



BURY
GRAMMAR SCHOOL

SEND Policy

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This policy is for Bury Grammar School

This policy has been written to meet the standards as set out in the Education (Independent Schools Standards) Regulations 2014 (ISSR) as amended under section 94 of the Education and Skills Act 2008 and has particular regard for the interpretation of these as set out in paragraphs 42 to 51 of the Commentary on the Regulatory Standards September 2022.

1. Policy aims

The aim of this policy is to:

- a. Set out clear guidelines which will ensure a consistent approach to providing for those pupils who have special educational needs and disabilities at BGS;
- b. Establish clear procedures to be followed when a learning concern is raised about a child.

2. This policy has regard for

- a. SEND [Special Educational Needs and Disability] Code of Practice 0 – 25 [May, 2015];
- b. Equality Act 2010: advice for schools DfE May 2014;
- c. Children and Families Act 2014(Part 3).
- d. JCQ General Regulations for Approved Centres and JCQ Access Arrangements Guidance.

3. Scope of policy

This policy applies to all pupils in the Primary Division (including EYFS), Senior Division and Sixth Form and applies at all times whilst the pupil remains a pupil at the school. All teaching staff at the school are required to read and follow this policy.

4. Introduction

As a school, we may have pupils with individual learning needs, including dyslexia, speech and language concerns, difficulties with handwriting and fine motor skills, poor reading and processing speeds, autistic spectrum disorders, hearing and visual impairment and also pupils who need support to access the academic curriculum, sport and the extracurricular programme. Such pupils may also need support in dealing with social issues and should be protected from stigmatisation which may surround their SEND.

5. Implementation of policy

The Head of Learning Support is responsible for ensuring that all parts of this policy are fully implemented. She liaises with staff, pupils and parents and ensures that the staff are provided with up to date and accurate information.

The Senior Teacher Inclusion in the Senior Division and Sixth Form and the Assistant Head Pastoral in the Primary Division provide support for the Head of Learning Support. In particular, by ensuring systems are in place (for example lesson observation, appraisal and INSET) which allow for high quality teaching and learning, and that progress is made by all pupils irrespective of ability.

6. Definition of Special Educational Needs and Disability

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has SEND if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

The Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Behaviour, emotional and social development;
- Sensory and /or physical.

Post 16 Institutions often use the term learning difficulties. The term SEND is used in the Code of Practice across the 0-25 age range but has the same meaning.

Roles and Responsibilities

a. Teachers

Each department includes within its Schemes of Work the means by which it will meet the needs of pupils with SEND within its subject area(s).

Individual teachers are responsible and accountable for the progress and development of pupils in their classes. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. High quality teaching is differentiated and personalised to meet the needs of the majority of pupils. Some children will require arrangements to be tailored to their specific individual needs and this is defined as special educational provision. Teachers should ensure that there are no barriers to every pupil achieving in line with personal expectations. When a pupil is not making adequate progress, teachers, the Head of Learning Support, parents, and where appropriate, the pupil themselves, should collaborate on planning support and teaching strategies.

All teachers are responsible for raising concerns about potential pupils with SEND and passing on concerns to the Head of Learning Support using the referral proforma; being aware of the individual needs of pupils with SEND; differentiating their lessons to take into account the learning needs of pupils with SEND, i.e. Quality First Teaching; ensuring they have up-to-date knowledge about the implications of dyslexia in particular and implementing appropriate strategies in their classroom teaching; positively reinforcing pupils with SEND in the classroom; ensuring that assessment is used to inform the next stages of learning; where necessary, collaborating with the Head of Learning Support to decide the

action required to help pupils with SEND make progress; making reasonable adjustments in accordance with the guidance outlined in the Pupil's Profile (formally known as IEPs); checking that the pupil's progress is in line with academic potential and set targets; recording use of Access Arrangements in the shared spreadsheet within Learning Support on the Staff Public drive.

Teachers must be aware of:

- the confidentiality of data and information relating to SEND pupils;
- the procedures to be followed;
- the mechanisms which exist to allow them to access information about pupils with SEND;
- how special needs may affect pupils of different ages;
- their commitment to keep the Head of Learning Support informed about progress;
- their responsibility to make provision for pupils with SEND.

Teachers respond to pupils' needs by:

- providing support for those who need help;
- planning to develop pupils' understanding through the use of varied teaching and learning methodologies;
- planning for pupils' full participation in learning;
- providing additional material, tasks or events to stretch gifted and talented pupils.

Pupils may have SEND either throughout or at any time during their school career. The School recognises that when it begins to make special educational provision for a pupil without an EHC plan, the pupil's parents **must** be told that such provision is being made; indeed involving parents effectively in the setting and review of outcomes from the outset leads to better progress and improved attainment overall.

b. Head of Learning Support

The Head of Learning Support is responsible for:

- maintaining the SEND register for Bury Grammar School;
- coordinating Year 7 specific learning difficulty screening with the English departments;
- developing and managing a system for timely responses to requests for assessment;
- being the first point of contact for SEND referrals from teachers or parents;
- writing and reviewing Pupil Profiles and sharing and reviewing these with teachers, pupils and parents on a regular basis;
- regularly monitoring the progress of SEND pupils and liaising with the relevant pastoral or academic teams;
- sharing relevant resources/ articles that will help classroom teachers with lesson planning, particularly for pupils with SEND;

- arranging appropriate training and INSET to develop classroom teachers' knowledge of high frequency SENDs;
- overseeing intervention lessons;
- assisting the examinations officer to ensure provision for SEND pupils is in place;
- monitoring 'Evidence of Use of Access Arrangements' forms to ensure provision reflects 'normal way of working';
- working in partnership with external agencies/individuals to identify and support pupils with SEND;
- liaising with parents of pupils on the SEND register;
- ensuring that the Senior Leadership Team and Governing Body are kept informed on issues pertaining to SEND;
- keeping the SEND policy up-to-date and ensuring that it complies with current legislation pertaining to SEND;
- advising on the effectiveness of SEND provision in relation to the 2010 Equality Act;
- producing a budget on an annual basis to ensure adequate resources and funding is in place to support pupils with SEND;
- producing a departmental development plan;
- liaising with the Examinations Officer to ensure that all Access Arrangements are facilitated. For example, the Head of Learning Support and Examinations Officer together ensure that there are sufficient resources available, e.g., suitable rooms, laptops and Reader Pens;
- ensuring that the assessment process is conducted correctly by the educational psychologist or specialist assessors and that the qualifications of such persons have been verified by the Head of Learning Support and meet the required threshold for JCQ in respect of access arrangements;
- in line with JCQ Access Arrangements the Head of Learning Support [Head of Learning Support] must present documentation to the JCQ Inspector during an Access Arrangement or General JCQ visit. As such visits are unannounced, if the Head of Learning Support is absent, then the Deputy Head Pastoral would make such documentation available.

c. The Senior Leadership Team

SLT are responsible for ensuring that the SEND policy is implemented. SEND issues will be addressed by the Senior Teacher Inclusion at SLT meetings for the Senior Division and Sixth Form and the Primary Principal for the Primary Division (including EYFS).

d. The Principal

The Principal is responsible for:

- the day-to-day management of the school, including SEND provision;
- keeping the Governing Body well informed about SEND within the school;
- ensuring that the School has clear and flexible strategies for working with parents, which encourage their participation in their child's education.

e. The Governing Body

The Governing Body will ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

f. Parents

The School values the contribution that parents make and the critical role they play in their child's education. The development of a strong partnership with parents will enable pupils with SEND to achieve their potential and flourish. To this end, parents **must** inform the School of any known SEND when their child joins the School.

Parents will be supported and enabled to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have input into how their child is educated;
- plan for their child's full participation in learning;
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents are involved in supporting the target setting process for their child and we encourage active participation of parents by providing guidance on how they can support their child's learning at home.

The School provides an annual written report for parents on their child's progress, and Parents' Evenings take place once or twice each year depending on the pupil's Year Group.

In the Senior Division and Sixth Form parents also receive Assessment Grade sheets and Examination sheets at regular intervals throughout the year, which give an indication of how their child is performing in relation to their Target Grades.

In the Primary Division (including EYFS) pupil attainment is shared with parents on a regular basis. This may include face-to-face contact, interim grades and online learning journey logs (EYFS only).

In accordance with the School's 'Open Door' policy, parents are encouraged to contact their child's Class teacher or Form Tutor in the first instance and/or the Head of Learning Support as needed either by telephone or appointment.

Others within school providing services for SEND pupils:

- Counsellor
- Learning Support TA
- Academic Mentor
- Designated Safeguarding Lead
- Examinations Officer

- Librarian
- School's Health Support Worker

7. Identification of pupils with SEND and procedure to be followed

The majority of pupils in the Bury Grammar Schools have their needs met through quality first teaching that involves inclusive classroom arrangements, including appropriate differentiation and provision by the classroom teacher.

All staff are responsible for identifying pupils with SEND. The Head of Learning Support will work with staff to ensure that those pupils who may need additional or different support are identified and the needs of the whole child are considered.

If at any stage in a pupil's time at Bury Grammar School a parent is concerned about their child having special educational needs, they are actively encouraged to speak directly with the Head of Learning Support. At the 'Assess' stage, we follow the steps outlined below:

- Sharing information from/and transitional arrangements with the previous school or setting. This includes contacting primary feeder schools to get to know pupils with SEND. Parents are also expected to share information about their child if they have additional educational needs prior to joining BGS.
- All pupils at Bury Grammar Schools will sit baseline data tests at various points during their school career. The school will use this information to identify pupils with SEND who may need further assessment and support.
- Classroom teacher and form tutor input. Teachers are encouraged to raise SEND concerns about a particular child with the Head of Learning Support. This may be done via the SEND referral form on SharePoint. Where it is fairly apparent that a pupil has SEND, teacher concerns and data will be shared with parents by phone, letter, email or at a parents' meetings.

8. Assessment of pupils with SEND

- Once a referral has been made to the Head of Learning Support, information will be gathered from the pupil's subject teachers. In the Senior Division and Sixth Form if a pupil is suspected of having a cognitive specific learning difference (dyslexia) the Head of Learning Support, who is a member of AMBDA and holds a specialist assessors' certificate qualified, will carry out the initial screening assessments and, if necessary, make recommendations for further specialist assessment. For other SENDs the Head of Learning Support will collate information, liaise with the parents and pupil and, where appropriate, make recommendations for further specialist assessment by external agencies or encourage the parents to consult their family GP to seek a referral.
- In the Primary Division (including EYFS), for both cognitive and medical SENDs, the Head of Learning Support will carry out an informal assessment of the pupil and working in cooperation with the pupil and the parents, make recommendations for further specialist assessments if it is felt it is necessary.
- BGS does not pay for private educational psychology reports. The Head of Learning Support will always refer parents to our preferred Educational Psychologist / Specialist Assessor as specified by JCQ guidelines [Section 7.3.3, p85, Access Arrangements & Reasonable

Adjustments]. Where a recommendation is made, the school will verify the qualifications of the educational psychologist / assessor.

- Once the Head of Learning Support has conducted the screenings/assessments or received specialist reports, parents will be contacted and invited to discuss the findings of reports and their desired outcomes. Where appropriate, pupils will be invited to contribute their own views on outcomes that may be important to them. It is at this point that support mechanisms are put into place to help achieve the agreed outcomes.

9. Support to meet the needs of pupils with SEND

- As soon as a specific learning difficulty for a pupil has been assessed, the Head of Learning Support working with staff, parents and the pupil concerned will produce a Pupil Profile [PP]. This will detail how to support the pupil at school, parents' responsibilities, and where appropriate, set individual targets. This will be distributed to all subject staff and reviewed on an annual basis or as required.
- In the Primary Division (including EYFS), guided support is available for pupils with reading difficulties. This could be in the form of paired reading with an able Year 6 pupil or on a 1:1 basis with the class teacher, the SEND department or the School Librarian. Within the Primary Division curriculum, the pupils have guided reading and shared reading sessions either in class or with the Form Tutor. In the EYFS class teachers, supported by support staff, regularly hear all the pupils read individually.
- In the Senior Division and Sixth Form, the SEND department and subject specialists provide assistance, for those pupils who need more directed support, for example for GCSE pupils nearing their exams.
- If a pupil is entitled to access arrangements in examinations, the Head of Learning Support will ensure that necessary documentation and applications are made with the Examinations Officer to JCQ. Access arrangements are reviewed throughout the year to ensure pupils are receiving appropriate support.
- In the Primary Division, pupils completing assessments should receive the support stipulated in the Pupil Profile.

10. Review the progress of pupils with SEND

- All pupils at Bury Grammar Schools are monitored for their progress set against targets made using initial baseline data, which is updated throughout the various key stages in their school career. The Head of Learning Support will liaise with the Senior Teacher Inclusion to assess the data.
- Any individual pupil who has SEND is also monitored by the Head of Learning Support with the support of the Senior Teacher Inclusion in the Senior Division and Sixth Form and the Assistant Head Pastoral in the Primary Division (including EYFS). Meetings will be held at regular intervals to review the progress of pupils with SEND. Any concerns about progress will be communicated to parents throughout the course of the year, not just at the review stage.

11. Education, Health and Care Plan (EHC plan – formerly Statement of Special Educational Need - SSEN)

The majority of children and young people with SEND or disabilities will have their needs met within the mainstream setting of BGS. However, parents and the School have the right under section 36(1) of the Children and Families Act 2014 (Part 3) to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care). Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents.

12. Admissions

We do not discriminate in any way regarding entry. We welcome pupils with special educational needs, provided that the school can confidently meet the pupil's needs within the constraints of the resources available to us and with due regard to the safety, welfare, needs and wellbeing of all pupils, including the pupil with SEND. We welcome pupils with physical disabilities, where possible making reasonable adjustments to accommodate them. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the school before they sit the entrance examination so that we can make adequate provision for them.

Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if they become a pupil at the school.

13. Training

The Inclusion department will provide regular up-dates to staff as appropriate and will arrange training for staff from time to time in strategies aimed at early identification and support of children with SEND.

14. Complaints

We hope that parents do not have any complaints about the operation of our SEND policy and parents can expect their concerns or complaints to be dealt with in a professional and courteous

manner. A copy of the School's Complaints Policy can be sent to parents upon request.

15. Management, monitoring and review

This policy will be strictly implemented by staff and be subject to annual monitoring following the Summer public examination sessions to ensure that it is being consistently applied and incorporates regulatory changes.

16. Access Arrangements for examinations

Access arrangements are agreed before an assessment. They allow pupils with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual pupil 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'. BGS ensures that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The Head of Learning Support works closely with all teaching staff and the Examinations Officer in order to make sure that exam access arrangements are appropriate and trialled in end-of-year exams, mocks and, following application to the awarding bodies, terminal summer exams.

Guidelines for Access Arrangements and reasonable adjustments

Full details of the most recent Access Arrangement and Reasonable Adjustments for pupils with disabilities and learning difficulties can be found at https://www.jcq.org.uk/wp-content/uploads/2023/08/AA_regs_23-24_FINAL-2.pdf.

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that an individual learner has a disability, defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.'

The provision of access arrangements would normally follow a long history of learning difficulties. Late identification of learning difficulties can occur in very exceptional circumstances, but concerns should normally be raised during the early months of a course leading towards an examination. It is recognised that, in a selective environment, high attaining pupils may have adopted strategies which allow them to cope with their disability and mean that this does not become apparent until their work becomes progressively harder. However, every effort will be made to gather appropriate evidence from staff, parents and pupils to ensure that identification of need is made in a timely fashion so that a pupil's normal way of working is well established prior to any access arrangements being in place.

At BGS, pupils are identified as having a possible need using a combination of one or more of the following:

- baseline testing completed at the start of Year 7 and/or at the start of Year 10 and/or at the start of Year 12;
- information from primary schools for pupils joining us at Year 7 and from Secondary schools for pupils joining later on during their school career, including at Year 12, which indicates a history of need and/or provision;
- information from parents sourced at the time of a pupil joining the School or during the pupil's time at the School;
- subject teacher referral during the course of KS3, 4 (and/or 5), demonstrating a history of need throughout the Senior School, with concerns passed on to the Head of Learning Support;
- subject teacher referral and/or referral by a Head of Department following end of year examinations and/or regular whole-year assessments;
- pupil or parental concerns expressed to teaching or pastoral staff and/or the Head of Learning Support;
- specialist diagnostic testing which indicates a significant learning need and indicates that modification may be required to ensure equal access;
- medical diagnosis suggesting modifications may be required to ensure equal access.

In order to be eligible for examination access arrangements, the Centre must demonstrate that the arrangements made reflect the pupil's normal way of working, including during internal tests. Where a late diagnosis is made, "normal way of working" may be evidenced by ensuring that the pupil has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination. The Head of Learning Support would need to establish that any arrangement would have been the normal way of working had an earlier diagnosis been made.

Pupils may not require the same access arrangements in each subject and specification. Applications should consider the need for access arrangements on a subject by-subject basis.

The arrangement(s) put in place must reflect the support given to the pupil in the centre, for example:

- In the classroom (where appropriate);
- Working in small groups;
- Intervention lessons;
- In internal school tests/examinations;
- In mock examinations.

This is commonly referred to as 'normal way of working'. For pupils with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the Head of Learning Support, to demonstrate a history of need, support and provision and normal way of working. The arrangement must not be suddenly granted to the pupil at the time of their examinations. Approved access arrangements, or provisional access arrangements are put in place for internal school tests, mock examinations and examinations.

Access arrangements and reasonable adjustments

All applications must be processed using Access Arrangements Online.

Applications for Access Arrangements in examinations will be made to JCQ or the awarding bodies when the following criteria have been met.

Supervised rest breaks

For a pupil to be granted a rest break the Head of Learning Support must be satisfied that:

- The candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the pupils is disabled within the meaning of the Equality Act); and
- There is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- Cognition and learning needs;
- Communication and interaction needs;
- A medical condition;
- Sensory and physical needs;
- Social ,emotional and mental health needs.

In addition, the pupil's difficulties must be supported by specialist evidence and established within the centre and thus known to a Form Tutor, Head of Year, the Head of Learning Support and /or a senior member of staff with pastoral responsibilities.

If an injury occurs close to the examination time, Supervised Rest Breaks may be considered to be a suitable Access Arrangement. Again, this Access Arrangement should be supported by a doctor's letter.

Extra time based on a diagnosed learning difficulty

JCQ regulations stipulate that the Head of Learning Support must have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time.

This arrangement can only be awarded following an educational assessment supported by a Form 8. If an external Specialist Assessor or Educational Psychologist carries out the educational assessment:

- BGS must be involved from the outset in providing a picture of the need of the pupil to inform the Educational Assessment.
- The Assessor must be suitably qualified and hold an up-to-date current certificate of assessment which must be shared with the school.
- The Assessor must have an established working relationship with the school and signed a Third Party Agreement letter.

- The Head of Learning Support must write the Form 8 and send it to the Assessor to inform the Assessment.
- The Form 8 must be signed and returned to the school from the Assessor and it must support the Access Arrangement.
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using access arrangements online.
- BGS will NOT be able to accept a Form 8 from a previous school (for example in the case of a pupil joining the Sixth Form). That pupil will need to be reassessed by an Assessor who has an existing relationship with the school.
- Extra time may not be appropriate in practical examinations.

Extra time based on a medical need (vision impairment, ASC etc.)

A letter/report from a specialist such as CAMHS, HCPC registered Psychologist, Hospital Consultant Local Authority Specialist Service should indicate how the medical need has a substantial and long-term adverse effect on the pupil's speed of working (in accordance with JCQ AA).

In both of the above cases for extra time, the following criteria must also be met in order to secure an application for Access Arrangements to JC:

- the Access Arrangement must have been trialled in the mock examination. It is unreasonable to allow a pupil to have Access Arrangements if they have not had the opportunity to trial it under similar conditions since this may put the pupil at a disadvantage;
- the Access Arrangement must be (or become) the pupil's normal way of working. Evidence must be gathered of the normal way of working over a substantial duration of the course. It is unreasonable to allow a pupil to have Access Arrangements if they have not built up a normal way of working throughout a substantial amount of the course in classwork, homework, class tests and mock examinations;
- the Access Arrangement must be supported by teaching staff. It is unreasonable to allow a pupil to have Access Arrangements if the evidence from staff suggests that they do not use their Access Arrangement in their subject.

Other Access Arrangements

The list below is not exhaustive, and all Access Arrangements at BGS are dealt with in a similar manner.

Laptop/Word processors

The school will provide a word processor (laptop) with the spelling and grammar check facility/predictive text disabled (switched off) to a pupil for use in their exams where it is their normal way of working.

Work on a laptop will only be allowed in an examination in the case of an established need identified in an Educational Assessment. A pupil cannot simply request a laptop because they prefer to use one, are faster when they use one, or because they have used one throughout their course. It is the expectation that the majority of examinations will be carried out using the examination paper and pen.

Please refer to the Laptop Policy for further information on this.

Read Aloud

The Access Arrangement of Read Aloud should ideally be supported by a recommendation in an Educational Assessment; it must become a pupil's normal way of working in internal tests and examinations.

Reader pen

Pupils will be granted the use of a reader pen if it is their normal way of working in internal tests and examinations. This will ideally be supported by a recommended in an Educational Assessment.

Prompter

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

Modified papers

In the case of a long-established physical need (e.g., Vision Impairment) which is supported by a medical specialist's letter/report, a pupil may qualify for a modified paper.

Access Arrangements application deadline

The deadline for applications to Access Arrangements online for the summer public examination sitting is stipulated in the JCQ Access Arrangements and Reasonable Adjustment document. It is usually towards the end of February.

In order for reasonable adjustments to be made and quality evidence to be gained in support of the Access Arrangements, it is advisable for a Specialist or Educational Assessment to take place as early as possible in the course.

Emergency Access Arrangements

Temporary arrangements may be required by pupils suffering from medical or psychological illness or injury. Pupils with an illness or injury which has a direct impact on their ability to access the examination should obtain a letter from a consultant or other professional giving a brief outline of their condition and the Access Arrangements that are deemed to be necessary. For example, a right-handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around.

In all cases where an Access Arrangement or a reasonable adjustment is needed, the school is entitled to expect reasonable notice to carry out its responsibilities. Where a need for Access Arrangements has been identified before an examination session, the Examinations Officer and Head of Learning Support should be provided with medical evidence in reasonable time.

Temporary arrangements last for one examination session. If the condition persists, a letter from a consultant or other professional will be required for the next session.

SEND Policy Issues and Updates

Date	Policy version	Summary of key change(s)
10.9.23	2	Updated job titles throughout the policy
