



# Wakefield Grammar School Foundation

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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD (Annually)**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1	Nov 2018	Director of Learning Support
V1.01	Jan 2022	Review, VG, Foundation Director of Learning Support
V1.02	Aug 2023	Review and checked against ISBA's model policy, VG, Foundation Director of Learning Support
V1.03	Feb 2024	Additional information and Appendix 5 added on Exam Room for students with access arrangements, VG

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## **WGSF Special Educational Need Policy (SEND)**

### **Key terms**

SEND (Special Educational Needs & Disabilities)  
SENDCo (Special Educational Needs & Disabilities Coordinator)  
AA (Access Arrangements)  
JCQ (Joint Council for Qualifications)  
CoP 2015 (Code of Practice 2015)  
LS (Learning Support)  
IEP (Individual Education Plan)  
RA (Reasonable Adjustment)

### **1. Aims and Objectives**

Our SEND policy aims to:

- Set out how our schools will support and make provision for pupils with SEND;
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The schools of Wakefield Grammar School Foundation (WGSF) are academically selective. The Foundation does not unlawfully discriminate in any way regarding entry. The Foundation welcomes pupils with disabilities and/or special educational needs, provided we can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We aim to ensure that all our pupils, including those with special educational needs and / or disabilities, are provided with a safe and inclusive environment in which to learn.

We advise parents of pupils with SEND to discuss their child's requirements with the relevant school before sitting the entrance assessments so that the school(s) can make adequate provision. Parents should provide copies of any assessments or medical reports.

On entry, each pupil with an identified SEND requires special consideration. Where appropriate, adjustments will be put in place. We will discuss with parents the adjustments that can be reasonably made for their child before they accept a place at one of our schools. Once a pupil is admitted to the Foundation we are committed to:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the Schools' educational provision
- not treating SEND pupils less favourably than their peers
- making reasonable adjustments so that SEND pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN or disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN or disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

At WGSF, all teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

In the Learning Support Department, we offer support to promote positive solutions for pupils experiencing barriers to their learning. These include:

- Advising and liaising with colleagues (academic & pastoral).

- Relevant staff training on SEND to support awareness, identification and provision.
- Robust, early SEND identification procedures and assessment/review of needs to support progress and positive mental health
- An IEP for each pupil with SEND which is shared with staff via SIMS.
- Foundation SEND register that is updated weekly from information held on SIMS.
- Regular communication and involvement with parents and pupils in addition to parents' evenings, to boost the home/school partnership.
- Implementation of targeted learning programmes and intervention groups.
- Regular review of progress of pupils with SEND.
- High expectations of SEND pupils.
- Liaising and working with external agencies when necessary.
- Applications to the JCQ and exam boards for AAs
- Support for SEND pupils to access a broad and balanced curriculum supporting them to become independent in their skills.
- Ensuring that no child is discriminated against, in any area of school life, on the basis of their disability (Equality Act 2010).
- Provision of a caring, supportive environment.
- Regular maintenance of SEND pupils' records.
- Whole Foundation screening of pupils at Y7 and Y9 using LUCID Exact
- Use of MiDYIS grades to support understanding of a pupils learning profile.
- New-to-school screening for pupils joining the Foundation from Y10 onwards.
- AA screening for students at Y9 who have demonstrated the need for additional support in school. This support will have resulted in a normal way of working that may require a reasonable adjustment in tests, assessments and examinations. This will be in line with the rules and regulations laid down by the JCQ.
- Creating parity of provision for all pupils in the Foundation.

## 2. Legislation and guidance

This policy is based on:

- [SEND Code of Practice](#)
- [Children and Families Act 2014](#)
- [EHRC guidance - 'Reasonable adjustments for disabled students'](#)
- [Statutory framework for the early years and foundation stage](#)

**This policy should be read in conjunction with:**

- WGHS Accessibility Plan
- QEGS Accessibility Plan
- WGPPS Accessibility Plan
- WGHS Behaviour Policy
- QEGS Behaviour Policy
- WGPPS Behaviour Policy
- WGHS Anti-Bullying Policy
- QEGS Anti-Bullying Policy
- WGPPS Anti-Bullying Policy
- WGSF English as an Additional Language (EAL) Policy
- WGSF Admissions Policy

## 3. Definitions

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

They have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools, or
- are under five years old and would be likely to have such difficulties if special education provision were not made for them.

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as: an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the Foundation's Education as an Additional Language (EAL) Policy.

### **Definition of disability**

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). 'Long term' means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but understandably, there may be overlap.

## **4. Departmental staff & training**

Our Learning Support Department is staffed by qualified teachers (see Appendix 1) with specialist knowledge, skills and training. They are able to provide support for each pupil with a specific learning difficulty.

- LS staff attend training both in-house and from external providers in order to keep abreast of current legislation and practice and to improve knowledge.
- Staff in schools are encouraged to attend specific training in anticipation of the needs of pupils arriving or transferring.
- The Director of LS gives INSET when required to the whole school or individual departments and has created a library of audio resources to provide INSET at point of need.
- The Director of LS gives induction training annually to new staff joining the schools.
- Through membership of:
  - o NASEN - National Association for Special Educational Needs – a charitable membership organisation that exists to support and champion those working with, and for, children and young people with SEND and learning differences.
  - o PATOSS - The Professional Association of Teachers of Students with Specific learning difficulties, for all those concerned with the teaching and support of pupils with SpLD. Patoss also train and update Access Arrangement Assessors to ensure continuing compliance with JCQ regulations
  - o Communicate-ed - Provide practical and relevant training for education professionals involved in the area of Special Needs

## **5. Roles and responsibilities**

### **The Governing Body:**

- Has responsibility for monitoring that the Schools (and the Learning Support Department) are fulfilling their obligation to the contents of the Special Educational Needs and Disability Code of Practice 2015, The Equality Act 2010, and The Children and Families Act 2014.

### **The designated SEND Governor will:**

- Help to raise awareness of SEND issues at governors' meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the schools and update the governing body on this.
- Work with Heads and SENDCo to determine the strategic development of the SEND policy and provision in the schools.

### **The Heads will:**

- Establish appropriate staffing.
- Keep the Governing Body informed of procedures in the LS Department.
- Have an overview of the Department.
- Ensure that SEND is considered from a whole school perspective.
- Ensure that pupils are not treated less favourably within the schools (Equality Act 2010).
- Ensure that the SEND Policy procedures are in place and being carried out across the schools.
- Be familiar with the JCQ regulations regarding Access Arrangements.
- Monitor that each child is receiving their entitlement.
- Have an overview of staff training in regard to SEND.

### **The Directors of Studies will:**

- Have an overview of the Department.
- Ensure that the SEND Policy procedures are in place and being carried out across the school.
- Have the responsibility to ensure that pupils are not treated less favourably within the school (Equality Act 2010).
- Be familiar with the JCQ regulations regarding Access Arrangements.
- Monitor that each child is receiving their entitlement.
- Have responsibility, in consultation with the Director of Learning Support, for ensuring that all staff receive the required training in order to support SEND pupils and improve their knowledge of matters relating to SEND.
- Have an overview of staff training in regard to SEND.

### **The Foundation Director of Learning Support (SENCo)**

The Director of LS is the person responsible for the day-to-day coordination of the SEND provision and will:

- Advise the Head on the determination of strategic development of SEND policy and provision.
- Coordinate provision for pupils with SEND needs.
- Liaise with staff on all matters relating to SEND and give guidance on current legislation.
- Maintain the schools' SEND registers and records.
- Liaise with parents and pupils.
- Provide, or facilitate the provision of training for staff to improve understanding and knowledge of strategies to identify and support pupils who may have SEND. This is delivered through INSET, small group training sessions, briefing sessions, bite-sized training videos and via an afterschool drop-in session which is held weekly.
- Liaise with external agencies.

- Maintain SEND resources.
- Communicate departmental policy to parents through parent's evenings, individual meetings or telephone calls, whenever appropriate.
- Contribute to whole school planning and evaluation of SEND provision.
- Have the responsibility to ensure that pupils are not treated less favourably within the schools (Equality Act 2010).
- Be responsible for provision of assessment and exam Access Arrangements.
- Coordinate the gathering of evidence to support 'Normal Way of Working' in support of JCQ Access Arrangement applications.
- Liaise with subject staff to ensure the provision of reasonable adjustments within the classroom so that no pupil is disadvantaged.
- Establish, monitor, review and update IEP's. (These will be issued to staff annually and reviewed regularly.)
- Liaise with feeder schools to give or receive relevant information on pupils.
- Ensure the smooth transition of SEND pupils and transfer of information from junior sections to senior sections and from WGPPS to junior sections.
- Ensure the smooth transfer of SEND pupils to and from other schools/colleges.

#### **Heads of Department will:**

- Ensure that all members of their department have read all information about the pupils that they teach who are on the SEND register, including their IEPs.
- Ensure that pupils with Access Arrangements are supported by having their entitlement made available as often as is reasonably possible in order to establish 'normal way of working'. This will be recorded and shared with the Director of LS.
- Review pupils of concern as part of the 'Graduated Approach' at departmental meetings and inform the HOY and Director of Learning Support where necessary.
- Review pupils on the SEND register at departmental meetings termly and inform the Director of Learning Support if there are any concerns.
- Ensure that evidence is collected to support the Reasonable Adjustments awarded to pupils in their subject. This evidence will be stored in SIMS

#### **Heads of Year and Section will:**

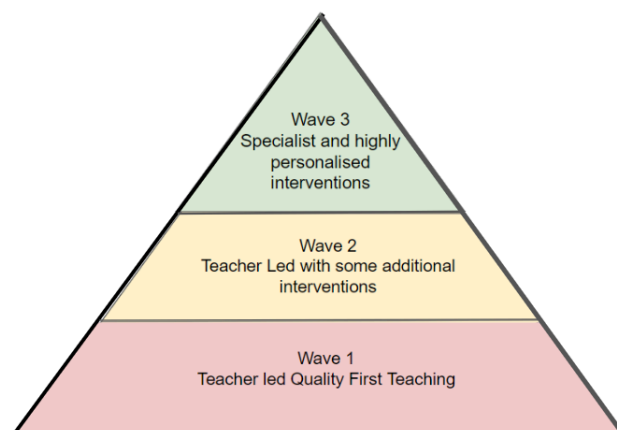
- Monitor pupils in their year groups who are of concern because of lack of expected progress.
- Have an overview of multiple concerns and liaise with the Director of Learning Support when necessary.

#### **Teachers (including cover/supply) will:**

- Have regard for this SEND Policy.
- Access all information regarding pupils' needs via SIMS.
- Have responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from specialist staff. (Code of Practice 2015 - Paras 6.36)
- Follow a cycle of Assess-Plan-Do-Review for SEND pupils.
- Monitor concerns about individual pupils, and in conjunction with 'quality first' teaching use differentiation and other strategies to remediate.
- Inform parents at the earliest opportunity if their interventions are not successful.
- Support the use of equipment to enable access to the curriculum.
- Provide reasonable adjustments in the classroom appropriate to individual need, e.g. extra time, live speaker, use of word processor, rest breaks, etc.
- Monitor pupils on the SEND register for need and use of access arrangement provision in their classrooms to establish the pupils' 'normal way of working' and 'history of need' and keep a detailed record of this provision.

## 6. Monitoring & Referral Arrangements (see Appendix 3)

### Identification of pupils needs – a graduated approach



### Quality First Teaching

- The Schools' curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The Schools regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEN (and should not automatically lead to a pupil being recorded as having SEN).
- Any pupil that is falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored firstly at a departmental level leading to a pastoral focus if this concern involves numerous subjects.
- Concerns will be recorded in departmental minutes.
- Differentiated learning opportunities, support strategies and quality first teaching will be employed by the subject teachers in order to aid the pupil's academic progression.
- The Head(s) of Department and/or the Head of Year will be informed and consulted as necessary during this graduated approach.
- The Director of Learning Support will also be consulted as needed for support and advice.
- If the graduated approach is ineffective after a reasonable period of time and concerns continue then a referral to LS will be made via appropriate documentation.
- Once a pupil has been identified as *possibly* having a special educational need they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

### Referral procedure

Referrals can be made in a variety of different ways:

- Foundation Stage pupils are assessed using the WellComm assessment tool. If this identifies any areas of concern in language, communication and interaction, the appropriate WellComm intervention can be put in place by Foundation Stage staff and/or the Learning Support team.
- If the referral is made by a subject teacher or class teacher, after implementing the graduated response, then an LS Identification referral form will be completed recording areas of concern.
- On transition to senior school or during the admissions process.
- As a result of parent or pupil concerns.
- As a result of data analysis such as is provided by MidYIS, Yellis, ALIS, Lucid, exam and assessment scores.



- Pupils new to Year 9, 10, 11 and 12 will be screened for literacy and speed of working difficulties.

### **Identification of SEND / Assessments**

- When a pupil is referred, the Director of Learning Support, in conjunction with subject staff, will establish the pupil's individual history and decide whether to carry out an educational assessment. Parents will be informed and the assessment carried out. Feedback will then be given to the pupil, parents and staff.
- Pupils may already have been identified before transition to the senior section.
- During the first half term of Year 7, all pupils are screened for literacy skills. Pupils whose reading, writing, spelling or comprehension accuracy is of concern will be identified at this point and provision put into place.
- Once pupils have been identified, LS staff use data from assessments to plan intervention(s).
- Pupils who have an LS profile will be assessed towards the end of Year 9 to ascertain if they meet the criteria for Access Arrangements (JCQ regulations apply).

### **Provision after assessment – Targeted specialist support and reasonable adjustments**

- An IEP will be written and made available to staff containing information on the pupil's learning profile, their needs in the classroom and relevant strategies.
- The pupil will be required to attend small group sessions which will provide specific targeted intervention to support the identified areas of difficulty.
- Much of the work done in the department focuses on the development of literacy and study skills however individual need will dictate provision.
- There are a number of interventions provided by the LS department and a decision is made based on need. The interventions vary in length.
- Pupils are monitored to track progress and provision may be changed according to need.
- Word processors, computer readers, reading pens and hearing equipment (e.g. Roger Pen) are provided as reasonable adjustments as required along with live speakers, rest breaks and extra time.

### **Referral for Education, Health and Care Plans (EHCPs)**

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process to establish the need for an EHCP. This is usually requested by the school but can be requested by a parent. This will occur when the school believes that it has taken every step possible to support the pupil but is unable to provide the level of support needed alone.

The decision to make a referral to the Local Authority to begin the process will be taken at a meeting with parents, the Head and the Director of Learning Support.

The application will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- School Nurse
- Head

### **Pupils with English as an Additional Language (EAL)**

The identification and assessment of the needs of pupils for whom English is an additional language requires particular care. During the admissions process information regarding the pupil's language/literacy profile is requested. Pupils are monitored for progress by the LS department. If concerns are raised by subject staff regarding receptive and/or expressive language skills, the Director of Learning Support will establish whether the difficulties they have are due to limitations in their command of the English language or arise from a possible SEND

need. An assessment may be carried out and the pupil may be offered individual lessons which contain EAL specific work.

N.B. This policy is to be read in conjunction with the Foundation EAL policy.

### **Arrangements for coordinating SEND provision**

The SENDCo will hold details of all information, records and IEPs for individual SEND pupils.

All staff can access:

- The schools' SEND policy.
- A copy of the SEND register.
- Information on individual pupils' SEND needs, including IEP's.
- Practical advice, teaching strategies, and information about the different types of SEND need which may affect any pupil.

This information is made accessible to all staff in order to aid the effective coordination of the schools' SEND provision. In this way, every member of staff will have complete and up-to-date information about all pupils with SEND needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **Reviewing Procedures**

- IEPs are uploaded to SIMS at the beginning of the year and reviewed regularly.
- Exam results and reports also provide evidence for reviewing pupils' progress for pupils on the schools' SEND register.
- Staff follow a cycle of Assess-Plan-Do-Review on a regular basis.

## **7. Provision in Exams**

### **Entrance Assessments (please also see the Admissions Policy)**

For pupils who have been formally assessed by an Educational Psychologist, an appropriately qualified SpLD specialist or a paediatric assessment team, the report should be sent to the school prior to the entrance assessment. Reasonable adjustments may then be awarded in line with the recommendations of the report.

Consideration will also be given by the Heads when they are making decisions on the overall performance of each candidate prior to the issue of results.

### **External Examinations**

In accordance with The Equality Act 2010 and the JCQ regulations, we are committed to ensuring that all pupils have a fair opportunity to demonstrate their abilities in assessments and examinations.

JCQ 'Access Arrangements must not give candidates an unfair advantage. They are intended to meet the candidate's particular need without affecting the integrity of the assessment'.

For external examinations, pupils who fulfil the strict criteria are allowed the provision of Access Arrangements. These are granted by the JCQ. There are various Access Arrangements, including the provision of extra time. Other arrangements may be awarded appropriate to the needs of the individual.

Access Arrangements cover four broad categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)

- Sensory and Physical

In Year 9, pupils who have had a previous assessment, or are being monitored, will be assessed by the Director of Learning Support, or a specialist assessor with whom the school has an 'established working relationship', to ascertain if an application for Access Arrangements should be made to the JCQ for GCSE examinations.

Access Arrangements for pupils who remain in the 6<sup>th</sup> form at WGSF will continue for A Levels, provided the Director of Learning Support can provide ongoing evidence of need and compliance with the JCQ rules that are updated every August.

In Year 13, pupils who have Access Arrangements will be advised to be reassessed by an Educational Psychologist (at a cost to parents) to facilitate an application for DSA and a smooth transition to University.

Pupils who qualify for Access Arrangements should attend LS lessons to acquire the skills and strategies designed to support their specific needs.

When an SEND pupil transfers to another school, the LS department will share pupil SEND information with parents and the new setting, once the pupil is confirmed as on roll. This will be the case for up to 1 year after the pupil has left Wakefield Grammar School Foundation. After a year has passed, parents and/or the former pupil will need to file a subject access request.

### **Use of a word processor as an Access Arrangement**

There are strict criteria for the SENDCo to permit the use of a word processor (on which the spelling and grammar check has been disabled) for Access Arrangements.

In exceptional cases, students may qualify for a scribe. This is usually a word processor with spell check turned on. When the spell check is turned on, students will not be awarded any SPAG marks.

### **Supporting Pupils with Medical Conditions and/or Social, Emotional and Mental Health (SEMH)**

Various Access Arrangements are available to support pupils with medical conditions, physical disabilities and/or social, emotional and mental health difficulties. These can be applied for by the SENCo using either external specialist reports (not GP) or centre-based evidence to support the application.

### **Exam Rooms**

Students with Access Arrangements **may** be seated away from the main exam room. Please see appendix 5 for details.

## **8. Physical Accessibility**

We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the Schools' Accessibility Plans by contacting the Governors' Office. This shows the ways in which we already have and plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

## **Appendix 1 - Learning Support Staff**

Foundation Director of Learning Support / SENDCo  
Mrs V Gardiner (Access Arrangements Assessor/SENDCo Award)

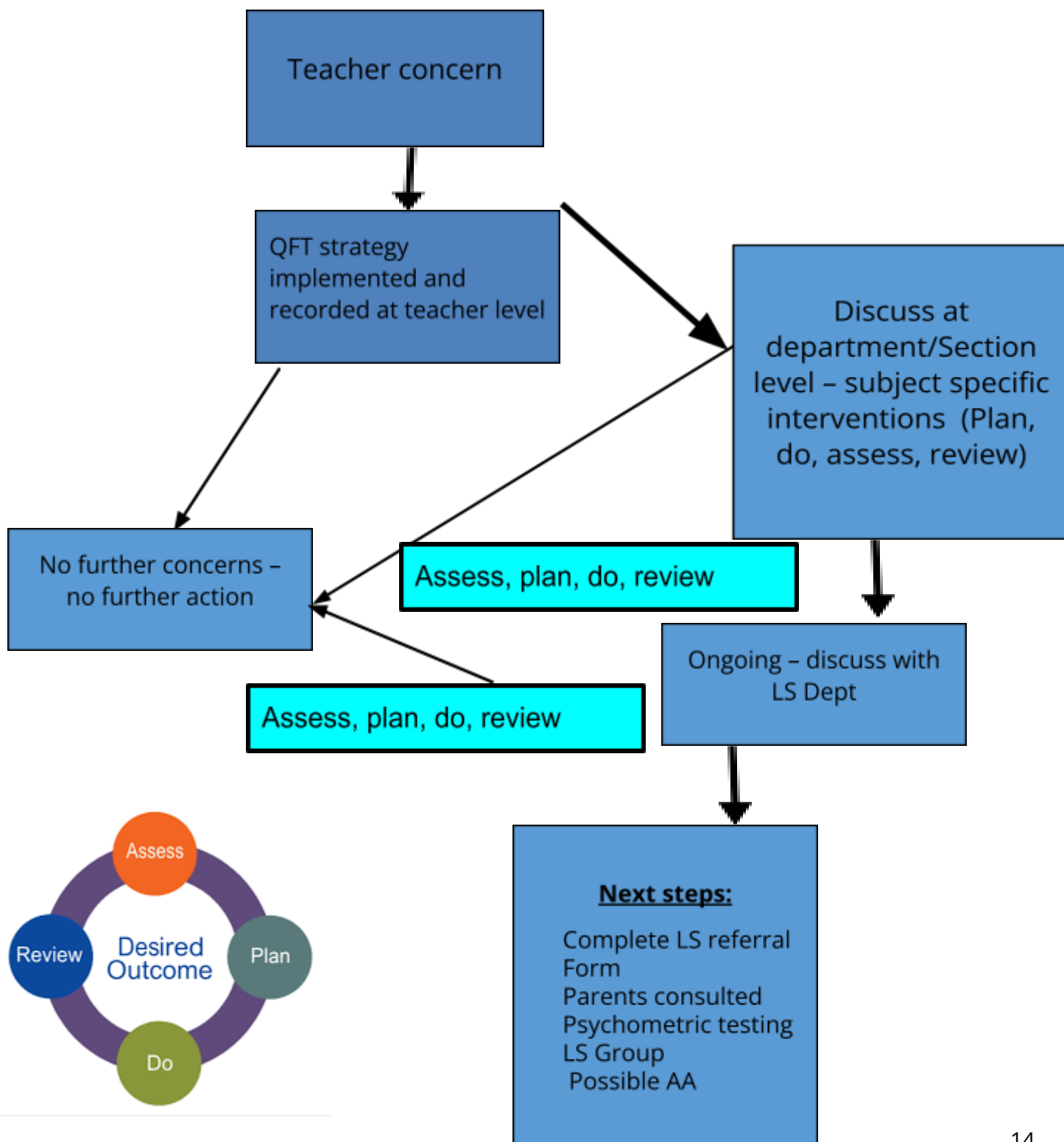
Teachers of Learning Support  
Mrs E Taylor  
Mrs S Armson (Access Arrangements Assessor)  
Mrs L Barrett  
Ms A Beall (Access Arrangements Assessor)  
Mrs R Arundale

## Appendix 2

Area of Need	Wave 1 <b>Quality First Teaching (teacher led)</b>	Wave 1+ Quality First Teaching (teacher led) PLUS intervention support (Pre Prep + JS)	Wave 2 LS Support	Wave 3 External Agencies
Cognition and Learning	<ul style="list-style-type: none"> <li>Differentiation</li> <li>Targeted TA support in class</li> <li>• <a href="#">Metacognition</a></li> <li>Study skills (small group)</li> <li>Study skills 1-1</li> </ul>	<ul style="list-style-type: none"> <li>TA interventions - individual or small group</li> <li>Focussing on gaps in literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>Catch up</li> <li>TA interventions</li> <li>Structured Literacy</li> <li>Maths - DANS</li> </ul>	Educational Psychologist Speech and Language Occupational Therapists Physiotherapists
Communicati on and Interaction	<ul style="list-style-type: none"> <li>Visual timetable</li> <li>Now, next and later (<a href="#">pencils</a>)</li> <li>Talking partners</li> </ul>	<ul style="list-style-type: none"> <li>TA interventions - individual or small group</li> <li>Focussing on pastoral and communication</li> <li>Intro to zones of regulation / time to talk / black sheep</li> </ul>	<ul style="list-style-type: none"> <li>Zones of regulation</li> <li>Social Stories</li> <li>Talking mats</li> </ul>	Educational Psychologist Speech and Language Occupational Therapists
Emotional, Behavioural and Social	<ul style="list-style-type: none"> <li>Circle Time</li> <li>Now, next and later</li> <li>Modelling behaviour</li> <li><a href="#">Talking Mats</a></li> </ul>	<ul style="list-style-type: none"> <li>Pastoral leader interventions - individual or small group</li> </ul>	<ul style="list-style-type: none"> <li>Zones of regulation</li> </ul>	Educational Psychologist Speech and Language
Sensory and Physical	<ul style="list-style-type: none"> <li>• <a href="#">Handwriting programme (whole class)</a></li> <li>Funky fingers</li> <li>Crossing the midline</li> <li>Large arm movements</li> <li>• <a href="#">Move and sit</a>/weighted cushions</li> </ul>	<ul style="list-style-type: none"> <li>TA interventions - individual or small group</li> <li>Focussing on fine motor skills / gross motor skills, handwriting</li> </ul>	<ul style="list-style-type: none"> <li>LS Speed up programme</li> <li>Handwriting intervention</li> </ul>	Occupational Therapists Physiotherapists

### Appendix 3

#### Graduated response to SEND identification



## **Appendix 4**

### **Referral Form Example**

#### **Prep Preparatory**

[Pre Prep - Referral Form](#)

#### **Senior Section**

[Senior Section - Referral Form](#)

#### **Junior Section**

[Junior Section - Referral Form](#)

## Appendix 5

### AA Rooms KS4 and KS5

Access Arrangement	Reason	Description
Separate room	<ul style="list-style-type: none"> <li>• Medical needs eg diabetic with medical device linked to a mobile phone, tourettes, ASD, ADHD etc</li> <li>• Read aloud</li> <li>• Extreme exam anxiety (diagnosed by medical team)</li> </ul>	1 student with an invigilator  JCQ rules 5.16 <sup>1</sup>
Small room	<ul style="list-style-type: none"> <li>• Processing difficulties</li> <li>• SEMH needs</li> <li>• Medical needs</li> </ul>	This room will be smaller than the main exam hall. JCQ rules 5.16 (see footnote 1)
Extra Time	<ul style="list-style-type: none"> <li>• Specific learning difficulty - including ADHD</li> <li>• Medical needs - including ASD</li> </ul>	In the main exam hall except: <ul style="list-style-type: none"> <li>• Students who also use a computer</li> <li>• Students who also read aloud</li> <li>• Students who also use a scribe</li> <li>• Students who are also awarded separate or small room invigilation (see above for reasons)</li> </ul>
Read aloud	Specific Learning Difficulty:	1 student with an invigilator - JCQ rules 5.16 (footnote 1)

<sup>1</sup> Alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation)

*In the case of alternative rooming arrangements, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect. Alternative rooming arrangements must reflect the candidate's normal and current way of working in internal school tests and mock examinations. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.*



Rest breaks	<ul style="list-style-type: none"> <li>• Medical needs</li> <li>• SEMH needs</li> <li>• Specific learning difficulty</li> </ul>	<p>In the main exam hall except:</p> <ul style="list-style-type: none"> <li>• Students who also use a computer</li> <li>• Students who also read aloud</li> <li>• Students who are also awarded separate or small room invigilation (see above for reasons)</li> </ul>
Computer reader	<p>Specific Learning Difficulty that impacts reading:</p> <ul style="list-style-type: none"> <li>• Slow speed of reading fluency</li> <li>• Slow speed of reading comprehension</li> <li>• Slow speed of reading accuracy and/or weakness in reading accuracy</li> <li>• Processing speed difficulties</li> </ul>	<p>In an exam room with other students who use a computer as a reasonable adjustment. This is typically smaller than the main exam hall.</p>
Word processor	<p>Specific Learning Difficulty:</p> <ul style="list-style-type: none"> <li>• Slow speed of writing</li> <li>• Illegible handwriting</li> <li>• Processing speed difficulty</li> <li>• Uses a computer reader and needs this to check own work</li> </ul>	<p>In an exam room with other students who use a computer as a reasonable adjustment. This is typically smaller than the main exam hall.</p>
Scribe	<p>Specific learning difficulty or injury/medical condition that affects the ability to write independently</p> <ul style="list-style-type: none"> <li>• Spelling score of 84 or below</li> <li>• Spelling that is not</li> </ul>	<p>Scribe - WP with spell check:</p> <ul style="list-style-type: none"> <li>• In an exam room with other students who use a computer as a reasonable adjustment. This is typically smaller than the main exam hall.</li> </ul> <p>Scribe - English language for students who usually use a WP with spell check:</p> <ul style="list-style-type: none"> <li>• Students will usually complete the English Language exams without the support of spell check. In this situation they have the following options: <ul style="list-style-type: none"> <li>○ Be awarded up to 50% extra time to allow them to check each word silently. They would be seated in an exam room with</li> </ul> </li> </ul>

		<p>other students who use a computer as a reasonable adjustment. This is typically smaller than the main exam hall.</p> <ul style="list-style-type: none"> <li>○ Be awarded up to 50% extra time to allow them to check each word aloud (see read aloud rooming). Students would only be awarded this where there is evidence from teachers, LS and parents/carers that this was a students normal way of working.</li> </ul> <p>Scribe - Human Scribe</p> <ul style="list-style-type: none"> <li>● Separate invigilation 1 student, 1 invigilator and a roving invigilator.</li> </ul>
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N.B. this document is to be used in conjunction with the current [JCQ Guidelines](#)

