

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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## **I. Introduction**

- 1.1 The purpose of education for all pupils at North London Collegiate School (the School) is the same: to provide an ambitious education and to enable each pupil to make the most of their gifts. The needs of individual pupils will vary, depending on inherent strengths and weaknesses.
- 1.2 This Policy must be read in conjunction with the following which are available on the School [website](#):
- Accessibility Plan (internal document)
  - Admissions Policy
  - Curriculum Policy
  - Disability Policy (internal document)
  - English as an Additional Language Policy
  - Safeguarding and Child Protection Policy
  - Wellbeing Policy
- 1.3 This policy applies to the whole School from the Early Years Foundation Stage (EYFS) to Sixth Form.
- 1.4 Copies of the above are held at the Senior School Office for consultation by parents. You may also email the School at [Office@nlcs.org.uk](mailto:Office@nlcs.org.uk) to request hard copies which can be made available in large print or other accessible formats if required.

## **2. Aims and objectives**

2.1 The aims and objectives of this Policy are:

- To comply with our legal and moral responsibilities under Part 3 of the Children and Families Act 2014 and the Equality Act 2010 in order to accommodate the needs of applicants, pupils and members of staff who have special educational needs and/or disabilities for which, after reasonable adjustments, we can cater adequately;
- To identify the roles and responsibilities of staff in providing for special educational needs and/or disabilities;
- To work collaboratively with parents/guardians in supporting their child's education;
- To keep under review the School's Admission, Behaviour, Equal Opportunities policies' and Anti-bullying Strategy, and arrangements for trips and examinations, to take account of pupil needs in Junior and Senior School;
- To embrace an inclusive ethos, accommodate the neurodiversity of our student population and use all reasonable endeavours to ensure that pupils are not disadvantaged by special educational needs and/or disabilities.

## **3. Statutory and regulatory framework**

3.1 This policy has due regard to:

- [Schedule 10 of the Equality Act 2010](#)
- [Part 3 of the Children and Families Act 2014](#)
- [Special Educational Needs and Disability Regulations 2014](#)

This policy has also been drafted with reference to the statutory guidance contained in:

- [Special Educational Needs and Disability Code of Practice: 0-25 years \(January 2015\)](#)
- [Supporting pupils at school with medical conditions \(December 2015\)](#)
- [Ensuring a good education for children who cannot attend school \(January 2013\)](#)
- [Joint Council for Qualifications Access Arrangements and Reasonable Adjustment Guidelines](#)

## **4. Scope and responsibilities**

4.1 The contribution of all teaching and support staff, parents and pupils, is essential in achieving the aims of this Policy.

- 4.2 All teaching staff are responsible for following the School's procedures for identifying, assessing and making provision for meeting those needs.
- 4.3 The Assistant Head (Teaching & Learning) and the Head of Junior School are jointly accountable for execution of this Policy.
- 4.4 Accountability for execution of those components of the Policy specific to examinations lies with the Head of Exams.
- 4.5 The School has two Special Educational Needs and Disability (SEND) advisors:
- Ms Lisa Weisgard in Junior School (including EYFS); and
  - Mrs Karen Cowan in Senior School.
- 4.6 The School's SEND advisors are responsible for the ongoing maintenance of this Policy, its day-to-day coordination, reporting where deviations to the Policy have occurred or where there is a risk that this will take place.
- 4.7 The SEND advisors are also responsible for liaising with parents and other professionals in respect of a child's special educational needs; advising and supporting staff in the School; ensuring that appropriate Individual Education Plans are in place and that relevant background information about individual children with special education needs is collected, recorded and kept up to date.

## **5. Special Educational Needs and Learning Difficulties**

- 5.1 The Special Education Needs and Disability Code of Practice (2015) and the Families Act (2014) states that children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 5.2 Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age; or
  - have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.
- 5.3 A child under compulsory school age has a learning difficulty or disability if the child is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

5.4 The School believes multilingualism is a strength and that pupils for whom English is an Additional Language (EAL) have a valuable contribution to make to the School community. Not all EAL pupils require additional support, and a child must not be regarded as having a learning difficulty or disability solely because the language or (form of language) in which he or she will be taught is different from a language (or form of language) which is or has been spoken at home (Section 20 (4) Children and Families Act 2014). The School will provide EAL children with appropriate support and guidance, where required, providing they meet the School's academic criteria.

## **6. Disability**

6.1 A person has a disability if he or she has a physical or mental impairment which has a "*substantial and long-term negative effect*" on his or her ability to carry out normal day-to-day activity (Equality Act 2010).

By way of further explanation:

- physical disability includes medical conditions for which a person needs to use a wheelchair, for example, cerebral palsy or brittle bones;
- a mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness;
- "substantial" means more than minor or trivial;
- "long-term" means a period of 12 months or longer.

## **7. Admissions**

7.1 Application to the School is via a selective entry procedure in which we choose those we judge to be the most able candidates academically who can contribute to and benefit from the education we have to offer.

7.2 When parents make an application to the School they are asked to identify any special needs and/or disabilities which should be taken into consideration; subject to a professional report reasonable adjustments and access arrangements will be considered.

7.3 The suitability of the demanding working environment of the school has to be considered for pupils with special educational needs and/or disabilities, as for all applicants. Reasonable adjustments and access arrangements can only be made for an applicant where:

- The recommendations made in professional/expert reports are clear and in line with the current Joint Council for Qualifications (JCQ) regulations. These include lists of which professionals' reports may be submitted as evidence. The reasonable adjustments and access arrangements must be normal working practice for the candidate (in their current educational setting) both in lessons, informal and formal tests and examinations, as appropriate. The need for reasonable adjustments or access arrangements, in line with the JCQ regulations must be based on evidence provided by the students' teachers on a subject by subject basis in order to support any recommendations made by an external professional. This external professional must meet the criteria set out in the current JCQ Access Arrangements and Reasonable Adjustments regulations.

## **8. Approach**

- 8.1 With reference to the 2015 SEND Code of Practice, the SEND advisors will follow a graduated approach where decision and action are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. There are four key elements to this approach: Assess, Plan, Do and Review.
- 8.2 In order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood, the pupil, and their parents/guardian are invited to participate as fully as possible in decisions related to each process of the Assess, Plan, Review and Do cycle. They are provided with the information and support necessary to enable participation in those decisions.

## **9. Assess**

- 9.1 Early identification of special educational needs and learning difficulties is paramount to the successful development of pupils at North London Collegiate School. For those identified as having special educational needs and/or disability, the School is committed to providing the appropriate support, as best it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.
- 9.2 Parents must ensure the School is in full possession of all previous diagnostic tests, medical reports and previous school reports which might be important in the School recognising and addressing, as far as it can reasonably make, a pupil's special educational needs and/or disability.
- 9.3 Staff will refer those pupils who they suspect may have special educational needs and/or disability to the appropriate SEND advisor, via the pupil's form tutor, subject to any reasonable limitations in their qualifications, experience or expertise. The

SEND advisor will then gather information from each of the pupil's teachers and meet with the pupil, as appropriate, to build a clear learning profile to identify areas of strength and need.

9.4 In order to identify/confirm any learning difficulties, the School will:

- Receive information from feeder schools, parents/guardians, and work closely with form tutors as pupils move across the phases of the school
- Establish good communication with parents/guardians and are responsive to any expressions of concern
- Use a range of screening and assessment tasks to provide evidence, e.g. tests such as base line tests (Base), and interactive computerised assessment systems (InCas). The SEND advisor sends out a questionnaire for completion by teachers, in response to concerns raised by parents, teachers or the pupils themselves. This process assists with the identification and support of pupils who may have a SEND. Similarly, a questionnaire is sent to the teachers of those already identified as having SEND whose teachers and parents/guardians are concerned regarding their progress and learning needs. Screening conducted by the School will be limited to any limitations in expertise, experience or availability of diagnostic tools. Pupils are also consulted to identify needs, strengths and support strategies.
- Liaise closely with the staff who are in close contact with the pupils.
- Make use of professional advice from educational specialists as well as the School nurse and counsellor, as appropriate. Parents may seek further professional diagnoses, with which the School will assist, if able, but any fees will be payable by parents/guardians. Should assessments be needed for the purposes of application for Access Arrangements in external examinations, it is essential that these reports are generated as a result of school-based evidence of need and that the SEND Advisor initiates contact with the assessor, completing Section A of Form 8, as appropriate, in advance of the assessment. The engagement of an assessor must follow the procedures set out in the Assessor Engagement Process and Procedure Policy.

## **10. Plan**

10.1 Where quality first teaching alone will not fully meet the special educational needs of a pupil a Pupil Support Plan (Junior School) or Individual Support Plan (Senior School) will be written. Appropriate arrangements will be put in place once a SEND has been identified and this will form part of a pupil's 'normal way of working' in lessons and for examinations.

10.2 If necessary, extra support is offered either on an individual basis or in small groups, dependent on the specific needs as agreed by subject teachers, form tutors, Heads of Department, the SEND advisor, the individual and their parents/guardians.

Should the expertise of professionals external to the School be required to provide or advise on such additional support, any associated costs will be payable by parents/guardians. The School will review the usefulness of any reasonable adjustment and access arrangement in a timely manner.

- 10.3 Staff are made aware of problems such as limited sight or hearing and adjust their teaching and resources accordingly. Training in supporting pupils with developmental disorders such as Autism Spectrum Disorder, as well as supporting mental health difficulties, is arranged with external agencies as appropriate. In the Senior School, teaching staff may offer extra one to one support lessons at lunchtimes where appropriate.
- 10.4 The Support Plan is updated regularly. Any changes to this information is kept up to date and communicated to Head of Department, Form Tutors / class teachers and to the pupils' teachers. It is stored on the shared drive in a confidential folder, for relevant staff to access.
- 10.5 Clear, standardised documentation is used to facilitate information to be transferred between the different phases of the school.
- 10.6 A learning support register is kept of pupils who have been identified as having SEND. Individual support strategies are produced and maintained by the SEND advisors'. Meetings are held regularly with the pastoral support team to discuss and update the records of pupils who have any academic and/or pastoral concerns.

## **11. Do**

- 11.1 Pupils with SEND will have full access to the School's curriculum, but some aspects may be tailored appropriately. This will be co-ordinated by liaising between the appropriate SEND Advisor, Heads of Department, Form Tutor etc. and will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Reasonable adjustments will be made for students who are learning remotely, as appropriate. Parents will be consulted and kept informed of any planned curriculum adaptations.
- 11.2 Teachers are accountable for the progress and development of all pupils with SEND in their class with quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND. Continuous monitoring of those pupils with SEND should be undertaken by their teachers to help ensure that they are able to reach their full potential.



11.3 The SEND advisor will also work with and in support of outside agencies when the pupil's needs cannot be met by the School alone.

## **12. Review**

12.1 Subject teachers and form tutors are consulted on a termly basis to ensure the pupil continues to make good use of the accommodations and adjustments made available to them as normal working practice and in formal/informal examinations. Adjustments are made, as appropriate, in consultation with the pupil and with regard to examination regulatory boards such as JCQ.

12.2 The School will ensure that parents/guardians of pupils with SEND are kept as fully informed of their daughter's progress and attainment via interim and full reports. The School will also ensure that pupils with SEND and their parents/guardians are involved in decisions affecting their future SEND provision.

12.3 The School reserves the right to discontinue additional support if assessments suggest that a pupil who has benefitted from additional support and secured the foundation skills would no longer gain any measurable benefit from further additional support. In such cases, the SEND advisor would advise the pupil's parents of their progress and reasons for this decision.

12.4 Where a candidate progresses from GCSE to GCE qualifications recommendations of a report carried out no earlier than the start of Year 9 will be valid for GCSE, GCE A-level and Pre-U coursework and examinations. Although no further assessment may be required to roll access arrangements forward from GCSE to GCE, it is essential, so as not to give an unfair advantage, that the SEND advisor has available School-based evidence which clearly shows that the access arrangement is still needed for GCE A-level and/or Pre-U class work, course work and examinations.

12.5 Access arrangement provision will be discontinued unless the School can:

- Confirm that the candidate continues to have persistent and significant difficulties in accessing the curriculum and is disabled within the meaning of the Equality Act 2010, based upon subject specific evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom;
- Show the involvement of teaching staff in determining the need for the access arrangement for GCE, A-level/Pre-U examinations/ IB examinations on a subject by subject basis;
- Confirm that without the application of the access arrangement, the candidate would continue to be at a substantial disadvantage when taking GCE, A-level, or IB

- examinations(compared with other, non-disabled candidates undertaking the assessment.)
- Confirm that the access arrangement continues to be the candidate’s normal way of working within the centre as a direct consequence of their disability.
- 12.6 Where a pupil joins in Year 12, the School must have an established working relationship with the school from which the pupil is joining in order for the Form 8 to roll forward from GCSE to GCE or Pre-U qualifications. It may be necessary for additional professional evidence to be sought. It is essential that historical evidence and professional (educational/medical) reports are supported by School-based evidence gathered in our setting.
- 12.7 In the case of pupils with Education, Health and Care plans, an annual review is undertaken in conjunction with the local authority.
- 12.8 Meetings may be held to establish the voice of the child/young person as well as those of the parents/guardians. Brief notes are kept by the appropriate SEND advisor, indicating special provision, meetings with parents/guardians, staff or the pupil in question. These notes are passed up as the pupil moves through the school.
- 12.9 If a particular difficulty is identified and the pupil is not making progress the procedure for support is as follows:
- The form tutor consults with the relevant staff. The Head of the Junior School and/or the Lower and First School Deputy Heads for Junior School, and/or Deputy Head (Academic) and Section Heads in the Senior School are informed of the concerns. The appropriate SEND advisor is informed.
  - A suitable strategy is formulated and agreed by all those involved in the teaching of the individual pupil.
  - Parents/guardians are consulted when appropriate and the plan agreed.
  - Support and progress is reviewed and provision is modified as appropriate.
- 12.10 If necessary, parents/guardians are advised to seek further specialist support, e.g. from an educational psychologist, School counsellor and other medical practitioners. Any external professional fees would be at the parents/guardians’ expense. Report recommendations and scores (standardised) of an external assessor can only be used for the purposes of Access Arrangements if they meet the criteria detailed in the Assessor Engagement Processes and Procedures Policy
- Have an established working relationship with the School or, before an assessment, establishes a relationship with the School. A privately commissioned assessment carried out without prior consultation with the School cannot be used to award

access arrangements and cannot be used to process an application using Access Arrangements Online.

- Are qualified to make appropriate recommendations under current JCQ Access Arrangement guidelines.
- 12.11 Following the receipt of any specialist report, new targets and teaching strategies may be established by the Deputy Head (Academic), Section Heads and SEND advisor in consultation with the parents/guardians and all staff concerned.
- 12.12 In exceptional circumstances it may be in a pupil's best interest to look at alternative provision for the next phase of their education. In consultation with parents/guardians and after all reasonable adjustments and strategies have been considered or deployed, where it is evident that the School is unable to meet the needs of the pupil and its obligations under the Equality Act 2010, the School may advise parents to withdraw their child. Examples of situations where this may be considered include:
- If the pupil is in need of formal assessment, extra teaching, learning support or medication to which the parents/guardians do not consent;
  - The pupil's learning difficulties require a level of support or medication which in the professional opinion of the Head the School is unable to provide, manage or arrange;
  - The pupil has special educational needs that make it unlikely that she will be able to benefit sufficiently from the mainstream education and facilities the School can offer.

The decision to require withdrawal will always be taken in conjunction with the parents/guardians, and after much support has been given. In these circumstances, the School will do what is reasonable to help the parents/guardians find an alternative placement which will provide their daughter with the necessary level of teaching support. Withdrawal of a pupil for these reasons will not incur a charge to fees in lieu of notice. The deposit paid in respect of the pupil will be credited to the payee's account.

### **13. Arrangements for Examinations**

- 13.1 The School has provisions in place for pupils with disabilities sitting public examinations. Examples of these may include but are not limited to the following:
- For pupils with asthma, the medical centre holds spare inhalers, in addition to the pupils' own inhalers.

- For pupils with diabetes, the Exams Office holds the pupil's glucose meter, insulin and any snacks provided by the pupil before the examination. The pupil is given supervised rest breaks to test their blood sugar and consume the snacks or take insulin as required.
- Pupils with severe hypermobility are entitled to supervised rest breaks and the use of a word processor as appropriate.
- Pupils taking long-term or short-term medication with significant side effects, such as taking iron for severe anaemia, are entitled to supervised rest breaks or separate invigilation, depending on individual needs.
- Pupils with conditions such as ulcerative colitis can be seated at the back of the examination room, or under separate invigilation depending on their individual needs.
- The School applies for enlarged examination papers for pupils with visual impairments.
- Where appropriate, pupils with hearing impairments are seated at the front of the room to ensure they can hear the instructions and time announcements clearly.
- The School applies for transcripts of listening exams to be spoken by a live speaker, or make arrangements for separate rooms or headphones, for pupils with varying levels of hearing impairments.
- Pupils with long-term or short-term pain, such as that caused by scoliosis of the spine or similar, are entitled to supervised rest breaks and the use of a word processor as appropriate.
- 25% extra time – In accordance with current JCQ Access Arrangement regulations, the access arrangement of Extra Time must not be applied to exams testing the time in which a skill is performed, for example sports, musical performance, expressive arts.

13.2 The School strictly adheres to JCQ Guidelines, as updated each year, when considering the provision of reasonable adjustments and access arrangements for pupils throughout the School. In this regard, the School expects parents/guardians to notify us in a timely manner, of long-term, substantial disabilities such as hypermobility so that relevant and necessary arrangements can be made.

13.3 In line with JCQ Guidelines, the School does not provide access arrangements or reasonable adjustments unless this is the pupil's normal way of working and established at School.

#### **14. Education, Health and Care Plans**

14.1 Parents have the right under S.36 (1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care Plan. The School also has the right to (under S.36 (1)) to ask the

local authority to arrange an assessment. The School will always consult with parents/guardians before exercising this right. If the local authority refuse 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). Please refer to Appendix B: Particulars of the educational and welfare provision for pupils with Statements or Education Health and Care Plans.

## **15. In-service Training**

- 15.1 The School encourages in-service training and professional development for all staff to help them work effectively with pupils with SEND. Staff will be provided training by the School's SEND advisors, and should speak to their line managers if they wish to attend training provided by external providers.

## **16. Monitoring and review**

- 16.1 The Head and Senior Team will regularly monitor and evaluate the effectiveness of this policy, and associated procedures.
- 16.2 The policy will be subject to review every two years (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Academic), the School's SEND advisors' and the Assistant Head (Teaching & Learning).
- 16.3 The policy will be reviewed every two years (or more frequently if changes to legislation, regulation or statutory guidance so require) by the relevant committee of the Governing Body.
- 16.4 The date of the next review is shown on the front page.

## **Appendix A: Word processor policy (exams)**

### **1. Introduction**

- 1.1 This policy details how the School as an Examination Centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.
- 1.2 This policy on the use of word processors in examinations and assessments is reviewed and updated, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations. It adheres to the principles of the Equality Act 2010.
- 1.3 References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments and ICE to JCQ Instructions for conducting examinations for the relevant academic year.
- 1.4 For the purposes of this document, the term 'word processor' is used to refer to all devices used to type/produce written work, other than by hand (e.g. a laptop).

### **2. Application Process**

- 2.1 A pupil makes a request to the SEND advisor to use a laptop as her normal way of working.
- 2.2 The SEND advisor gathers evidence of need from academic, pastoral and medical sources, as appropriate.
- 2.3 The SEND advisor carries out an in-house assessment of the pupil's handwriting and touch-typing speed and accuracy.
- 2.4 The SEND advisor and the pupil discuss the implications of using a laptop in School and in external examinations.
- 2.5 The final decision to grant laptop use is made by the SEND Advisor.
- 2.6 Decisions about the use of a word processor or laptop and other similar accommodations covered in this appendix are made by the SEND Advisor. They are based on the individual pupil's learning needs, feedback from teachers and evidence of her normal way of working.
- 2.7 Recommendations from diagnostic reports will be considered but will only be followed if the School believes they are in the best interests of the pupil. For example, the School will not allow the use of a word processor in internal or public

examinations if the quality of a student's writing, spelling or punctuation deteriorates when she types, as this would not be in the pupil's best interests.

- 2.8 The use of a word processor in lessons and examinations is allowed only where the candidate has a clearly documented need of a learning difficulty and/or a medical condition which would have an adverse effect on her performance if she were not allowed to type her responses, supported by an assessment from the School's SEND advisor or an external medical practitioner approved to make such recommendations under current JCQ Access Arrangement guidelines.
- 2.9 Permission to use a word processor in examinations will not be granted unless the pupil received the written permission of the SEND advisor to use a word processor as their normal way of working. This stands even in cases where the pupil has been using a word processor as normal working practice without written permission from the SEND advisor. Permission to use a word processor and normal way of working do not relate to the use of an iPad and keyboard. Students who are permitted use of a word processor to accommodate their SEND, may not use an Apple device or the iPad and keyboard (unless as advised as part of a lesson). Such devices cannot be used to type as an accommodation for SEND and their use would not be counted as a student's normal way of working.

### **3. Eligibility for Word Processor Use**

- 3.1 Principally, a word processor cannot simply be granted to a candidate because she now wants to type rather than write in examinations or can work faster on a keyboard, or because she uses a laptop at home.
- 3.2 The use of a word processor must reflect the candidate's normal way of working within the School and be appropriate to the candidate's needs. Examples include candidates with:
- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly or at sufficient length;
  - a recognised medical condition, supported by a letter by a specialist medical practitioner;
  - a physical disability;
  - a sensory impairment which is known to the School and/or supported by a specialist medical practitioner;
  - a Specific Learning Difficulty which impacts upon her planning and organisational skills, and which necessitates extensive editing of and amendments to her work;
  - planning and organisational problems when writing by hand;
  - poor handwriting.

This list is not exhaustive.

3.3 Pupils must also be able to demonstrate that they are able to touch type with automaticity, with the accuracy and fluency that ensures their train of thought and memory is not impeded. The student also needs to demonstrate the sustained ability to focus and participate in the lesson when using a save Word Processor. The student must demonstrate save, organize and print their work appropriately, to organise themselves to remember to bring the device and have it ready and charged for each lesson, as necessary. The student must also demonstrate the ability to use the word processor appropriately, under the guidance of the Subject Teacher and for the purpose intended (ie as a substitute for writing longer written pieces of work by hand) and not as a research tool.

3.4 The School complies with AA chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to type in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- The use of a word processor for each specification is decided by the SEND advisor.

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate.
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.



(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom (where appropriate); or
  - working in small groups for reading and/or writing; or
  - in internal school tests/examinations
  - mock examinations
- The only exceptions to this is where an arrangement may need to be put in place as a consequence a temporary injury or impairment at the time of an examination or assessment or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course. In such cases, evidence must be provided by a relevant medical specialist practitioner approved to make such recommendations under current JCQ Access Arrangement guidelines.

#### **4. Word Processor Usage**

4.1 In formal school exams (including Mock and Public examinations), the School complies with AA chapter 5 Access arrangements available as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre because of their learning difficulties and/or a medical condition, supported by an assessment. This documentation may typically come from the School's SEND advisor or an external medical practitioner approved to make such recommendations under current JCQ Access Arrangement guidelines.
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).  
(The above also extends to the use of electronic brailers and tablets.)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because she prefers to type rather than write or can work faster on a keyboard, or because she uses a laptop at home.
- A candidate's subject teacher must be confident that the work of a pupil improves in quality when using a word processor compared to writing by hand if the use of a word processor is requested for reasons relating to a learning difficulty.

#### 4.2 The School complies with JCQ ICE 8.8 Word processors instructions by ensuring:

- word processors are used as a type-writer, not as a database
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed

- word processors are not connected to an intranet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor.
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

## **5. Laptops and tablets**

5.1 The School complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet.
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

## **6. Accommodating word processors in examinations**

6.1 Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- For examinations done by part of a year group, laptop users may be in the same room as the rest of the cohort, sat away from paper-users to minimise distraction.
- Laptops are provided by the Exams Office, fully charged, with a charging cable which is to be left plugged in at all times during and just after an examination until all the work has been saved.
- Laptops are provided with a mouse in addition to the laptop's mouse pad.

6.2 Invigilation arrangements relating to the use of word processors include the following:

- For whole-school examinations, pupils are accommodated in a separate room with separate invigilation.
- Invigilators circle around laptop users as they do around paper-based pupils.

## **Appendix B: Provision for pupils with Education and Health Care Plans**

### **1. Introduction**

- 1.1 This Appendix addresses Part 6 Paragraph 32 (1) (b) Subparagraph (3) (b) of the ISI Commentary on the Regulatory Requirements (September 2018).
- 1.2 The School operates a whole school approach to SEND. It is our belief that we must encourage all pupils to develop their personal skills and to become independent learners. Every teacher is a teacher of all pupils at the school including those with SEND and each pupil will be supported towards achieving her full potential, academically, socially and emotionally.
- 1.3 The School is an academically selective school, committed to providing a high quality of education for those who have the ability and aptitude to access our academic curriculum. The aim of this policy is to help ensure that the school meets the needs of pupils who have an Education, Health and Care plan (EHC plan).

### **2 Admissions**

- 2.1 As with SEND, where a pupil has an EHC plan, we advise parents/guardians to make the School aware of this as soon as possible. This means that the pupil's needs can be discussed and appropriate provision can be made for them for entrance exams.
- 2.2 We ask that parents/guardians provide a copy of the ECH plan, medical or psychologist report to support any exam arrangements that are made. These arrangements might include extra time, use of a word processor, provision of rest breaks, or large print exam papers.

### **3 Provision**

- 3.1 Where a pupil has an EHC plan, the School will make all reasonable adjustments necessary to support the needs of that pupil, as detailed in the EHC plan. This is overseen by the SEND advisor who will:
  - Liaise with the pupil's tutor, Section Head and any other relevant staff (e.g. School nurse)
  - Monitor the pupil's progress
  - Inform and update staff of the individual's needs
  - Offer support to relevant staff regarding curriculum access and delivery
  - Communicate with parents and the local authority who have issued the EHC plan as needed
  - Manage resources and oversee the use of any associated funding (in liaison with the school Finance department)

- Arrange an Annual Review each year (or sooner if deemed necessary), incorporating input from the pupil, parents, staff and the relevant local authority

## **Appendix C: Assessor Engagement Process and Procedure (Exams)**

### **1. Identification and Decision Making re. Assessment**

- 1.1 Should staff, students and/ or parents raise concerns that are suggestive of a potential learning difficulty, the SEND Advisor first checks School records to decipher whether the difficulties are more recent or may contribute to a picture of need that is substantial and long-term. Further monitoring and investigation may be necessary to determine this through liaison of the SEND Advisor with form tutors and subject teachers. Working in partnerships with parents is integral, and we warmly welcome their views. The voice of the girls is also central.
- 1.2 Having shared in the process of information gathering and informal assessment of their daughter's needs, parents decide whether or not to pursue a diagnostic assessment with an Educational Psychologist or SpLD Assessor. Such an assessment can helpfully provide information that guides staff with the implementation of appropriate and effective support and accommodations in line with their needs, strengths and special educational needs. Such provision may include Access Arrangements and/ or Reasonable Adjustments in line with examination regulatory bodies such as JCQ.

### **2. Selecting an Assessor: Requisites**

- 2.1 Parents are advised that Report recommendations and scores (standardised) of an external assessor can only be used for the purposes of Access Arrangements if they:
  - have an established working relationship established with the centre evidenced by the existence of an up-to-date Terms of Agreement between NLCS and assessor, which is held on file;
  - are qualified to make appropriate recommendations under current JCQ Access Arrangement guidelines.
- 2.2 It is also made clear to parents that a privately commissioned assessment carried out without prior consultation with NLCS cannot be used to award access arrangements and cannot be used to process an application for access arrangements.
- 2.3 NLCS holds a list of assessors with whom we have a working relationship. This list is shared with parents who have decided that they would like to pursue an assessment for their daughter.
- 2.4 Those assessors recommended by NLCS:
  - will have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment\*. An access arrangements assessor may conduct assessment to be recorded within Section 2 of Form 8.
    - The reference to at least 100 hours relating to individual specialist assessment would include lecture, seminar and tutorial time, study time, assessment time and time spent completing assignments. Courses which are accredited at AMBDA or APC Level would meet this requirement, as would

post-graduate courses at or equivalent to Level 7 which provide a qualification in access arrangements assessment.

- will be a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website, who may conduct assessments to be recorded within Part 2 of Form 8 and where necessary undertake full diagnostic assessments; and/or an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Part 2 of Form 8 and where necessary undertake a full assessment.

2.5 Our recommended assessors have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;

- are familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', but rather to help identify access arrangements that might assist the candidate);
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or are a HCPC registered psychologist.
- Maintain knowledge of the JCQ regulations as they are updated each year, and of current assessment tools
- Liaise with the SEND Advisor (or an equivalent member of staff) and assess candidates in light of their history of need and provision
- Use current editions of nationally standardised tests
- Personally administer any tests used
- Mark and record any relevant score from the tests used in the assessment on Form 8

### **3. Record Keeping of Assessor Qualifications**

3.1 Evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate. Evidence of the assessor's qualification(s) and Terms of Agreement on file for inspection purposes and are presented to the JCQ Centre Inspector by the SEND Advisor.

3.2 In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors who are directly employed within the centre, we do not record the names of these individuals within Access Arrangements Online.

3.3 The names of all other assessors, who are assessing candidates studying qualifications as listed on page 2, are entered into Access arrangements online to confirm their status. This will include all other professionals working outside NLCS.

### **4. Procedures Prior to and After the Assessment**

4.1 The SEND Advisor arranges for the student to be assessed by an assessor and explains the purpose and process of the assessment, including how the recommendations of the report may be used once received by School.



- 4.2 Before the candidate's assessment, the SEND Advisor provides the assessor with background information, i.e. a picture of need has been painted as per Section 1 of Form 8. The SEND Advisor and the assessor work together to ensure a joined-up and consistent process.
- 4.3 The student is assessed in light of the picture of need and the background information as detailed within Section 1 of Form 8. This helps the assessor to determine and carry out tests which are relevant to support the application. The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance. An independent assessor must discuss access arrangements with the SEND Advisor. The responsibility to request access arrangements specifically lies with the SEND Advisor.
- 4.4 Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional. For example, if the candidate requires a reader but does not have writing difficulties, there is no requirement to carry out tests of writing skills. Current editions of nationally standardised tests which produce standardised scores must be used, where published. The candidate's chronological age must be less than the 'ceiling' of the test, unless no test is published for the candidate's age.
- 4.5 We have a student's and a parents' guide to the process of assessment and provide this once a decision has been made to proceed with an assessment:

## **5. Student's guide to assessment with an SpLD Assessor or Psychologist**

5.1 An assessment with an educational psychologist will:

- Identify your strengths and areas for improvement;
- Recommend strategies for use at home and in lessons to enable you to reach your full potential;
- Enable you to have arrangements in exams to ensure you can do your best.

5.2 What to expect:

- A friendly chat about how you are finding school now and what your experiences over the past few years have been;
- A variety of tests testing a range of skills including working memory, verbal comprehension and processing speed;
- The assessment will normally last 2-3 hours.

5.3 After the assessment:

- The psychologist will write up a detailed report that will help your parents and your teacher support you properly.
- The SEND Advisor will receive the report and work out what we can do in lessons and in exams to help you do your best. You are able to make appointments with anyone in the SEND department to chat about the strategies that you and your teachers have been / are able to put in place.

## **6. Parents' guide to assessment with an SpLD Assessor or Psychologist**

6.1 Educational psychology assessments can be helpful in order to have a more detailed picture of your daughter's strengths and any areas requiring support. Assessments typically look at underlying ability, current attainment and the cognitive skills that help ability to be reflected in attainment (such as working memory and cognitive processing speed). If there are any additional concerns, then other areas may also be investigated if appropriate.

6.2 Educational psychology reports are also used to apply for access arrangements in external exams (such as extra time) where the pupil is eligible for this.

6.3 For a report to be used for an application:

- it must be completed in year 9 or later
- In order for it to be possible to use a diagnostic report as part of the application process for Access Arrangements, it is essential that it is carried out by an assessor who has an established, formal, working relationship with NLCS. The SEND Department hold a list of these assessors.
- it is essential that the school provides the assessor with the relevant paperwork before the assessment takes place, so please ask them to make contact with the SEND Department. This applies to all assessments, regardless of whether they are conducted in school or elsewhere and guidelines state that-7.3.6 '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'.
- In order for the SEND Advisor to be able to make a successful application for 25% Extra Time, in addition to the evidence of the assessor, they must be able to confirm that 25% Extra Time is the candidate's normal way of working at NLCS. The SEND Advisor must also be able to provide evidence from teaching staff in all relevant subjects, that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning, and how the student makes use of the Extra Time awarded. This evidence is essential for a successful application to be applied for irrespective of the recommendations made in any report following assessment.
- It is important to note that the criteria for granting access arrangements do change and new guidelines are published every year. If your daughter has been allowed an arrangement such as extra time, there is, unfortunately, no guarantee that she will still qualify for these arrangements from one Academic Year to the next. The SEND Department would be happy to advise you before and during this process.
- Below is a list of educational psychologists who know the school and are used to working with us. The financial arrangement will still be between you and the assessor / psychologist. (List not included for purpose of this document, GDPR)
- I would highly recommend that you make contact with one of them as soon as possible if you decide to go ahead with an assessment, as they can get very busy.
- Should you have any questions, please do not hesitate to contact the SEND Department.