessments, and qualitative data including teacher, parental and children's views and observations. Within this, we are constantly monitoring the access that all children have to the curriculum and the progress that children with special educational needs are making.

The Head of Learning Success, the Learning Success Team, Director of Studies, Head of Pre-Prep and Subject Leaders all monitor the attainment and progress of children with Special Educational Needs as part of their remit. It is also the responsibility of the Head of Learning Success to monitor and assess the effectiveness of both the support staff and provision, including specific intervention programmes.

## Parent Referral

At any time throughout a child's career at Alleyn's Oakfield, parents are encouraged to discuss their concerns with the class or subject teacher. These concerns might be related to academic progress, speech and language, or behaviour. In the first instance, the teacher and parent will discuss ways of working together to support the child. However, it may be that if there is no improvement, after support mechanisms have been implemented, the child may need to be identified as having a specific learning difficulty. In addition to appointments that may be made with the class teacher, there are Parents' Evenings in term one and two, when parents have the opportunity to meet core subject and / or class teachers and discuss learning progress and concerns they may have from a social, emotional and academic perspectives.

## Teacher Referral

Class teachers meet at regular intervals with the Head of Learning Success to review the progress of each child and to discuss any concerns. At these meetings, class teachers may provide evidence to support their concerns including writing or mathematical exemplars, assessment data or a diary of behaviour. Staff then use the evidence and potential observations to determine whether the child should be on the Learning Success register.

Parents are informed and should a referral be necessary to an outside agency such as a speech therapist, occupational therapist or an educational psychologist, they are fully involved in this process.

## The Review Process

Pupils receiving additional teaching or support within the school day, may be provided with an IEP (Individual Education Plan). The IEP may contain 3 or more targets to which the pupil is working towards. Teaching strategies are outlined in the IEP, as well as useful resources. At the end of each term, targets will be reviewed by the Learning Success Team, in consultation with all staff involved with teaching that child. Where appropriate, an IEP review will be written and shared with parents. The Review will outline the next steps for individual pupils as well as additional support which parents can provide.

The review process for children receiving additional support or those with an EHCP involves all adults who have worked with a particular child, in school, as well as parents, outside agencies and often the child, although all may not meet at the same time. Meetings will focus on the progress made by the child, the effectiveness of the support mechanisms, targets for future action and the nature of further support, if required.

At all review meetings, discussion points are recorded along with parental comments. Where appropriate, pupils are encouraged to review their own progress against their targets and suggest areas which they would like to improve.

## Pupils with EHCPs

We take our lead from Lambeth Local Authority with regard to children at Alleyn's Oakfield with an EHCP making special educational provision to meet the special educational needs of the child through the EHCP to secure the best possible outcomes for them across their EYFS and primary education and beyond.

We work to raise aspirations meet the provision required to meet assessed needs to support the children in achieving their ambitions. We work to deliver the EHCP as part of the whole package, liaising and sharing information with the broader health and social care providers for the child.

Where we have concerns, we raise these in timely manner. The needs of the individual child sit at the heart of this.

We aim to ensure the inclusion of children with an EHCP, share and communicate with our staff over behaviour plans and contingency actions where necessary. We take all reasonable steps to support the child's development.

Where a child has an EHCP, an Annual Review is held. The school follows the procedures set out in the SEND Code of Practice (Section 9).

### Provision for children who are more able

The school recognises that there are pupils who have a very high general ability across the curriculum or who have a talent in a specific area. These children must be identified, challenged and supported in order to ensure that their individual needs are met both within and outside the classroom. The school believes that tailoring education to an individual's need, interest and aptitude will enable pupils to progress and thrive.

Subject Leaders in Music, Spanish, Science, Sport, Drama and Art are required to keep a register of pupils who show significant promise in their area. Subject leaders are then required to outline the methods they will use to develop the talent for these pupils. Teachers for other subjects are required to outline how they will extend and develop pupils who achieve well in their subjects.

The school aims to create an ethos of achievement for children of all ages in the following ways:

- All pupils know they are encouraged to grow in the 6 Core Values
- Classwork tasks are differentiated to provide challenge for all learners
- Teamwork ethos is cultivated and fostered
- Celebration of success and valued reward system
- Pupils given responsibility and opportunities for leadership
- Competition in all areas of the curriculum.

These opportunities are, as a matter of policy, available to all children, regardless of ability, but they remain of critical importance to the nurture of the most able, gifted and talented, who are specifically considered in the planning of enrichment of the curriculum.

### EAL Provision

Given the diversity of our school community, some children may have challenges with language; provision for this need is on a continuum. We regard the pupils' self-esteem to be of vital importance to their learning and intend that pupils should not feel stigmatised by the fact that they have English as an additional language.

Teachers aim to ensure that all pupils for whom English is an additional language, have the chance to achieve.

Where appropriate, support and advice will be sought from bilingual interpreters and translators to help children and parents understand fully the measures the school is taking. As far as possible, assessment tools will be culturally neutral and useful for a diverse range of groups. Teaching staff are informed of language proficiency and any difficulties the pupil may encounter in the classroom. Progress is monitored formally and informally, and every effort is made to arrange for additional EAL input and pastoral support if required. We understand that there is a need for high quality, consistent and ongoing exposure to role modelling of language and that children are individual in their language learning. Some will speak quickly as they listen, learn and mimic whilst others will be quiet for quite some time and then often speak well and in sentences when they are ready.

We help EAL learners to settle by signposting the setting with visual cues and having clear and consistent routines. We use clear and concise language, simplifying language when learners are new, gesture and actions and ensure face to face communication.

Where required the school will support language learners with additional physical resources and allocate staffing as appropriate.

### **EAL in the EYFS and KS1**

Teachers working with EAL children in the EYFS will plan opportunities for the home language to be used and developed during play and learning in order to support the child's language development at home. They will also ensure that exposure to the English language through the EYFS teaching and learning provision ensures that the child learns and reaches a good standard in English.

Care will be taken to consider the child in the context of their home, language, culture and community. Learning difficulties will not be equated with lack of proficiency in English. A pupil's language will be assessed as soon as possible, to ascertain knowledge, skills and understanding in reading, writing, listening and speaking.

### **EAL in KS2**

Where children joining our school are new to English teachers take account of their needs. Initially there is observed assessment of the level of English spoken and understood and monitoring of their development is ongoing as we know that development occurs at different rates and in different ways for all learners. Staff promote communication at home to remain in the native language/s. Where possible we support first language activities at school either independently or with other pupils.

Classroom organisation is managed such that EAL learners are able to be at the front to clearly hear and be able to see the teachers when they are speaking and gesturing and supportive learners who also model first-language English are seated nearby. Staff simplify language, work closely with their EAL learners and check in regularly to ensure understanding and scaffold and provide vocabulary support for key vocabulary where necessary. Collaborative learning activities are planned to support language development and ongoing differentiated activities are provided, as necessary. Marking and feedback is tailored to the understanding of the EAL learner.

## Curriculum

Class teachers plan differentiated lessons and, when necessary, develop planning further to meet the needs of children with special educational needs. Teachers use a variety of sources and data to support this process. During lessons, children on the SEN register might be supported by the class teacher or the teaching assistant; however, we balance this support with promoting pupils' independence wherever appropriate.

Pupils with an EHCP, may be withdrawn for one to one or small group input. This withdrawal support varies depending on the child and the programme of intervention. We aim to ensure that withdrawal intervention programmes are short-term, focused and allow the learner to be reintegrated into the mainstream classroom as soon as barriers to learning are overcome or strategies have been identified and implemented to support the learner.

As a team, the Teaching Assistants have a wide range of expertise and where possible, a TA with knowledge or skills is matched to a child or class with specific needs. Many of our Teaching Assistants are trained to use the multi-sensory reading and spelling programmes, Toe by Toe and Word Wasp.

## Early Years Foundation Stage (EYFS)

Alleyn's Oakfield's EYFS setting has regard to the SEND Code 2015 and takes the following approach to identifying and responding to SEN:

- Children causing concern are discussed at staff meetings and the Head of Learning Success is informed;
- Informal observations by the Head of Learning Success will be arranged;
- Advice and strategies will be shared with the class teacher and monitored;
- If necessary, an IEP will be drawn up in consultation with parents and reviewed at least termly;
- Referral to outside agencies may be recommended.

EYFS planning takes account of the four areas of need as identified in the SEND Code 2015: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

We undertake the Progress Check at age 2 which focuses on the three prime areas of the EYFS curriculum and identifies the child's strengths and any areas where progress is less than expected. If there are significant emerging concerns or an identified special educational need or disability, a targeted action plan will be developed to support the child's future learning and development, involving parents/carers and other professionals as appropriate.

We also complete the EYFS Profile assessment at the end of Reception. In addition to this, the children's progress is monitored and tracked throughout the academic year.

If a child is performing behind expected levels, we will use the methodology outlined in the SEND Code 2015 for information-gathering and seeking Early Help if necessary. Teacher planning in the EYFS follows the principle of observation, assessment and planning (or assess/plan/do/review) to ensure that needs are identified and addressed.

The Head of Learning Success advises on and supports the process of seeking external agency support or applying for an EHCP assessment. Parents are consulted throughout the process and are informed if their child is receiving SEN support. Any decision to involve an external specialist is taken in discussion with parents.

Support for pupils with SEND will involve staff attending relevant training courses as well as in-house training provided Occupational Therapists, Speech Therapists, the Head of Learning Success and the Learning Success Team.

### Access to the Full Life of the School

All children whether they have special educational needs or not, are involved in the full life of the school. Club registers are monitored by the Clubs Administrator, to ensure that all groups of children are included, with many Learning Success children representing the school in sporting teams. Learning Success children take an active role in class assemblies and whole school productions and have equal access to school trips. If a child has specific behavioural, social or emotional difficulties, an extra member of staff might accompany the group, with specific responsibility for that child.

### Concerns and Complaints

Should a parent or carer have a concern about the SEND provision made for their child they should, in the first instance, discuss this with the class / form teacher. If the concern is not resolved it should then be referred to the Head of Learning Success in the first instance, in line with the Complaints Policy.

### Training

The Head of Learning Success will keep fully up to date on special educational needs issues through attendance at training, meetings and professional discourse with outside specialists, reading and through subscription to professional bodies.

Other teaching staff will be kept up to date by the Head of Learning Success and formally at Staff Directed Time and other staff meetings and training.

The provision for staff training is reviewed as part of the whole staff review and is linked to the self-evaluation and development planning process. During performance management meetings, all members of staff can identify professional development needs.

### Outside Agencies

The school works alongside a wide range of outside professionals to ensure holistic support for children with special educational needs, and their families. These include general practitioners, educational psychologists, CAMHS, occupational and speech therapists and the Bloomfield Dyslexia Centre.

### Electronic Devices

Laptops, tablets and assistive technology are used in school where appropriate to support pupils with SEND. Specialist and assistive technology is purchased with associated funding for pupils with EHCPs. All pupils in Key Stage 2 have their own individual laptop.

### Examinations and Assessments: Internal

Access arrangements for exams within our school context are organised by the Head of Learning Success in accordance with the needs of the child, as identified by the Educational Psychology report and recommendations or EHCP.

### Examinations and Assessments: External

With regard to external examinations and assessments, such as entrance assessments for 11+ transition or other schools, it is the parent's responsibility to inform the prospective school of the need for alternative access arrangements to be made. Alleyn's Oakfield will support the application in such instances, to provide any supporting documentation necessary.

### Parents and Carers

Involvement of parents is extremely important to us and, when working in partnership with parents, we try to understand the challenges they experience.

We aim to:

- recognise the personal and emotional investment of parents and be aware of their feelings;
- focus on the child's strengths as well as areas of additional need;
- involve parents at all stages in discussions regarding decisions to involve external agencies
- inform parents if their child is receiving SEN support
- ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed before meetings;
- respect the validity of differing perspectives and seek constructive ways of recording different viewpoints;
- respect the differing needs parents themselves may have, such as a disability or communication barrier and recognise the need for flexibility in the timing and structure of meetings.

Parents are welcome to arrange a meeting or phone call with Head of Learning Success.

### Transfer to Other Schools

Liaison with the child's next school is often in place before transfer. If required, special arrangements or documentation for entrance examinations or assessments are organised by the Head of Learning Success. On transfer the school will pass on relevant records and documentation.

### Policy Review

This Policy is reviewed annually by the Alleyn's Oakfield Senior Leadership Team and the Alleyn's Governing Body. Should there be statutory changes which impact the provision or remit of this policy, it will be reviewed as appropriate.

## Appendix 1

The definition of disability according to the Equality Act 2010 is as follows:

A person has a disability if:

- they have a physical or mental impairment
- the impairment is substantial and/or long-term
- it is judged that the impact of the impairment has an adverse effect on their ability to carry out normal day to day activities

Substantial – means more than minor or trivial

Long term – means the impairment has existed for at least 12 months, or is likely so to do

Normal day to day activities – could be determined by reference to Section E and the Appendix in the statutory guidance relating to the Equality Act 2010 (Disabled Children)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/570382/Equality\\_Act\\_2010-disability\\_definition.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/570382/Equality_Act_2010-disability_definition.pdf)

## Appendix 2

### Entrance Examination Concessions and Access Arrangements

This policy applies to Alleyn's Oakfield, including EYFS

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Alleyn's Oakfield Entrance Examinations is to make 'reasonable adjustments' to allow candidates with specific learning differences, disabilities and long-term medical conditions, or for whom English is an additional language, to access the examination/written assessment and show what they know and can do.

#### Evidence required

Applications for examination concessions/access arrangements for a candidate on account of a disability, an injury, a long-term medical condition or specific learning difference should be supported either by:

- i. the written recommendations of an independent and appropriately qualified professional, physician or other medical professional, confirming that the candidate's disability or medical condition has resulted in persistent and significant difficulties when accessing and processing information, for which they will require access arrangements; or
- ii. a signed file note from the SENDCo of the candidate's current school that confirms the pupil's underlying difficulties, their normal way of working and current access arrangements, supported by relevant evidence (e.g., reports, screening results, Pupil Profiles etc).

Reports, recommendations or signed file notes will need to be accompanied by supporting documentation which provides evidence that particular access arrangements are part of normal classroom practice.

Parents seeking special examination arrangements of any kind for a candidate must send supporting documentation to reach the Alleyn's Junior School Registrar before the application closing date. The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Once confirmed, arrangements cannot be altered. We are not able to accept late requests.

Access arrangements will be determined according to the evidence submitted and are ordinarily limited to 25% extra time or use of a word processor.

Please note that the School will always provide the computer or laptop (unless particular, usually medical, circumstances dictate otherwise) and the software used will have the grammar and spelling checks removed. The candidate's work will be printed out by the Invigilator.

A request for the use of a School computer will not be granted because a candidate prefers to type rather than write or can work faster on a keyboard or because he/she uses a computer or laptop at home.

Please note that any access arrangements that the School may grant for entrance assessments will stand only for these entrance assessments. The School cannot guarantee that these exact arrangements will apply for future assessments, and will need to be evaluated in line with Alleyn's Equal Opportunities Policy, should the candidate be offered and accept a place at Alleyn's Oakfield.

English as an Additional Language

For entry into Alleyn's Oakfield, candidates for whom English is an additional language will have this taken into consideration and any perceived difficulties may be discussed with the child's current school. All languages spoken and any concerns regarding level of English spoken or understood should be declared on the application form.

#### Other Access Arrangements

The School will consider requests for other access arrangements, if made in writing with supporting documentation.

#### IMPORTANT NOTE

##### Application and Notification

Parents seeking special examination arrangements of any kind for a candidate must send a detailed, written request and supporting documentation to reach the Alleyn's Junior School Registrar before the application closing date. The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Once confirmed, arrangements cannot be altered. Late requests will not be accepted.