



### Specific Learning Differences and Disabilities Policy

Name of Policy	Specific Learning Differences and Disabilities Policy
ISSR	Part 1: Quality of Education Provided
Reviewed by	Alleyne's Governing Board
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### Policy Overview

Alleyne's is a selective academic school. Pupils follow a wide-ranging and vibrant curriculum that seeks to provide opportunity for all pupils to maximise their academic potential and to develop their talents in an educational environment in which their wellbeing is promoted. We recognise that every child is unique and are committed to making reasonable adjustments where there is an identified specific learning difference and/or disability in order to remove barriers to learning and participation in school life.

This policy is applicable to the whole School community, and thus is relevant to both the Alleyne's Junior and Senior Schools and it intends to present a coherent and joint approach, **where possible**, to specific learning differences and disabilities in the Junior and Senior School.

### Definition

The School is mindful of the definition of Special Educational Needs and Disability within the SEN Code of Practice (2014) and the Equality Act (2010).

A pupil is considered to have a specific learning difference if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents him or her from making use of the educational facilities that Alleyne's school provides.

Many children and young people who have SEN may also have a disability; that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' In most cases, disabilities will have lasted or be likely to last for 12 months or more.

## Policy Objectives

1. To apply a whole-school policy to meeting each pupil's individual needs following the guidelines of The Code of Practice for SEN (2014), and the Equality Act (2010).
2. To identify, at the earliest opportunity, any pupil who may have a specific learning difference in order to support progression and good mental health and wellbeing.
3. To acknowledge that each individual and their differences are valued; making best endeavours to ensure that the school is accessible and that no pupil will be discriminated against.
4. To ensure that pupils with physical disabilities are given adequate assistance to access the curriculum and reasonable adjustment is made to maximise their learning opportunities.
5. To work in partnership with a pupil and his or her parent.
6. To ensure that appropriate resources and support are available for pupils with temporary or long-term specific learning differences and disabilities so that they are able to achieve their potential.
7. To ensure that there is appropriate advice and support for teachers to meet the learning needs of all pupils.
8. To conduct regular reviews of a pupil's progress.
9. To ensure that appropriate records are maintained securely in line with the Data Protection Act.
10. To provide or direct teaching staff to appropriate Continued Professional Development (CPD).

## Admission arrangements

Alleyn's is an independent, academically selective school, and all pupils are assessed equally on the basis of a competitive examination, interview and school report. For the Junior School, 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 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 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 Section and Head of Access, Inclusion and Mentoring (Senior School) and Head of Learning Support (Junior School) 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.

## **Educational Inclusion**

We have high expectations of all our pupils and we aim to achieve this through the removal of barriers to learning and participation.

When considering whether it would be reasonable to make an adjustment the School will consider the following factors:

- Whether it will be provided under an Education and Health Care Plan (EHCP) from the Local Authority
- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicality of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The need to maintain academic, musical, sporting and other standards
- The interests of other pupils and prospective pupils

## **Responsibilities**

Ensuring appropriate provision is made for pupils with specific learning differences is the responsibility of the Head of Access, Inclusion and Mentoring (Senior School) and the Head of Learning Support (Junior School). However, all teaching and relevant support staff are responsible for the learning progression of pupils with learning needs. Every teacher is a teacher of Special Educational Needs. All teaching staff are expected to be familiar with an individual pupil's needs, to seek to anticipate individual learning needs and to overcome barriers to learning. Teachers will be supported in this by:

- the Head of Department and Deputy Head Academic (Junior School)
- the Head of AIM/Specialist teachers and the Head of Learning Support (Junior School) who will give guidance on how best the pupil's specific learning differences can be supported through their ILSP
- the distribution of standardised data from group screening tests and baseline data

## **Identification of Pupils with Specific Learning Differences**

Some pupils arrive at Alleyn's with identified specific learning differences or disabilities. To aid early identification of any pupil who may have underlying specific learning differences, the School undertakes a programme of group screening for all pupils at the beginning of Year 3, Year 7, Year 9 and Year 12. Pupils entering at any other point will also be screened.

In addition, information from parents, teachers and school assessment and reporting is used to identify pupils who may have a specific learning difference. (Appendix B Junior School and Appendix B Senior School).

If the outcome of a test or any other circumstances gives the School reason to think that a pupil may have a specific learning difference or disability, the School will report and consult with their parents/guardians as necessary and make recommendations. Assessment information may lead to a request for a formal assessment by an appropriately-qualified and registered professional (e.g. Educational Psychologist or a Specialist Teacher with a current SpLD Assessment Practising Certificate), Occupational or Speech and Language Therapist, or by another professional as appropriate. The parents will be responsible for the cost of any formal individual assessment conducted by external professionals.

The School can provide the names of other Specialist Teachers (and Assessors), Educational Psychologists or other outside professionals to whom parents may refer for tuition, further advice or formal assessment. In every case, the decision whether to take up the individual intervention or support offered by the School or to refer to an outside agency under a private arrangement will be that of the parents, with advice from the School. Parents bear the overall responsibility for taking decisions about the management of their child's specific learning difference or disability. A parent who would prefer to have an external formal assessment must ensure that the School is given copies of all advice and reports received.

### Pupils with an Education and Health Care Plan

Alleyn's welcomes and will make provision for pupils with an EHCP within the terms of reasonable adjustments. Pupils with an EHCP have strategies set on their AIM Plan/Profile and ILSP & Individual Provision Map (Junior School). An Annual review of their EHCP is conducted in conjunction with the parents and any external agencies involved in the overall provision for the pupil.

### Arrangements for providing access to pupils with a disability

At Alleyn's no pupil will be treated less favourably than any other pupil for a reason that relates to his/her disability. The School will attempt to make reasonable adjustments in order to allow all pupils to maximise their learning opportunities.

### The AIM Plan/Profile

Pupils who enter the school with an identified specific learning difference, or who are identified during the course of their school career with a specific learning difference, following an assessment by an independent specialist assessor, will be provided with an Access, Inclusion and Mentoring Profile (AIM Plan/Profile). AIM Plan/Profiles foster self-knowledge on the part of the pupil and raise awareness on the part of parents and teachers. These documents are not target-driven but offer specific strategies which can be applied across a broad range of learning environments. (Appendix C Junior School and Appendix C Senior School)

### Intervention

Support for learning is provided through differentiated teaching in the mainstream classroom, guided by a pupil's AIM Profile and ILSP (Junior School). However, from time to time, some pupils may need additional intervention or support outside the classroom. Additional support can take place before or after school, in break or lunch times. It may also be necessary to

schedule some support during lesson time. In such cases, the form tutor/Head of Section and the subject teacher concerned are consulted for their permission for this to take place.

In the Junior School, additional support sessions may take place before school or during non-core lesson times. The Form Tutor and Subject Teacher are consulted for their permission for this to take place.

Pupils who may need specialist support with their learning include those with the following types of need:

- Cognition and learning, e.g. Specific learning differences e.g. dyslexia, dyspraxia;
- Social, emotional or mental health difficulties, e.g. ADHD;
- Communication and interaction difficulties e.g. ASD, speech and language difficulties;
- Sensory and/or physical difficulties e.g. visual or hearing impairments, physical and medical difficulties.

Due to the selective nature of the school there are likely to be few pupils with general learning difficulties across the curriculum. Any such pupils are generally most effectively supported within the classroom through the differentiation of existing curriculum and materials. In some subjects additional help may be offered by subject teachers through clubs at lunchtime or after school. In the Junior School, the Head of Learning Support oversees any offer of additional support.

In the Junior School there is a Head of Learning Support, a Learning Support Assistant and a part-time Speech and Language Therapist. In the Senior School, Alleyn's employs a part-time Head of Access, Inclusion and Mentoring and two part-time specialist teachers to deliver short courses of support. There is also a part-time Learning Support Administrator.

All our pupils are academically able. Part of our metacognitive approach involves managing a spiky profile and the affective implications of this in building self-esteem. We judge the success of our policy by the amelioration of teacher, parental and pupil concerns as the pupil has been equipped with learning strategies, revision techniques and time management skills to enable them to make the progress we would expect in the classroom.

### Use of a Word Processor

The School recognises that for some pupils with specific learning differences a laptop/iPad may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a laptop as their **normal way of recording written work** where a need has been established and/or its use is recommended by a specialist assessor, and where appropriate training has been undertaken. They will then be given permission to use a school computer for tests/examinations. (Appendix D)

### English as an Additional Language

English as an Additional Language is not a Specific Learning Difference as such, but as the AIM department oversees the support offered to these pupils, where necessary, it is included here.

Alleyn's School is a selective independent school with high academic standards. We welcome applications for pupils for whom English is an additional language who will be assessed equally on the basis of a competitive examination, interview and school report. Bilingual or multilingual EAL learners at Alleyn's School generally have well developed literacy skills in both their home language and English. (Appendix E Junior School and Appendix E Senior School).

## **Examination Access Arrangements for Public Examinations**

For GCSE and A level examinations, the School is required to follow the guidelines of the Joint Council for Qualifications when making examination access arrangements. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.' JCQ review these arrangements on a yearly basis.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know or can do without changing the demands of the assessment. Access arrangements must reflect the pupil's normal way of working at school and in examinations.

Processes for the assessment and application of access arrangements are detailed in the Access Arrangements Policy (Senior School), which is also provided as Appendix F of this policy.

### **Appendices:**

- Entrance Examination Concessions and Access Arrangements (Senior School)
- Identification of Pupils with Specific Learning Differences
- AIM Plan/Profile
- Digital device policy
- English as an Additional Language
- Access Arrangements Policy

## APPENDIX A

## ENTRANCE EXAMINATION CONCESSIONS & ACCESS ARRANGEMENTS (SENIOR SCHOOL 11+ & 16+)

**This policy applies to the Senior School.**

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Alleyn's School 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. Access arrangements enable a level playing field to be provided, by overcoming a potential substantial disadvantage when they are applied. They must not provide an unfair advantage and hence applications must be based upon a considered evaluation of need.

### Eligibility for Access Arrangements

Anyone with a special educational need or disability may be eligible for access arrangements. The Joint Council for Qualifications ('JCQ') outlines four areas of need, including:

1. Cognition and Learning
2. Communication and Communication Needs
3. Sensory and/or Physical Needs
4. Social, Emotional and Mental Health Needs.

Candidates do not require a diagnosed learning difficulty to be allowed an access arrangement, however evidence is required to support the requirement for access arrangements. Access arrangements are intended to increase access to Alleyn's School Entrance Examinations but cannot and will not be granted where they will directly affect performance in the skills that are the focus of the examination.

### 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 clearly reflect the candidate's normal way of working and the candidate's needs. The application must be supported either by:

- i. the written recommendations of an independent and appropriately-qualified physician or other medical professional. This report should confirm 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 diagnostic report by an educational psychologist or specialist teacher assessor that confirms the pupil's underlying difficulties and a signed note from the SENDCo of the candidate's current school that confirms their underlying difficulties, normal way of working and any current access arrangements.

At 16+ a copy of a signed JCQ Form 8 or Form 9 is acceptable.

Parents seeking special examination arrangements of any kind must send supporting documentation to reach the Registrar **on or before the application closing date**. **The School is not able to accept late requests.**

The School will respond in writing to confirm which, if any, special arrangement will be made for the candidate. Access arrangements will be determined according to the evidence submitted and in accordance with the JCQ regulations for public examinations. An adjustment or arrangement may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Once confirmed, arrangements cannot be altered.

Information and personal data about a candidate will be held and processed by the School in accordance with its Privacy Notice.

Common access arrangements include: extra time, small room invigilation, supervised rest breaks and coloured overlays.

Use of a word processor will be granted only if the candidate has: a difficulty such as speed of writing production; planning and organisation difficulties when writing by hand; a medical condition; a physical disability; a sensory impairment; and/or illegibility of handwriting.

A request for the use of a word processor 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.

### English as an Additional Language (EAL)

Candidates for whom English is an additional language may use an approved bilingual translation dictionary (provided by the School) for examination papers (other than English) if this reflects their normal way of working. Such candidates may also be allowed extra time in the examination if they have been resident in the UK for **less than three** years at the time of the examination, unless: (1) one or both parents are fluent in English; (2) the candidate has been educated in an international school where some or the entire curriculum was delivered in English; **or** (3) prior to their arrival in the UK the candidate was prepared for or entered for IGCSE qualifications where the question papers were set in English.

## IMPORTANT NOTES

### Access Arrangements and Learning Intervention Arrangements should a place be offered and accepted

Please note that any access arrangements that the School may grant for 11+ and 16+ 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. Should the offer of a place at Alleyn's be accepted, this will be on the basis that any access arrangements and learning support arrangements will be subject to assessment and approval by the School's Head of Access, Inclusion and Mentoring. The School would also ask for any available reports that detail the pupil's specific needs to be provided to School.

During the admissions process, each candidate is considered on an individual basis and the School will evaluate whether it can reasonably and effectively meet their needs. The School will not make an offer to a candidate if it is unable to accommodate such needs.

During the admissions process and in advance of an offer being made, parents and guardians must disclose to the School any known or suspected circumstances relating to their child's health, development, allergies, disabilities and/or learning differences. The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected needs.



## ENTRANCE EXAMINATION CONCESSIONS AND ACCESS ARRANGEMENTS (JUNIOR SCHOOL)

### **This policy applies to the Junior School, including EYFS**

In line with the Equality Act 2010, the intention behind concessions and access arrangements for Alleyn's School 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/Head of Learning Support 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 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.

#### English as an Additional Language

For entry into Alleyn's Junior School, 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 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.

## Appendix B (Junior School)

### Identification of Pupils with Specific Learning Differences

The Head of Learning Support in the Junior school arranges and co-ordinates these screening tests in consultation with class teachers. Reception children are monitored if the teacher raises any concerns about their development. As stated in the EYFS Profile document: 'Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.'

As the children have been accepted at the school following an assessment it is unusual for any child to be identified with a specific learning difference at this early stage.

From Year 1 upwards, pupils sit InCas online assessments at the start of the Advent term which provide age related, diagnostic information on reading and maths ability. The results are scrutinised for any areas of weakness or unexpected scores. If there is any indication that poor scoring is a result of a specific learning difference then a referral is made to the Head of Learning Support for further investigation.

Referrals can be made at any point in the academic year by the Form Tutors. A period of observation and monitoring is usually recommended, unless a child's needs greatly affect their attainment and enjoyment of school life. In these instances, parents can consent to the Head of Learning Support undertaking initial screening activities with the child in order to better identify areas of strength and/ or difficulty. A feedback meeting is then organised to share screening results and discuss potential next steps. Parents may also raise concerns about their child; this is usually done with the class teacher in the first instance.

A recommendation for a more in-depth, diagnostic assessment may be made if deemed appropriate, based on the screening results. The Head of Learning Support can facilitate referrals to NHS diagnostic services with parental consent. In the event that a consultation with a private professional is preferred, parents are responsible for making arrangements and incurring the relevant costs.

In the event of a child exhibiting speech, language or social communication difficulties, a referral to the School's Speech & Language Therapist can be arranged with parental consent. The Therapist will decide on potential next steps according to the findings of observations and relevant assessments.

Parents will be required to provide consent for any support the School offers to the pupils. Support for pupils with an identified need can take the form of individual or small-group sessions. The Head of Learning Support will decide how long these sessions need to go on for in consultation with Teachers, the Senior Leadership Team and relevant assessment and observation data. Parents will remain informed through regular communication with the Head of Learning Support, Parents Consultations and reports.

## APPENDIX B (Senior School)

### Identification of Pupils with Specific Learning Differences

The Head of AIM arranges and co-ordinates these screening tests in consultation with the Heads of Section. Once the results have been collated, the Head of AIM discusses the findings with the Form Tutor, and/or Head of Section, who are also able to give feedback on the performance of pupils gained from subject teachers. In screening pupils we are concerned to highlight inconsistencies, uneven performance or a mismatch between ability and performance. The outcome of this process may be:

- Continued monitoring of a pupil's progress by the Form Tutor and subject teachers.
- The recommendation that further individual screening tests take place. These will be carried out by the AIM Department staff, who are fully qualified specialists. Parents will be informed and their permission sought before this occurs. Afterwards they will be invited to discuss the findings and to decide on the way forward.
- The recommendation that the pupil should have a Full Diagnostic Assessment by an appropriately qualified independent specialist assessor, at the parents' cost.
- The recommendation that the pupil receives a short course of individual or group support.

We recognise that continuous monitoring of pupils by subject teachers and form tutors is essential since, as pupils progress through the school and work gradually becomes more demanding, specific learning differences may emerge and start to affect a pupil's academic performance and emotional well-being. This may be identified by:

- A pupil's progress may be significantly slower than that of their peers starting from the same baseline
- A pupil's progress fails to match or better the pupil's previous rate of progress
- The difference between the pupil's attainment and that of their peers fails to close, and may become wider, despite additional help from the subject teacher

Teaching staff should always consult and keep their Head of Department informed of any concerns; and their Head of Department will give initial advice. Parental concerns, concerns from subject teachers or concerns expressed by the pupil should always be reported to the form tutor who will bring these to the attention of the Head of Section. If indicated, the Head of Section will seek the advice of the Head of Learning Support and they will decide whether:

- The pupil should have a short course of support with the AIM Department
- The pupils should have a one-off consultation session with the AIM Department
- Additional school screening tests should be undertaken to ascertain whether there may be an emerging specific learning difference.
- The pupil should be referred for an assessment by an independent specialist assessor, at the parents' cost. Any referrals should be undertaken in consultation with the pupil and his/her parents.

## **APPENDIX C (Junior School)**

### **The ILSP and Learning Support**

#### **The Individual Learning Support Profile**

The ILSP will identify the pupil's specific learning difference, outlines areas of strength and areas of development. It will give guidance and strategies for the pupil, for staff and parents using information from specialist reports and subject teachers. The ILSP will be drawn up by the Head of Learning Support, discussed with parents, and shared with all members of Teaching Staff and will be reviewed annually or sooner, if changes need to be made due to new available information.

The Head of Learning Support will arrange for key information about each pupil's SpLD to be easily accessed through the School's MIS, and for ILSPs to be easily accessed on the School's VLE. It is particularly important that all teachers are fully aware of the details regarding any of their pupils with a specific learning difference or disability.

The Head of Learning Support will ensure that up-to-date ILSPs are available to teachers by the beginning of Advent half-term.

#### **Learning Support**

Learning Support sessions are structured and multi-sensory in content and delivery when appropriate. Pupils are encouraged to develop and use their metacognitive skills in order to identify strategies that allow them to use strategies and knowledge in different contexts.

#### **Monitoring Progress**

Pupils' progress is monitored by:

- Analysing reports/exam results/performance in order to identify areas they may need support in;
- regular consultations with class teachers about the child's overall presentation in class;
- reviewing pupils' ILSPs on a yearly basis in consultation with the pupil and their parents;
- conversation with the pupil regarding their self-picture and how they perceive themselves in their learning environment.

## APPENDIX C (Senior School)

### The AIM Plan/Profile and Learning Intervention

The AIM profile will identify the pupil's specific learning difference, outlines areas of strength and areas of development. It will give guidance and strategies for the pupil, for staff and parents using information from specialist reports and subject teachers. The final part of the AIM Profile will give details about any access arrangements, if these are appropriate. The AIM Profile will be drawn up by a specialist teacher in our AIM department, in conjunction with the pupil and parents, and will be reviewed annually or after a new assessment.

The AIM department will arrange for key information about each pupil's SpLD to be easily accessed through the School's MIS, and for AIM profiles to be easily accessed on the School's VLE, so that teachers are able to review and retain them with their teaching information and annotate their mark book appropriately. It is particularly important that tutors are fully aware of the details regarding any of their tutees with a specific learning difference or disability.

The AIM department will ensure that up-to-date AIM profiles are available to tutors and staff early in each Advent term and will circulate any additional or updated AIM profiles that are agreed after September.

### Specialist Intervention

Pupils are taught in a structured and multi-sensory way that provides strategies for learning and for revision and encourages metacognition so that they can discover their own best way of dealing with their specific learning difference. They are not coached in particular subjects. These courses will normally last for a half term, or, in some cases, up to a maximum of one term, and their aim will be to enhance a pupil's own ability to learn effectively. The school does not have the resources to provide long-term support, but pupils may return for further support from the AIM department later in their school careers.

The AIM department will monitor the pupil's progress and at the end of the course assess whether the guidance provided has been sufficient to allow the student to continue on their own, or whether outside specialist support would be indicated. The AIM department will make recommendations about the next appropriate course of action to the Head of Section and subsequently to parents. For most pupils this is likely to focus on monitoring future progress, which hopefully will indicate an improvement as the new skills are applied. This monitoring may include a review meeting with the AIM department. A pupil may need a further short course later in his or her school career as work becomes more demanding.

### Monitoring Progress

Pupils' progress is monitored by:

- examining their grade sheets/reports/exam result/performance in order to identify areas they may need support in
- reviewing pupils' AIM Profiles on a yearly basis in consultation with the pupil and his/her parents
- regular review meetings with the pupils (an important part in raising their metacognition) and parents. This may be followed by a short period of targeted support

## APPENDIX D

### Laptop/iPad and Word Processor Policy

At Alleyn's school, pupils are expected to complete tests and examinations by hand. However, we recognise that pupils who have difficulties with handwriting and/or problems with processing and getting their ideas down on paper can find that using a word processor:

- Enables clear and legible writing;
- Enables the pupil to express their ideas more fluently;
- Helps to counter feelings of frustration and tiredness that can affect self-confidence and self-esteem;
- Enable the pupil to become a more independent learner.

### Who may use a word processor as their normal way of working at school?

The use of a word processor cannot be granted to a pupil because they prefer to type rather than handwrite **OR** can work faster on a keyboard **OR** because they use a laptop at home. Some of the reasons why the School will allow a pupil to use a word processor as their normal means of recording work both in the classroom and for tests/examinations include:

- The pupil has an identified specific learning difference which has a substantial and long-term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;

These reasons will be supported by a report from a suitably qualified professional.

- Poor handwriting;
- Planning and organisational problems when writing by hand.

For these reasons, school-based evidence will be gathered as detailed below in order that an informed decision can be made by the Head of Learning Support on whether to allow the use of a word processor.

### School-based evidence

Concerns about a pupil's handwriting may come from teachers, parents, the pupil or following a timed test/examination.

Any concerns about a pupil's handwriting should be reported to the Head of Department, who will refer the pupil to the AIM Department through the School's referral system. These concerns may also come from pupils or parents. The AIM Department will gather evidence from subject teachers and if a potential difficult is identified, the AIM Department will:

- Contact the parents to seek their views;
- Arrange to meet with the pupil to look through their books and to carry out a handwriting assessment.

At the end of this process, a member of the AIM Department will meet with the parents to discuss the way forward. This may involve:

- Concerns may have been ameliorated and the pupil's handwriting has improved;
- The pupil's handwriting has improved a little but they may continue to have difficulty with legibility and speed in longer pieces of writing.
- A recommendation that the pupil should undertake a touch-typing course with the view to the use of a word processor becoming their normal way of working at school. The school:
  - hosts a touch-typing course during the Lent term for pupils in Year 6;
  - is able to recommend online courses.All of these are at the parents' cost.
- Additional concerns are noted concerning slow processing in other areas. In this case the AIM department will undertake further screening tests which may lead to a recommendation of an independent specialist assessment.

### Using a word processor at school

In the Junior School, the Head of Learning Support may give permission for a child to use a word processor after consultation with the Form Tutor, provided that typing is efficient, accurate and of sufficient speed to be able to cope in the classroom setting. Usually, successful completion of a touch-typing course will be recommended as a first step. Additional arrangements will be made by taking into account the child's age, their needs and the use of devices in their relevant age group.

In the Senior School, all pupils are allowed to use a word processor to record work within the classroom in line with the School's Digital Devices Policy and under the direction of the subject teacher. Only pupils who have specific permission due to a SpLD or disability may use a word processor in examinations.

In class:

- Pupils must set up subject folders or use Teams as directed by staff and save work at the end of each lesson.
- Pupils should use a plain font and double-space to allow room for teachers' comments.
- Spellcheck can normally be used on all pieces of work except in examinations.
- Work must be printed out by pupils and stuck into exercise books or placed in a file or uploaded to OneNote-as required by each teacher.
- Pupils must ensure that laptops/iPads are charged every evening as they will need to run on battery power in the classroom.
- Pupils should not expect the School's IT technicians to maintain their machines or undertake repairs to them.

### Limitations to Laptop Use

A subject teacher has the right to veto the use of a laptop in particular situations:

- Where its use might be dangerous or problematic e.g. in a particular experiment in Chemistry;
- Where particular exercises should not be done with computer assistance e.g. maps and diagrams;
- Where calculations are required without the assistance of computer functions such as in Mathematics;
- If an individual pupil, in any lesson, is using the laptop in such a way as to cause a distraction or disturbance to the learning of others.



### Using a word processor in examinations

- A pupil who has used a laptop as their normal way of working at school and has had practice and rehearsal in the use of a word processor in timed conditions may use a word processor in examinations. In this case the pupil will use a school word processor for internal and external examinations. The Examinations Officer will make contact with the candidate to arrange in which specific examinations they wish to use a word processor.
- There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this.
- Spelling and grammar check will be disabled as will any connection to the internet. In rare instances some pupils will have this enabled due to their spelling difficulties which affect their writing fluency. This will be after consultation with the pupil, parents and subject teacher.
- The form tutor will arrange for the pupil to meet with the IT department for a familiarisation session.
- Any request for the use of a laptop in a summer internal or external examination after 21 February must be accompanied by a doctor's note.
- Scripts will be printed out on school printers as soon as the examination ends. The pupil must be present to check that all pages have been printed and then sign each page.

## APPENDIX E (Junior School)

### English as an Additional Language

#### Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country an school;
- Newly arrived from a foreign country and who attended a school where they were taught in English;
- Born abroad but moved to England at some point during their childhood;
- Born in the UK but in a family where the main language is not English.

EAL pupil's competence in English can be categorised as described below:

Level 1: silent period/beginner learner;

Level 2: basic interpersonal communication skills (BICS);

Level 3: socially competent and starting to communicate more efficiently in an academic setting;

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum;

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

The majority of EAL pupils at Alleyn's are fluent in English, having been brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be aware that EAL needs may emerge as more competent pupils progress in their education, it is also the case that the majority of these pupils will have no language support needs during their time at school.

#### Identification

EAL pupils are identified on admission through disclosure by the parents in the application process. The school is able to make "reasonable adjustments" in our Entrance Examination for such pupils. The marking of the Entrance Examination will take into account the fact that a candidate has English as an additional language so that these pupils are not disadvantaged as far as this part of the admissions process is concerned.

Alleyn's school has a list of pupils for whom English is an additional language and this is made available to all teachers in order to meet any potential needs.

## Early Years Foundation Profile

According to the Foundation Stage Profile, 'Children whose home language is not English should have opportunities to engage in activities in the security of their home language.' (. . .) The Profile recognises and values linguistic diversity and is inclusive of children whose home language is not English. The Early Learning Goals (ELGs) for communication and language, and for literacy, must be assessed in relation to the child's competency in English. However, the remaining ELGs may be assessed in the context of any language (. . .) Teachers should use their professional judgement to consider whether the accounts provided are consistent with their professional knowledge of the child. Other teachers as well as parents and/or carers should be consulted to aid with this.'

## Provision in the Classroom

EAL pupils are offered full access to the wide-ranging and vibrant curriculum and co-curricular activities that Alleyn's offers as this provides the best platform for all pupils to develop their language skills in speaking, listening, reading and writing since it provides a meaningful context with appropriate cognitive challenge. All teachers are expected to take on the role of teachers of language in the context of their subject. The following guidelines are suggested:

- Consider the language demands of the content of a lesson.
- Allowing time for discussion will allow pupils with EAL time to develop their understanding. Pupils may need a little extra time for processing OR more explanation from the teacher OR a framework on which to model their response.
- Allow pupils time to think through questions before answering and consider using different types of questions or repeating questions using different vocabulary.
- Provide structured guidance for pupils to support reading or writing activities.
- Explicitly teach subject specific vocabulary as well as grammar. Show pupils how to connect ideas in writing using connective words appropriate to your subject.
- Focus on developing and providing the language for higher order reading and thinking skills appropriate to your subject such as hypothesising, evaluating, inferring etc.
- Consider providing visual information such as timelines, tree diagrams, flow charts, tables, graphs, pie charts to support the development of key words and concepts.
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning.
- Allow pupils time to summarise and reflect on what they have learnt at the end of a lesson and link old learning with new ideas and concepts.
- Integrate speaking, listening, reading and writing so that each of these skills can support and help to develop the others

## Progress

Most EAL pupils at Alleyn's School will thrive in a language enriched classroom environment. The progress of EAL pupils is monitored carefully throughout the Junior School by the class teacher.

## APPENDIX E (Senior School)

### English as an Additional Language

#### Defining EAL

An EAL pupil is a pupil whose first language is not English. This encompasses pupils who are fully bilingual and all those at different stages of learning English. EAL pupils may be:

- Newly arrived from a foreign country and school;
- Newly arrived from a foreign country and who attended a school where they were taught in English;
- Born abroad but moved to England at some point during their childhood;
- Born in the UK but in a family where the main language is not English.

EAL pupil's competence in English can be categorised as described below:

Level 1: silent period/beginner learner;

Level 2: basic interpersonal communication skills (BICS);

Level 3: socially competent and starting to communicate more efficiently in an academic setting;

Level 4: satisfactory levels of English but language may still be a barrier to achievement in some areas of the curriculum;

Level 5: cognitive academic language proficiency (CALP) – level of English no barrier to achievement.

The majority of EAL pupils at Alleyn's are fluent in English, having been brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. Whilst it is important to be aware that EAL needs may emerge as more competent pupils progress in their education, it is also the case that the majority of these pupils will have no language support needs during their time at school.

#### Identification

- EAL pupils are identified on admission through disclosure by the parents in the application process. The school is able to make "reasonable adjustments" in our Entrance Examination for such pupils, in line with the current JCQ guidelines.
- The marking of the Entrance Examination will take into account the fact that a candidate has English as an additional language so that these pupils are not disadvantaged as far as this part of the admissions process is concerned.
- Alleyn's school has a list of pupils for whom English is an additional language and this is made available to all teachers in order to meet any potential needs.

#### Provision in the Classroom

EAL pupils are offered full access to the wide-ranging and vibrant curriculum and co-curricular activities that Alleyn's offers as this provides the best platform for all pupils to develop their language skills in speaking, listening, reading and writing since it provides a meaningful context with appropriate cognitive challenge. All teachers are expected to take on the role of teachers of language in the context of their subject. The following guidelines are suggested:

- Consider the language demands of the content of a lesson.

- Allowing time for discussion will allow pupils with EAL time to develop their understanding. Pupils may need a little extra time for processing OR more explanation from the teacher OR a framework on which to model their response.
- Allow pupils time to think through questions before answering and consider using different types of questions or repeating questions using different vocabulary.
- Provide structured guidance for pupils to support reading or writing activities.
- Explicitly teach subject specific vocabulary as well as grammar. Show pupils how to connect ideas in writing using connective words appropriate to your subject.
- Focus on developing and providing the language for higher order reading and thinking skills appropriate to your subject such as hypothesising, evaluating, inferring etc.
- Consider providing visual information such as timelines, tree diagrams, flow charts, tables, graphs, pie charts to support the development of key words and concepts.
- Reinforce language learning and understanding through repetition, highlighting vocabulary learnt, summarising and recording what has been learnt and creating opportunities to revisit key concepts through questioning.
- Allow pupils time to summarise and reflect on what they have learnt at the end of a lesson and link old learning with new ideas and concepts.
- Integrate speaking, listening, reading and writing so that each of these skills can support and help to develop the others.

### Progress

Most EAL pupils at Alleyn's School will thrive in a language enriched classroom environment. The progress of EAL pupils is monitored carefully throughout the Lower, Middle and Upper school by tutor, Head of Section, Head of House and the Head of Access, Inclusion, and Mentoring.

### Additional Support

Most EAL pupils will thrive in a language enriched classroom environment without further intervention. However, if concerns are identified following the procedure outlined above:

- A short course of language focussed support may be provided for any pupil causing concern.
- A pupil must not be regarded as having a specific learning difference solely because the language or medium of communication of the home is different from the language in which he or she will be taught.
- Should any specific learning difficulties be identified through our screening process or through concerns expressed by teachers, parents or the pupil, EAL pupils will have equal access to the specific learning differences and disabilities provision that Alleyn's is able to offer.

### Examination Arrangements

The school will follow the current JCQ guidelines when making arrangements for examinations (Section 5).

## APPENDIX F (Senior School)

### Access Arrangements Policy

Access Arrangements are examination arrangements for pupils with special educational needs, disabilities, or temporary injuries. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

'Reasonable adjustments' are made where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. Schools and examination boards are required to take reasonable steps to overcome that disadvantage. An example might be providing an enlarged paper for a visually impaired pupil. Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the individual needs of the pupil;
- the effectiveness of the adjustment;
- the cost of the adjustment and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs;
- involves unreasonable timeframes or;
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

### Public Examinations

For all public examinations, the school follow the Joint Council for Qualifications (JCQ) Access Arrangement and Reasonable Adjustments regulations <sup>1</sup>. These are accessible via the following link: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>. Failure to comply with these regulations may constitute malpractice, which could in turn affect a candidate's result(s).

Decisions to apply for access arrangements will always be made by the school acting for and on behalf of the GCSE, IGCSE and GCE awarding bodies. The school will be guided by a thorough understanding of a pupil's learning needs over time and in a range of circumstances, assessments by the Access, Inclusion and Mentoring Team (AIM) conducted from Year 9, and the school teachers' own knowledge of the pupil's needs and their normal way of working both in school and at home. A portfolio of 'evidence of need' will be put together by the AIM team to support any application for access arrangements; this will include teacher feedback and evidence of a pupil's work.

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<sup>1</sup> A small number of external examinations are not subject to JCQ regulations – for example International Baccalaureate examinations. In these cases schools will follow the JCQ principles but must ensure that the separate procedures specific to the examination board are followed.

## **Roles and Responsibilities**

### **Head**

The Head as Head of Centre is responsible for ensuring that all public examinations held at the school are administered according to the JCQ regulations, and must therefore be familiar with the JCQ 'Access Arrangements and Reasonable Adjustments' document. The Head is also responsible for the appointment of assessors, and ensuring that those assessing candidates have the required level of competence and training and appropriate qualifications.

### **SENCO**

The SENCO is responsible for leading on the access arrangements process within the centre. This includes:

- Liaising with parents;
- Managing the application procedure, ensuring that full supporting evidence is available before starting the application;
- Maintaining a portfolio of all the required documentation, including evidence of need, updating this as required (e.g. transfer into the Sixth Form). This evidence must be available for JCQ inspection;
- Keeping evidence of the qualifications of any assessor used by the centre: this must be available for JCQ inspection;
- Liaising with the Examinations Officer to ensure access arrangements are applied correctly for all relevant examinations;
- Liaising with Heads of Department and teaching staff to ensure that they know which pupils are entitled to access arrangements, that these should correspond to the pupil's normal way of working, and that access arrangements should also be made for internal school texts, examinations and mock examinations.

### **Examinations Officer**

The examinations officer is responsible for the practical application of access arrangements in public examinations. This will involve:

- Being aware of which pupils are eligible for access arrangements, and any particular conditions (e.g. arrangements being appropriate in some examinations and not others);
- Implementing access arrangements according to the regulations;
- Making practical arrangements, e.g. for extra rooms, extra invigilation etc;
- Monitoring pupil use of access arrangements in public examinations via the Access Arrangement Waiver Form.

### **Heads of Department/Teaching Staff**

Heads of Department and teaching staff must support the SENCO in determining and implementing appropriate access arrangements. This will involve:

- Being aware of which pupils are eligible for access arrangement;
- Ensuring that access arrangements are made for these pupils in internal tests, examinations and mock examinations;
- Collaborating with the SENCO to provide evidence of pupils' normal way of working.

### **Parents**

Parents of pupils from Year 9 who feel that their son/daughter should be assessed for access arrangements due to learning differences should contact the school SENCO as early as possible, bearing in mind that access

arrangements are only made for pupils who have difficulties which amount to a substantial impairment. Parents wishing to commission a private assessment **must** contact the school in advance – an assessment carried out without prior consultation cannot be used to award access arrangements. Private assessors must be fully conversant with the JCQ regulations.

### **Types of Access Arrangement**

A number of access arrangements are available. Their use depends upon the pupil's needs, their normal way of working, the type of examination and the current JCQ regulations. This means that different arrangements might be allowed in different examinations, and SENCOs are expected to consider the need for access arrangements on a subject-by-subject basis.

The access arrangements most commonly used at the school include:

- Supervised rest breaks;
- Use of a word processor (with spelling and grammar check disabled);
- 25% extra time.

Other types of access arrangement are available and may be considered depending on the exact nature of a pupil's needs. Details of such possible arrangements can be found in the JCQ regulations.

### **Supervised Rest Breaks**

Supervised rest breaks (SRB) must always be considered before making an application for extra time. The SENCO is allowed to provide a supervised rest break if it is the candidate's normal way of working. The SENCO must be satisfied there is a genuine need for the arrangement due to a candidate's disability. The candidate's difficulties must also be evidenced and established within the centre, i.e. known to a Form Tutor, Head of Year and/or a senior member of staff with pastoral responsibilities.

Supervised rest breaks may be given to pupils to take account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, mental and emotional needs.

At the start of the SRB, the timing of the examination will be paused and then restarted when the candidate is ready to continue. The pupil will not have access to the examination for the duration of the SRB.

### **Criteria for Granting Word Processor use as an Access Arrangement**

Use of a word processor in public exams may be granted by the Centre in accordance with JCQ regulations to candidates who have problems such as speed of writing production, planning and organisation problems when writing by hand, and/or the legibility of their handwriting. The following criteria are general guidelines for word processor use:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;



- A sensory impairment;
- Planning and organisational problems when writing by hand and “the quality of the language significantly improves as a result of using a word processor” *Reference B, 5.8.4* (that have not already been addressed by an alternative Access Arrangement);
- Handwriting speed which has been Centre assessed as below average;
- Poor handwriting as assessed by the Centre.

This list is not exhaustive.

Word processors will NOT be granted solely because the candidate prefers to type, can work faster on a WP, that they use BYOD, or that they use one at home. The use of a word processor must be approved by the Centre as being appropriate to a candidate’s needs in addition to being a well-established normal way of working in lessons and in-school assessments (for reasons other than BYOD application\*) in order to be granted in a subject’s examination.

Word processors can be used for coursework/controlled assessments unless prohibited by a specification. It is permissible to type answers to certain questions, e.g. those requiring extended writing, and to hand-write shorter answers. Use of a word processor is often not appropriate in subjects such as Mathematics and Science.

Extra time will only be awarded if the candidate presents with other significant difficulties and they meet the strict regulations that permit this.

\*Normal way of working will not be considered purely on the basis of BYOD. If a candidate would have been at a substantial disadvantage were they to hand write during lessons and in-school assessments, and would still have required use of a word processor were it not for BYOD, the SENCO will then determine whether the use of a word processor is a reasonable adjustment based on the candidate’s established need.

### SENCO Assessment of Appropriate Adjustment

- Staff or candidates who believe a candidate is eligible to use a word processor in GCE and GCSE exams should contact the SENCO in the first instance. This should be done at the start of the GCSE or A level course, or as soon as the difficulties become apparent.
- The SENCO will determine whether a word processor is a reasonable adjustment in consultation with the Examinations Officer (EO) and subject teachers. If it is agreed, the permission will be added to the school’s register of approved access arrangements and shared with teaching staff. Permission to use a word processor in exams will be withdrawn if it ceases to be a candidate’s normal way of working.
- Candidates with permission to use a word processor may need or choose to use one only for exams involving extended writing or for portions of exams where this is necessary.
- All candidates may use word processors for controlled assessment or coursework unless this is prohibited by the specification.
- A word processor is permitted for foreign language exams. Candidates will be permitted time after the exam to handwrite any accents/symbols for letters/words on to their printed scripts. They will remain under supervision until this task has been completed. Alternatively, candidates may wish to

memorise the keyboard shortcuts for the appropriate symbols to be added during the examination time. Candidates will need to confirm their chosen method prior to each exam.

### **Use of a word processor in public examinations: procedure**

Where awarded, candidates use school computers for public exams, not their own laptops.

The computer will be logged into a secure Exams account set up by the ICT Department and use Exam WritePad, to be used as a type writer.

The computer will have no access to any other software and will have all spelling and grammar checks disabled (except where the candidate has been awarded a scribe arrangement but has chosen to type independently). Internet access will also be disabled.

Before the exam starts, the candidate details will be created with the following details and saved using their name and title of the exam:

- Name and candidate number;
- Centre number;
- Date;
- Name and code of exam.

Documents must be double line spaced and minimum 12pt font is recommended.

The Candidate must also complete the front of the Examination Answer Booklet with the required details.

Candidate's work will be saved automatically via the Exam WritePad system, every 60 seconds.

At the end of the exam, the candidate's script will be printed using the exam printer.

Candidates should check that every page has been printed and confirm that it is their own work by signing each page.

Where required, the Invigilator (and Exams Officer where necessary) will complete the Word processor Cover Sheet and attach the sheet and the printed work securely to the Answer Booklet (or insert into the Booklet as required by the particular Awarding Body).

The candidate's completed script will be dispatched as usual in accordance to the Awarding Body Regulations.

### **25% Extra time**

25% extra time may be granted to candidates with learning differences, or for other differences such as sensory, physical or mental and emotional needs. The documentation supporting an application for 25% extra time must make a compelling case and present a clear and detailed picture of current need (see section on evidence of need below).

When a candidate progresses from GCSE to A level qualifications, whilst an assessment conducted no earlier than the start of Year 9 recommending 25% extra time for GCSE examinations will be valid for A level examinations, an application for extra time must be re-submitted in relation to A level examinations, and the school must have available detailed evidence that 25% extra time is still needed and continues to be the candidate's normal way of working.

**Temporary Access Arrangements** and applications for **special consideration** can also be made in certain situations. These arrangements can be processed as the need arises. An example could be: a Year 11 pupil has fallen off their bike and broken the wrist of their writing hand. In such a case, the school would look at the

most appropriate and reasonable adjustment to make to ensure that the pupil can access the exam but is not given an unfair advantage. As with all applications, the school **must** ensure that the appropriate documentation is held on file to support any arrangement made.

### **Evidence Required**

The Equality Act 2010 definition of **disability** is very important in helping to make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for pupils. To quote the Act, disability means, '**limitations going beyond the normal differences in ability which may exist among people.**' Any arrangement or reasonable adjustment we consider has to be evidenced, with the extent and type of evidence required depending on the nature of the access arrangement. The most complex, but most common request the school makes to the exam boards is for extra time.

In order to award extra time of up to 25% **for learning difficulties** the school must assess the needs of the pupil based on one of the following documents:

- **A current Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs** relating to secondary education which confirms the candidate's disability; or
- **An assessment carried out from the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education.**

**So as not to give an unfair advantage**, in all but exceptional circumstances the specialist assessor's report must confirm that the candidate has **at least one below average standardised score of 84 or less** which relates to an assessment of:

- Speed of reading; or
- Speed of writing; or
- Cognitive processing measures which have a substantial and long-term adverse effect on speed of working

The assessor's report must be presented in the prescribed format (Form 8) and section C must be signed and dated by the assessor.

In addition to this core evidence, **the school must collate a portfolio of evidence of the normal way of working** for the candidate, clearly demonstrating the need for extra time. This may include, but is not limited to: unfinished mock examinations or other timed assessments or comments from teaching staff; a significant improvement in legibility or quality of language when extra time is applied. Extra time may not be appropriate in practical examinations where the impairment has a minimal effect on the assessment (e.g. Art, Drama).

For extra time **for difficulties such as sensory, physical or mental and emotional needs, so as not to give an unfair advantage**, the SENCO must produce a letter or file note, written on centre headed paper/template, signed and dated, which:

- Confirms that the candidate has **persistent and significant difficulties** when accessing and processing information, and **is disabled within the definition of the Equality Act 2010**;
- Includes evidence of the candidate's current difficulties and how they impact substantially on teaching and learning in the classroom;
- Shows the **involvement of teaching staff** in determining the need for extra time of up to 25%;
- Confirms that without the application of extra time of up to 25% the candidate would be at a **substantial disadvantage**;

- Confirms that extra time of up to 25% is the candidate's **normal way of working** within the centre as a **direct consequence of their disability**.

It is expected that this detailed information will be supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant; or
- a Speech and Language Therapist; or
- a letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
- a current EHCP or Statement of Special Educational Needs which confirms the candidate's disability.

A GP's letter is not regarded as suitable or sufficient evidence.

### **Identification of pupils who may require exam arrangements and application process**

Pupils on the school's SEN register in Year 9 will be automatically considered for assessment for access arrangements by the SENCO, who will have firmly established a picture of need and normal way of working in Years 7-9. Otherwise, a pupil may self-refer or be referred by a parent or teacher. In normal circumstances the application will be made at the start of a GCSE or A level course.

In all cases, the following steps will be followed to ensure that the required evidence is collated and the correct application procedure followed:

- 1) Teachers will complete a 'Normal way of working' questionnaire;
- 2) The SENCO will meet with the pupil to discuss their needs;
- 3) The SENCO will collate the information and decide whether or not to assess and which areas of assessment are required;
- 4) The SENCO will complete Section 1 of the JCQ Form 8;
- 5) Assessments will take place;
- 6) The assessor will assess the pupil and complete, sign and date Section 2 of Form 8;
- 7) Section 3 of Form 8, making recommendations for access arrangements, must be completed by the SENCO following the assessment;
- 8) The pupil must sign the Data Protection Notice;
- 9) The SENCO will make an application for access arrangements to the JCQ through *Access Arrangements Online*. Applications must be processed and approved no later than the JCQ published deadline. Late applications are only permitted in very specific circumstances and may be subject to scrutiny;
- 10) The pupil, parents, teachers and the Examinations Officer will be notified of the outcome and implications for school work and internal tests (see below);
- 11) Evidence will be kept on file for inspection by the JCQ inspector, including the Form 8, the signed Data Protection Notice, confirmation of approval of the access arrangement and the portfolio of evidence of need/normal way of working. Evidence may be stored electronically (in an e-folder for each candidate) or in hard copy.

### **Use of externally commissioned reports**

Parents have the right to seek further diagnostic assessments for their children. However, as we have a team of fully qualified specialist teacher assessors, privately commissioned educational diagnostic assessments cannot be used to award access arrangements. In the case of other needs such as ADHD or Autistic Spectrum Condition, externally commissioned assessments are acceptable and necessary. The report must state that the pupil's disability is 'substantial' and 'long term'.

It is always at the discretion of the SENCO as to whether the recommendations contained within the report are followed. The decision will be made based on whether the recommendations fit with the picture of need already established within the centre and the pupil's normal way of working.

A report from an independent specialist assessor without a history of provision is **not** enough evidence for Access Arrangements to be granted. For this reason, any specialist assessor's report recommending Examination Access Arrangements must be received by the School **no later than the last day of September of the examination year**. If there is a history of need and a history of provision, the Head of AIM will make appropriate recommendations for Access Arrangements.

The School is required to make applications for any Access Arrangements that a pupil requires by **early March**, if the pupil will be taking examinations that summer.

When the need for a potential Public Examination Access Arrangement is identified, the School will endeavour to ensure that younger pupils undertake internal examinations under the same conditions so long as a report identifying a specific learning difference is received by **1 March** of the year in which the internal examinations take place.

### **Assessment, Internal Exams and Tests**

For those pupils requiring access arrangements, the following steps will be followed in relation to internal examinations and assessments:

- 1) From Year 9, departments will be informed of which pupils are eligible for access arrangements, and individual departments will then coordinate this with guidance from the SENCO as necessary.
- 2) Access arrangements **must** be put in place for relevant pupils for formal internal school tests, examinations and mock examinations. For less formal assessments, the teaching staff will use their discretion as to how to allow for a pupil's needs in the classroom – either by allowing some form of access arrangement or accounting for the conditions of the test when marking.
- 3) For formal internal assessments, pupils with extra time are to write in their normal way and to participate within normal exam conditions. However, they should change pen colour when their 25% becomes available. Pupils use coloured pen until the 25% is finished, or when they have finished – this contributes to providing essential evidence of need.
- 4) Teachers should mark exam scripts or other assessments with and without the 25% extra time and comment on the qualitative differences with 25% extra time, i.e. has a pupil's work moved into an A grade from a B grade or vice versa?
- 5) Teachers must supply the SENCO with copies of exams scripts where 25% extra time has been used; scripts should be accompanied by teachers' comments, explaining the qualitative differences and commenting on how extra time has affected exam performance.
- 6) Pupils may use a laptop for internal assessments if this has been their normal way of working. If a laptop is used, this will be used with the internet, spelling and grammar check disabled.