

# St Alban's Catholic High School



## Special Educational Needs and Disabilities (SEND) Policy

Approved by Student Committee: 5 February 2024

Recommission Date: February 2026

## Introduction

All members of staff at St Alban's Catholic High School, in conjunction with the Governing Body and Local Authority, have a responsibility to ensure every student at our school has an equal opportunity to reach their potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their progress will be recorded and reviewed.

### 1. Definition of Special Educational Needs

- 1.1 Students have a special educational need if they have a significant difficulty accessing the curriculum which requires special educational provision to be put in place for them
- 1.2 Students have difficulty accessing the curriculum if they:
  - have a significant difficulty in learning, greater than the majority of children of the same age. This may have resulted in a formal diagnosis by an educational and/ or medical professional
  - have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- 1.3 Special educational provision may be required when students do not make adequate progress from Quality First Teaching (QFT) and need support or intervention additional to this
- 1.4 Students should not be regarded as having a learning difficulty due solely to the language used at home being different from the language in which they are taught
- 1.5 Special Education provision within the school is the responsibility of all colleagues. Our "Universal Offer" (plan of expected provision across all of the curriculum) has been developed to support our school aim of delivering QFT
- 1.6 This policy uses guidance from Suffolk Local Authority and is developed in accordance with the Children and Families Act (2014) and Special Educational Needs (SEN) Code of Practice (2014 / 2020 update)

### 2 Aims and Objectives

- 2.1 To provide all students with a culture and ethos in which everyone is valued and supported to achieve
- 2.2 To identify, provide and monitor the appropriate support needed by those students who may be experiencing learning, physical, emotional or sensory barriers to accessing learning / the school environment. To regularly review provision to ensure sustainability, whilst recognising the limitations of the mainstream environment
- 2.3 To ensure strategies to meet the special educational needs of students are provided to enable fullest possible access to the curriculum
- 2.4 To ensure that student voice and parent / carer voice is effectively collected and taken into consideration when planning support around special educational needs
- 2.5 To provide clear communication with parents / carers including signposting in-school and external sources of advice and information
- 2.6 To facilitate effective links with outside agencies and the wider community
- 2.7 To share information and available data to support planning for inclusion of all students
- 2.8 To monitor and track the impact of all support provided (Universal Offer, targeted intervention and bespoke interventions) via the Assess, Plan, Do, Review (APDR) cycle
- 2.9 To support all staff in their professional development in working with students with special educational needs
- 2.10 To ensure Senior Leaders and Governors have access to SEND information and data so that meeting SEND related needs is included in relevant planning discussions, policy review and policy implementation, across a range of levels.

### 3 Roles and Responsibilities with regard to Special Educational Needs.

(linked to SEND Code of Practice 2014 and job descriptions)

#### 3.1 Students

St Alban's actively acknowledges the student as a partner in their own education and the key role student voice has in ensuring SEND needs are identified and met. Students with SENDs are actively encouraged to be involved in decision making through regularly meeting with their allocated Keyworker to update their SEND Passport (see section 10), through support to attend review meetings and by involving them in student panels and SEND quality assurance. We aim to ensure all views are valued and listened to.

### 3.2 SENCO in role as member of Senior Leadership Team (SLT) works to

- Lead SEND policy and implementation across the school, with oversight of the provision to meet the needs of students on the SEND list in the school
- Liaise with the Local Authority and Multi-Academy Trust (MAT) SENCOs, through forums, networks and communications to ensure the school is kept up to date with national and local developments in SEND policy and implementation
- Inspire staff and students to hold an aspirational views of education and develop a cohesive whole school approach to providing QFT to support learners
- Identify and implement systems and projects to ensure engagement and participation of parents and carers in working with the school to support students with special educational needs
- Monitor and evaluate the quality of education for students with SENDs through quality assurance processes including learning walks, work scrutiny, student voice, parent perception surveys and staff confidence audits Is responsible to the Headteacher and Finance Officer for the oversight of the allocation of resources.
- Liaise with the Headteacher and Finance Officer in planning for the effective allocation of resources to support those with SENDs
- Support the Continuing Personal and Professional Development (CPPD) lead to coordinate appropriate and relevant training for all staff on ensuring the teaching and learning needs of students with SENDs are met, including new staff induction
- Facilitate the undertaking of action research that improves the effectiveness of school provision around SEND
- Collaborate with other SLT leads (e.g. Behaviour, Well-Being, Pupil Premium, Teaching & Learning and Inclusion) to design and implement cost-effective curriculum approaches and adaptations that meet the need of students with SEND
- Collaborate with SLT members responsible for Equalities provision and policy, to support equality objectives being met in relation to students with SENDs and support the school community in its inclusivity aims so that students with SENDs are fully involved with the life and culture of our school
- Maintain and develop links within the wider community to ensure students with SENDs have access to a range of specialist support and educational opportunities. This includes responsibility for overseeing the Alternative Provision (AP) offer for students
- Ensure the school's SEND Policy and SEND Information Report are up to date and available via the school's website
- Regularly liaise with the identified Link Governor for SEND to share relevant information to support the governing body in their work to ensure inclusivity for all students in our school

### 3.3 SENCO and Assistant SENCO work to

- Support subject leaders in facilitating the delivery of the school's Universal Offer, and of subject specific adaptations, to improve learning outcomes for students with SENDs across the curriculum
- Coordinate the development of strategies for the identification of students with special educational needs within the framework of national and school policies
- Coordinate individual student and whole school based assessments of needs, in order to facilitate provision linked to results from these
- Oversee the range of intervention programmes delivered to students with SENDs to ensure the necessary resources are in place for effective delivery and review.
- Oversee the effective deployment of the Learning Support Team in delivering in-class and intervention based support for students with SENDs
- Liaise with Heads of Year (HoY) and SLT Data Lead to consider relevant data collection, to target student support and to measure and review impact with a focus on those students with SENDs
- Liaise with curriculum leaders over effective timetabling and grouping of students with SEND
- Ensure High Needs Tariff and other available funding is secured for the effective deployment of resources to support the teaching and learning of students with SENDs
- Provide a link for colleagues to the services and resources available within the LA's Local Offer (including Children and Young People's Services) to support students with special educational needs
- Plan and oversee the induction and professional development and performance management of staff within the department and regularly review the impact of teaching assistants

- Ensure the school's provision for SEND is regarded positively by stakeholders and to respond promptly to concerns when they arise
- Advise staff and governors on the inclusivity of extra-curricular opportunities and curriculum based trips, visits and residential, to ensure all students with SENDs feel included, supported to attend and have clear risk assessments written where required
- Liaise with HoYs and SLT Attendance lead to monitor and support attendance of students with SENDs. To work closely with Pastoral Teams and Education Welfare Officer where additional input is required to support increased attendance
- Liaise with the Exams Officer to ensure provision of Exam Access Arrangements (EAA) for Pre Public Examinations (PPEs) and formal examinations is in place and meets Joint Council for Qualifications (JCQ) regulations
- Liaise with in-school and external Careers Advisors to offer clear Information, Advice and Guidance (IAG) for those students with SENDs
- Liaise with HoYs, Transition Lead and Pastoral Team to support the smooth integration of in-year, Year 6 into Year 7 and sixth form joiners, with SENDs into our school
- Liaise with Primary, Post 16 and specialist providers to assist in the effective transfer of students to ensure continuity of provision and progress
- Liaise with the EAL co-ordinator to ensure that SEND needs for those students with EAL are identified and provided for
- Liaise with the Children in Care (CiC) Designated Lead to ensure effective monitoring, review and implementation of provision for those students who are CiC and have a SEND.
- Liaise with the Designated Safeguarding Leads to support students with SENDs where Safeguarding needs are also present
- Ensure the school keeps the records of all students with SEN up to date and dissemination of information is effective and efficient
- Lead on the Annual Review process for each student with an Education, Health and Care Plan
- Use information from the Local Offer and work with other professionals to provide a supportive role to families to ensure students with SEN receive appropriate support

#### 3.4 Specialist TAs for Foundation Learning / Social Communication / Hearing Impaired and Speech and Language Therapy (SALT) work to

- Liaise with the SENCO/Assistant SENCO to deliver appropriate schemes of work and interventions (in line with their area of specialism) for learners with specific, moderate and other learning barriers, to promote student progress and address individual learning needs
- Collaborate with subject teachers and pastoral staff to promote effective adaptation and sharing of good practice so that outcomes from intervention can be impactful in relation to the school curriculum for learners with SENDs
- Maintain accurate records of progress and report on progress as part of whole school systems

#### 3.5 Teaching Assistants work to

- Support students with SEND and the wider school population
- Support subject teachers to monitor progress against outcomes and contribute to review meetings where appropriate
- Be the named Keyworker for individual students to seek student voice and to advocate for students with SENDs through the review and updating of the SEND Student Passport system (see section 10)
- Support individual students or small groups in or out of the classroom, under the direction of the class teacher
- Provide feedback to the SENCO and Pastoral Team via weekly team meetings and email requests
- Provide support for students with SENDs on Educational Visits

#### 3.6 Governing Body works to

- In partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensure, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan, which fully include SEND.

- Monitor the SEND Policy and the school's SEND Information Report through the school's self-review procedures
- Analyse and evaluate the school's provision (including funding and staffing) through receiving information to committees and via communication with school staff

### 3.7 Headteacher works to

- Set SEND related objectives and priorities in the School Development Plan
- Line-manage day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources
- Line Manage the SENCO
- Ensure the Governing Body are fully informed of SEND provision, progress and development through relevant committees

### 3.8 Heads of Department / Subject Leaders work to

- Ensure appropriate curriculum provision and delivery is clearly stated in schemes of work
- Ensure appropriate teaching resources for students with SEND are made available
- Raise awareness of Department responsibilities towards SEND and monitor delivery of the school's Universal Offer via Quality Assurance processes

### 3.9 Teaching Colleagues

The SEND Code of Practice (2014) states that all teachers are teachers of SEND, who work to

- Devise strategies and identify appropriate adapted methods of access to the curriculum, in conjunction with Inclusion and Pastoral colleagues
- Recognise that central to the work of every teacher is the cycle of assessing, planning, teaching, and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensure strategies from SEND Student Passports (see section 10) are delivered in lessons
- Monitor progress of students with SEND against agreed outcomes and provide feedback to review processes as required
- Use the school's APDR cycle to raise individual concerns to Learning Support colleagues
- Deliver the school's Universal Offer via Quality First teaching.

## 4 Admission Arrangements and Transition

4.1 Admission arrangements are outlined in the school's Admissions Policy which can be found on the school website.

4.2 The year prior to transfer to St Alban's relevant staff (SENCO, assistant SENCO, Transition Lead, KS3 Pastoral Lead, Head of Year for year 6/7) will liaise with all feeder primary schools to gain an understanding of individual student needs in order to plan that required provision is in place. This includes individual transition arrangements for those students identified as benefiting from them. The SENCO / Assistant SENCO will attend all Year 6 EHCP Annual Reviews that they are invited to, so that consultation and planning for EHCP provision is effective.

4.3 If a student is known to have special educational needs when they arrive at the school the relevant staff (named in 4.2 above) will:

- use information from the primary school to provide appropriate support for the students when they are at our setting (in class and at social times)
- ensure ongoing observation and assessment provides feedback about the student's achievements to inform future planning of the student's learning
- involve the student in planning and agreeing targets to meet their needs (where possible and appropriate) to create and individualised SEND Passport (see section 10)
- involve parents/ carers in developing a joint learning approach at home and in school

## 5 Accessibility

Please refer to the Equal Opportunities and Accessibility Policy which can be found on the school's website.

## 6 Identification, Assessment and Provision

6.1 Provision for students with special educational needs is a matter for the school as a whole. All teachers are teachers of students with special educational needs. Teachers work to ensure shared good practice relating to inclusion of and adaptation for students with SEN. The progress and attainment of these groups is monitored by SLT, Head of Years and Heads of Department and formally assessed at key data collection points. However, this is part of a continuous cycle of APDR that takes account the individuality of student strengths and needs. Most students will learn and progress within these arrangements, but students with special educational needs may need provision of individualised adaptation in order to narrow gaps in achievement.

6.2 Ongoing monitoring and review of the SEND list supports the identification of students who require additional support due to a SEND. This gives clear direction to teachers about who needs support, for what reason and provides guidance on adaptation and expected outcomes from this support. Teachers can then ensure that teaching and learning strategies are appropriate and support is offered in the classroom to enable progress. Good teaching is the key factor for progress and support for students.

6.3 Where teachers conclude from their APDR cycle and data analysis points, that the Universal Offer and student specific strategies they are currently using with a student are not resulting in expected outcomes, they will consult the Progress, Learning Support and Pastoral teams to consider further options.

6.4 The identification of adequate rates of progress by teachers is key to this process. Adequate progress can be defined in a number of ways, for example, progress which:

- narrows the attainment gap between the student and peers
- is similar to that of peers starting from the same attainment baseline
- maintains or improves the student's previous rate of progress

6.5 Interventions at this stage aim to:

- provide adapted strategies and resources to improve progress
- ensure improvements in self-help, social or personal skills
- lead to improvements in attendance and engagement

6.6 For students identified as EAL the SENCO will work closely with the EAL co-ordinator to establish if progress is being impacted purely by limitations to command of language or if a SEND is also present. If a SEND is identified then they will work together to plan, deliver and monitor support for that student.

## 7 SEND Support (K) Category

7.1 SEND Support Category (K) is characterized by a learning, medical or mental health need along with identification of the requirement for adapted provision over and above the school's Universal Offer. This may be linked to a diagnosis and the involvement of external services but this is not always necessary to enable a student to be identified as having a SEND.

7.2 The triggers for SEND Support could be that, despite receiving teacher support, the student:

- continues to make little or no progress in specific areas over a sustained period suggesting a need for investigation of a learning barrier

- has emotional or behaviour regulation difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised support identification or a diagnosed mental health issue
- has sensory, medical or physical needs requiring additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### 7.3 Interventions that this level of support accesses include, but are not restricted to:

- Access to TA support in lessons
- Bespoke or adapted timetable
- Small group teaching for literacy and numeracy – foundation learning at KS3 and Personal Development Programmes at KS4
- Individual or small group reading, spelling or maths interventions
- Small group “Processing and Memory Strategies” intervention
- Student SEND Passport
- Allocated Keyworker within school
- Mentoring (peer or adult)
- Individual Behaviour Plan (IBP)
- Individual Health Plan (IHP)
- Suffolk Personal Support Framework (SPSF)
- IDT - Child and family pathways programme, formerly Child and Adolescent Mental Health Service (CAMHS)
- ELSA programme
- Physiotherapy
- Speech and Language 1-2-1 or small group programmes
- Occupational therapy
- Specialist Education Services Inclusion Plans / Whole School Inclusion Advice
- Solution Circles
- Visual timetables and exit and brain break cards
- Social skills interventions
- Nurture Provision at social times

7.4 St. Albans uses a SEND Passport to co-ordinate support, involve parents and students and communicate with teachers and teaching assistants. All students at School Support or EHCP level will have a SEND Passport. This will set out strategies for supporting the student’s progress. Delivery will remain the responsibility of subject teachers and those delivering interventions. If the SENCO considers that further information is required to be able to assess and plan for support then further advice may be sought from external professionals with parental consent.

## 8 School Request for Statutory Assessment / Educational, Health and Care Needs Assessment (EHCNA)

8.1 For some students, the help given by schools through SEND Support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment. Where a request for a statutory assessment is made, the student will have demonstrated significant areas of need that impact learning and progress, and the school will inform the LA:

- how the needs present in school and the impact of interventions implemented
- the student’s health including the student’s medical history (where relevant and with parental permission)
- attainment levels in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher
- views of the student, parent or carer
- involvement of other professionals
- involvement of social services or education welfare service

8.2 When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

## 9 Education, Health and Care Plan (EHCP) and Annual Review Process

9.1 An EHCP is a legal document which outlines the duties around the student's education. EHCPs outline education and health support around children and young people and their families and continue to the age of 25 unless the young person attends Higher Education at age 18, when they will cease. It includes:

- details of the student's special needs
- the special educational provision necessary to meet the student's special educational needs
- the type and name of the school where the provision is to be made
- relevant non-educational needs of the child and related provision

9.2 Plans are reviewed at least annually with the parents, the student, the LA and the school, to consider whether amendments are required to the description of the student's needs or to the special educational provision specified. The annual review highlights achievements of the student as well as addressing difficulties that need additional provision made. The annual review in Year 9 and subsequent years leads to the production and review of the young person's 'Moving into Adulthood' form to provide information to Family Services to support onward provision planning.

9.3 Learning Support Team under the direction of the SENCO will support subject teachers on planning and delivering the provision set out in the EHCP and will ensure all relevant staff working with the student have access to the EHCP. Interventions and support at this level of SEND can include any of those in section 7.3 as well as:

- provision of adapted learning materials / specialist equipment
- group or individual interventions, whilst balancing this demand within the limitations of the mainstream setting
- undertaking of staff development and training aimed at introducing more effective strategies
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training
- sourcing and providing Alternative Provision as outlined in the EHCP

9.4 Parents / Carers with a Final EHCP for their child have a legal right to request a personal budget from the Local Authority to directly buy in the support identified in the plan. Parents choose whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves. Any queries regarding this choice will be directed to the Local Authority in the first instance.

## 10 SEND Passport – a non-statutory student one page profile

10.1 Strategies employed to enable the student to progress are set out within a SEND Passport. This includes information about:

- The nature of the special educational needs of the student
- Suggestions for teaching strategies to be used (adapted resources, teaching methods and assessments required)
- The intervention provision to be put in place
- EHCP outcomes (if the student has an EHCP)
- Student Voice ("What I Would Like You To Know" section)
- Exam Access Arrangements being explored or applied for
- Names of key staff working with the student

10.2 Students play a central role in the creation and regular review of their SEND Passport and are supported in this via meetings with their allocated Keyworker. The SEND Passport provides a holistic view of the learning



and emotional/social needs of an individual to enable appropriate support arrangements to be made and approaches and resources to be effectively adapted by subject teachers.

10.3 The SEND Passport will usually only record that which is additional to or different from the school's Universal Offer and general curriculum provision. The SEND Passport will be reviewed at least once a term and is accessible to all staff working with the student. The SEND Passport is used to support only students with an EHCP or those at SEND Support (K).

## **11 SEND and Sixth Form**

11.1 Once GCSE results are known and a place has been offered and accepted at St Alban's Catholic Sixth Form plans are made for any required additional SEND related support. The same subject grade/level criteria will apply to those who have an SEND as those who do not, in order to determine the appropriateness of the course. Additional courses are not offered to specifically cater for students with SEND post 16, however, additional support to access those courses on offer will include:

- access to Sixth Form (KS5) student support worker for advice on academic and pastoral concerns
- regular review meetings with form teacher to complete Individual Learning Plans (ILPs)
- exploration and application for Exam Access Arrangements as appropriate
- Annual review for students with an EHCP
- Personalised careers advice and support where needed

## **12 Complaints Procedure**

12.1 All parent / carers and students are encouraged to discuss any concerns with the Learning Support Department in the first instance. However, details about our complaints procedure is available on the school website. The Suffolk Local Authority website provides details of how to pursue a complaint against the Local Authority.

## **13 Local Offer and Other Information**

13.1 Local offer – The Local Authority Offer is viewable on the LA website, with links to this from the SEND section of our school website.

13.2 St. Alban' Catholic High School Local Offer is outlined in this policy and our School Information Report which are published on our school website.

13.3 For policies relating to exam access needs, please see appendix one of this policy and our Word Processor Policy (available on our school website)

## Appendix One – Exams Access Arrangement Policy

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

‘Reasonable adjustments’ are made when a candidate would be at a substantial disadvantage in comparison to someone who does not have a SEND. Whether an adjustment will be considered reasonable will depend on a number of factors which will include:

- Education, Health and Care Plan and other individual need
- The effectiveness of the provision
- The cost of the adjustment
- The likely impact of the adjustment on the candidate and others

If the cost or timeframe is unreasonable, or if the adjustment affects the security or integrity of the assessment it will not be made because it will not be reasonable.

For all public examinations, Joint Council for Qualifications(JCQ) Access Arrangement and Reasonable Adjustments Regulations are applied. [Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Failure to comply with these regulations may constitute malpractice and could affect a candidate’s and a whole center’s results.

Decisions to apply for access arrangements will be made based on the following criteria:

- Existence of an EHCP where EAA are highlighted as Section F provision
- Highlighting of student need by teachers, coupled with provision of normal way of working evidence
- Portfolio of evidence of need compiled by the SENCO to support application including teacher feedback and evidence of work
- Assessment of learning need by a JCQ recognised, certified practitioner

### 1 Responsibilities

1.1 The SENCO and Assistant SENCO are responsible for leading on access arrangements and will ensure that:

- Liaison with parents / carers, students and external assessors has taken place
- All Form 8, Form 8 RF, Form 9 and other relevant paperwork is complete
- External assessment is undertaken by a professional and is compliant to JCQ regulations
- Evidence of need is determined and portfolio of all required documentation is up to date
- Access arrangements online are made in a timely manner and comply correctly
- Liaison with examination officer to ensure access arrangements are applied correctly
- Liaison with Heads of Department and teaching staff to ensure that they know which students are entitled to access arrangements, that these should correspond to the students’ normal way of working and that access arrangements are provided for internal assessments and Pre Public Examinations (PPEs)

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

- Being aware of the students eligible for access arrangements and any particular conditions
- Putting access arrangements in place according to the regulations
- Making practical arrangements e.g. for extra rooms, extra invigilation, laptop provision

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

- Being aware of which students are eligible for access arrangements
- Ensuring that access arrangements are made for these students in internal tests and PPEs

1.4 Parents / carers of students from Year 9 onwards who feel that their child should be assessed for access arrangements due to learning difficulties should contact the SENCO as early as possible, for further advice, bearing in mind that access arrangements are only made for students who have difficulties which amount to a substantial impairment and which meet the thresholds of JCQ qualification. Applications from private assessors are not accepted by St. Alban's as JCQ certification must be in place.

## 2 Types of access arrangements

2.1 These depend on student need and normal working practice alongside current JCQ regulations. This means that different arrangement may be allowed in different examinations and SENCOs are required to consider need on a subject by subject basis. Arrangements most commonly used include:

- 25% extra time
- Use of a word processor – see Word Processor Policy on school's website
- Application for a reader and/or scribe depending on need
- Supervised rest breaks
- Provision of exams on coloured paper
- Colour blindness – colour naming as per JCQ regulations
- Bilingual translation dictionary. Details of thresholds can be found in the JCQ regulations
- Prompt
- Alternative Rooming Arrangements

Temporary access arrangements and applications for special consideration can be made in certain circumstances. These arrangements can be processed as the need arises.

## 3 Evidence required

3.1 The Equality Act 2010 defines disability as a 'limitation going beyond the normal differences in ability which may exist among people.' Any arrangement or reasonable adjustment we consider has to be evidenced with the extent and type of evidence required depending on the nature of the access arrangement.

3.2 To consider an EAA the criteria laid out in the JCQ Regulations relating to that exam series must be followed. Evidence of the candidate's difficulties and how they impact on teaching and learning in the classroom must be provided that:

- Shows the involvement of teaching staff in determining the need for extra time of up to 25% or an alternative arrangement
- Confirms that without the application of alternative arrangements, the candidate would be at a substantial disadvantage
- Confirms that this is the candidate's normal way of working within the centre as a direct consequence of their disability.

3.3 JCQ Regulations outline supporting medical or EHCP documentation that is required to support an application. A doctor's letter is not regarded as sufficient evidence for extra time or an alternative arrangement because it does not confirm a specific diagnosis that falls within the special consideration remit.

## 4 The application process

4.1 Students on the SEND list will usually be considered for assessment for access arrangement by the SENCO if a picture of need has been established and a normal way of working which meets the JCQ access thresholds has been obtained. This process of evidencing a picture of need can start from year 7 onwards. A student may self-refer or be referred by a parent/ carer or teacher but must provide evidence to support their referral. In normal circumstances, assessment will be made at the start of the GCSE or A Level course.

## 5 Use of externally commissioned reports

5.1 Parents have the right to seek further diagnostic assessments for their children. However, the organisation or individual performing the assessment must have prior contact and agreement with the school to gather background information. A privately commissioned assessment carried out without prior consultation cannot be used to award access arrangements and external assessors must have a thorough and up to date understanding of the JCQ regulations. In order for a report to be used for an application for access arrangements it must evidence the student's disability as giving 'limitations going beyond the normal differences in ability which may exist among people.' The report must state the student's disability is 'substantial and long term.'

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

Signed by :	(Phil Dance, Chair of Governors)
-------------	----------------------------------

Date : 05.02.2024
-------------------