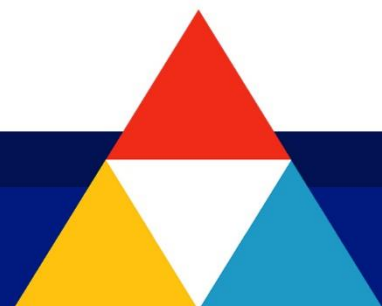


SEND Policy

Date of Policy	September 2023
Date of Next Review	September 2024
Governor/School Policy	Governor
Statutory	Yes
Staff Responsible	Miss Tammy Jenkins – Associate Assistant Headteacher – Strategic Lead for SEND
Reference	Performance Committee



Barnwood Park

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions. In any of the four broad areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

A child under compulsory school age has SEND if he or she 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. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”. This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. It can also include dyslexia, dysgraphia, dyspraxia, ADHD, underlying language difficulty and autism if significant enough. Children and young people with such conditions do not necessarily have SEND, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

When considering a pupil's needs, specifically in relation to whether they have SEND, it is important to know that:

Special Educational Needs are not fixed. Some needs may only come to light as the pupil gets older; equally some needs may reduce as the pupil matures or as interventions remediate need, such that their needs may no longer meet the criteria for SEND.

Some will be acquired due to injury, illness or in response to medication or medical interventions.

The issue of context, professional choice and chronology is also very important when considering SEND. Tests used to ascertain need are re-standardised every 10-15 years, sometimes more regularly, which means that, in addition to in-school monitoring, the extent of a pupil's needs might change in relation to the national norm as the population changes.. Therefore, caution must be taken when considering or questioning the presence of SEND retrospectively.

Glossary of Terms Used

BAME Black, Asian, Minority Ethnic

COP SEND Code of Practice (2015)

Education Health and Care Plan (EHCP)- A legal document which accompanies some higher need students with SEND.

Graduated Response/Pathway- A term to describe increasing help and support for a child with learning needs.

Pastoral The aspects of the School which relate specifically to the social and emotional well-being of a child

Quality First Teaching The legal term to describe inclusive teaching practice which allows children, regardless of needs, to succeed in the classroom (also referred to, internally, as *justgoodteaching*)

Screening A series of short assessments to determine whether the person has some specific strengths and difficulties in relation to their age.

SENCO/SENDSCO Special Educational Needs Co-Ordinator – the person employed to advocate for a child with SEND in terms of staff training and student support

SpLD Specific Learning Difficulty – a difficulty that is not in relation to a perceived child's overall ability profile

Phonics-

Rationale

All teachers are teachers of children with Special Educational Needs and Disabilities. Every leader is a leader of SEND. All teachers are expected to deliver accessible lessons which enable all students to learn and make progress. This is specifically and discretely provided through every staff's commitment to our policy of *justgoodteaching* (otherwise known as Quality First Teaching).

As a school we are committed to ensuring every lesson is accessible to all, and as a result we are embedding a *Phonics-based* approach into every lesson. This will ensure that every student has the ability to decode unfamiliar words, developing reading and build vocabulary capital. Class and subject teachers, make regular assessments of progress for all pupils which enables identification of underlying issues. Pupils making less than expected progress given their age and individual circumstances may indicate a learning need, and the *Graduated Pathway* is initiated. The staff members at Barnwood Park School are committed to ensuring that the necessary provision (which is recorded where appropriate on a My Plan/My Plan Plus) is made for every student. We are passionate about inclusive education and welcome the diversity of culture, religion and intellectual ability. We strive to meet the needs of young people from 11-16 with any additional need including learning difficulty, disability, particular medical needs, disadvantage or special educational needs and high achievers¹.

This policy has particular regard for students with needs, who require provision that is additional to, or different from that generally made for students of the same age. At Barnwood Park School we believe that all children with an Additional or Special Educational Need or

¹ High achievers captures the fact that some students are capable of performing at a level over and above their age related peers in a certain area. It is important to acknowledge however, that this situation is flexible; most High Achievers will have to work hard to maintain this advantage, while other students can become High Achievers through improving their performance

Disability SEND) must have their needs recognised and assessed early so that timely support and interventions can be put in place to support students in their transition through the school.

We strive to deliver appropriate curriculum and support to:

- Provide suitable learning challenges
- Meet student's diverse learning needs
- Remove the barriers to assessment and learning
- Prepare students for adult life
- Feel safe and protected from harm

We work collaboratively with Gloucestershire County Council and other external agencies to develop a 0-25 year old service for young people with additional needs where students:

- Enjoy the best possible physical and mental health and live a healthy lifestyle
- Have every opportunity to achieve their full potential, whoever they are, wherever they are from and whatever their family circumstances
- Feel a valued and respected part of the wider community and make a positive contribution to it
- Take responsibility for their lives

At Barnwood Park School we place high priority on developing inclusive practices where we recognise and value every student's strengths, abilities and needs.

The staff and governors of Barnwood Park School will ensure that all students with SEND have the opportunity to reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

Meeting the needs of students with SEND requires partnership working between all those involved: Local Authority, school, parents/carers, students, children's services and all other agencies.

Graduated response

At Barnwood Park we have adopted a graduated and early help response to meeting special educational needs that requires the initial use of classroom and school resources, before bringing specialist expertise to advise further on the difficulties that a student is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below with school level support. Such interventions are a means of helping staff and parents match special educational provision to individual student needs.

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This level of response is at wave one and is addressed by quality first teaching followed by assessment, differentiation and follow up.

My Plan

A student has a personalised plan when they are identified as needing provision additional to or different from that provided as part of normal class activities. The triggers for intervention will be concern, backed by evidence, about a young person who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by student support mentors or behaviour management policies employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health or children's services may already be involved with the young person. Where these professionals are not already working with staff at Barnwood Park, the Strategic Lead and/or SENDCo or Learning Support Assistants will contact them having discussed the situation with the parents/carers. The Strategic Lead and/or SENDCo or members of the Core Inclusion team will further assess the young person and support for the individual will be discussed and action taken. If there is only one agency working with the young person this is likely to remain supported at school level.

Having a My Plan does not necessarily mean that students will be placed on the SEN register and will be dependent on whether there is a difficulty in the four areas of SEN detailed in the SEN Code of Practice 2014:

- Cognition and Learning (literacy or numeracy)
- Sensory and or physical needs
- Communication and Interaction
- Social, Emotional and Mental Health

My Plan Plus

As the result of two review meetings of the 'My Plan', the decision may be taken by the SENDCo or member of the Core Inclusion team, in consultation with the parents/ carers and young person, to either close the plan if outcomes have been met, continue at school level or to involve external support services provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate outcomes and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the young person's progress. In some cases they will provide support for particular activities.

The triggers for My Plan Plus could be that despite receiving support through the My Plan, the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of young people of a similar age
- Continues to have difficulty developing literacy and numeracy skills
- Has emotional, behavioural or mental health difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme
- Has SEN or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning

In exceptional cases a child may enter the graduated pathway at My Plan Plus level. The response is assessed for each student on an individual basis and there is likely to be multi-

agency involvement at My Plan Plus. Information will be gathered following consent to share information has been agreed through My Assessment.

An Alternative Provision Curriculum Approach

Alternative provision can provide multiple ways to support students; if they are struggling, and help them achieve their educational goals.

Students can benefit from using alternative provision as part of a more suitable curriculum as it provides a more holistic educational pathway to their specific needs that mainstream school may not, and cannot always provide to them.

The latest government thinking is placing more evidence around students' needs being met at the right time, in the right place giving the right support. The implementation of the Green Paper and other forms of legalisation around SEND and Alternative Provision is ongoing with more clarity expected by 2025. However, as a school we feel we need to adjust our SEND provision and Curriculum model to meet the needs of our students and be on the 'front-foot' of meeting the needs of every student.

In the last three years, the likelihood of young people having a mental health problem has increased by 50%. Now, five children in a classroom of 30 are likely to have a mental health problem." (Children Society). Student's mental health has become an increasingly important issue as many face depression, anxiety and other disorders that can affect their school life. Alternative provision can play a key role in improving student's confidence and mental health as it allows a more relaxed approach to education and children can work at their own pace.

Alternative provision ensures that whatever circumstance a student finds themselves in, they can continue with their education in a comfortable and familiar setting. This allows them to be fully focused resulting in their standard of work improving.

Here at Barnwood Park we recognise the impact that a bespoke curriculum can have on meeting the needs of students whether that is through Alternative Provision and/or accessing online tutoring as part of a more personalised curriculum. We source, co-ordinate, and commission a tailored Alternative Provision Package working in partnership with providers to support our students. Our Alternative Provision varies from support with SEMH, accessing learning in a smaller environment, online learning, and even pre-college placement opportunities.

Alternative provisions should be places of personal development and prioritise positive reintegration and should not be looked at as permanent destinations. We create a plan around why, how long, and reintegration plans around every student that accesses Alternative Provision from Barnwood Park.

HOW ONLINE LEARNING CAN HELP SEND STUDENTS SUCCEED IN ENGLISH, MATHS AND SCIENCE

Students with special educational needs and disabilities (SEND) can face several challenges in the traditional classroom setting. These challenges can include difficulty paying attention, following instructions, and understanding complex concepts.

However, when appropriate measures are implemented, online learning can provide several benefits for SEND students. Their core subject knowledge can be enhanced when their specific needs are accommodated.

SUPPORT WITH ENGLISH

English requires an adaptive and dynamic learning style and online education can provide a sense of flexibility to SEND students. Students can work at their own pace and in a quiet environment that is free from distractions.

SEND students can also remain engaged when they learn online as they can constantly refine their writing skills with less fear of getting things wrong or peer pressure.

SUPPORT WITH MATHS

SEND students may require a particular level of pathway to suit their ability in maths. They can be assigned lessons that they will be able to understand. Online learning can allow students to get the individualised attention they need from their teachers. Teachers can provide active live regular feedback and support to help students stay on track.

Continuous assessment through online learning can also be very beneficial. Students can keep practising methods around a certain equation or formulae and develop their knowledge visually.

SUPPORT WITH SCIENCE

Online learning can also offer a variety of visual resources, such as videos, animations, and interactive activities in science.

Overall, online learning can be a valuable way for SEND students to succeed in English, maths and science. Here at Barnwood Park we offer 1:1 online lessons where students have more individualised support, and where online learning can help students reach their full potential.

Assessing

At Barnwood Park, we have a clear and structured approach to identifying and responding to SEND. Firstly we will carry out baseline testing with all students on entry to the school and assess student's current skills and levels of attainment. This enables us to identify needs as soon as possible. All new starters and mid-phase transfers have the same testing prior to starting mainstream. Those who fail to meet age-appropriate scores will have further individualised screening carried out by the Specialist Assessor (SENDCo) to assess further areas of need. Students will also be interviewed, and where possible lesson observations will be carried out by the SENDCo to see if there are any adversary risk factors that might indicate the need for a support plan at transition.

Secondly, the staff make regular assessment of progress for all students and students with SEND may be identified through the teachers' observations and assessment, standardised assessments (Cognitive Abilities Tests (CATs), Key Stage 2, New Group Reading Tests (NGRT) standardised scores, Pupil Attitude to Self and School (PASS) tests), progress checklists, target setting, parental/carers concerns, the students own observations or by external agencies. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap
- Is not accelerated through quality, evidence based intervention

It can also include measures of progress in areas of other attainment, such as behavioural, emotional and social skills.

Finally, there is a referral system for staff to highlight concerns and the team investigate referrals during weekly meetings. This may result in further assessment from outside support agencies.

We have a proactive approach to assessing SEND and wider issues relating to Mental Health difficulties and social or emotional disorders.

A 'Vulnerable Student' register is held so that our Mental Health support team can monitor and support students who are at risk of underachievement. Teachers are made aware of the vulnerability of a student by the assignment of a "vulnerability factor" based on exposure to any of the above adversary childhood experiences. Areas of need are assessed and prioritised and become the basis of the My Plan. This allows us to provide an appropriate curriculum to promote resilience and hopefully prevent future adversity through careful provision mapping.

Planning

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the support and intervention in place.

My Plans

My Plans include 3 or 4 (and no more) short realistic and measurable targets related to the area of concern, suggested strategies to be used by teacher, support staff, parents and student and the date the provision starts. The My Plan should include information about:

- The needs identified through Analysis of Assessment
- The short-term outcomes expected for the student
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed

Doing

All teachers are teachers of SEND and therefore remain responsible for working with students on a daily basis, with support and advice from the Learning Support and Inclusion Teams.

All members of staff are expected to report progress towards outcomes agreed on plans for SEND students to feed into the review process and facilitate a consistent approach to meeting needs and reaching outcomes.

All stakeholders to the plan will have responsibility in this area and actions will be detailed on the plan. Members of staff will be responsible for supporting students to complete their actions and parents will be responsible for actions that relate to home.

Reviewing

Plans are reviewed at least twice a year, with input from the student, parent/carer, teachers, learning support staff and outside agencies. Students with an Education Health and Care Plan (EHCP) have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the plan. These targets will be set out and implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the form and subject teachers. All EHCPs will be reviewed annually and will take place in school. The parents/ carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the EHCP. Students participate in their Annual Reviews by:

- Attending their review meetings.
- Offering their opinion and advice in the setting of targets.

- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The Strategic Lead and/or SENDCo, Learning Support Assistants will then discuss the outcome of the in-school review and inform the LA representatives. In the Annual Review at the end of KS4, the aim should be to give clear recommendations as to the type of provision required Post 16 and outcomes should be under the 'Preparing for Adulthood' (PfA) objectives. In Gloucestershire, this falls under "Future Me". Where possible, a representative from the SEN monitoring team at Gloucestershire County Council will attend the review to assure quality for the student and their family.

Statutory Assessment of SEN

In a very few cases, if a young person continues to demonstrate significant cause for concern despite interventions at My Plan Plus, a request may be made to the LA for Statutory Assessment.

This will decide the nature of the provision necessary to meet the young person's SEN. If this cannot reasonably be met by the school, then the LEA may provide extra resources. In exceptional circumstances, a student may be referred straight to Statutory Assessment. Where a request for a statutory assessment is made to Gloucestershire Access and Monitoring team, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- The school's action through My Plan and My Plan Plus
- Records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- National Curriculum level attainments in English and mathematics
- Educational and other assessments, for example from an Advisory Specialist Teacher or an Educational Psychologist
- Views of the parents/carers and of the student
- Involvement of other professionals for example involvement by the social services or education welfare service

Student Voice

Students with an EHCP are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Students contribute to the setting of their own targets and strategies and where possible are invited to chair their own meeting.

The Role of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEN at Barnwood Park is the responsibility of the Head teacher, Strategic Lead for SEND and the SENDCo, Learning Support Assistants in conjunction with the support of colleagues in the Pastoral Team. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

The Role of the SENDCo

In collaboration with the Head teacher, Leadership Group, Learning Support Assistants and Governing body, the SENDCo will determine the strategic development of the SEND policy and provision at Barnwood Park with the ultimate aim of raising the achievement of students with SEND. Furthermore, we will try to address the disproportionate representation of disadvantaged students.

The Associate Assistant Headteacher- Strategic Lead of SEND is Miss Tammy Jenkins. The Special Educational Needs Co-ordinator (SENDCo) at Barnwood Park is Miss Danielle Knight, Assistant SENDCOs are Miss Lorna Simpson, and Ms Hayley Foster also make up the SEND team.

The Role of the Core Inclusion Team, (HLTAs, TAs, SSMs)

- To oversee the day-to-day operation of the school's SEND Policy
- To co-ordinate provision for students with SEND
- To liaise with and advise colleagues on all matters relating to SEND
- To organise and maintain the records of all students with SEND
- To liaise with parents/carers of students with SEND in co-operation with Form and Subject teachers, Learning Support Assistants and others as appropriate
- To contribute to the continuing development and training of school staff
- To liaise with external agencies including the LA officer with responsibility for SEND and the educational psychology service, health and children's services, voluntary bodies and others as relevant/appropriate
- To contribute to identification of students at each transition phase and information sharing with other providers

SEND Department

Our purpose is to support students to achieve their very best through provision of support and evidence based interventions to reach aspirational targets. Individuals will be tracked against national comparisons and needs identified at the earliest opportunity with support plans individualised to accelerate achievement.

Interventions

Individuals in the Learning Support and Student Support Teams at Barnwood Park are specialist trained in specific areas to offer various tailored programmes to either individuals or groups depending on their pastoral and/or educational needs. We support learning in the classroom by providing additional one-to-one or group work and run specialised literacy, numeracy and behavioural interventions for students who need support to achieve their full potential. We work with a wide range of individuals, from those needing pastoral support, English as an Additional or Second Language, students with AEN/SEND and High Achievers. We also provide support to learning across the curriculum with Teaching and Learning Assistants working with targeted students in all subject areas. Subject specific HLTAs support departments providing additional interventions; students are identified through regular departmental assessment and monitoring.

Evaluating the success of the SEND policy

The following procedures provide evaluative points for assessing the effectiveness of Barnwood Park

School's SEND policy:

- SEND Departmental meetings and minutes

- SEND Departmental Reviews
- Student assessments for review meetings
- Student and parent views relating to the statutory review of statemented need
- Evaluation and quality assurance of My Plans
- Value added assessment data collated from the external examination procedure
- Attendance of LA to SENDCo meetings
- Parent voice via Parent Forum meetings
- Progress of students shown by regular assessment of student abilities
- Student Voice

Admission Arrangements

Students with SEND are admitted within the normal admissions procedure of the school. Parents and students are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private tour through appointment.

The Equality Act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability.

Admissions:

- Must consider applications from parents of students who have SEND, but do not have an EHCP
- Must not refuse to admit a student who has SEND because they do not feel able to meet their needs
- Must not refuse to admit a student on the grounds that they do not have an EHCP

Transition Arrangements

Support for students with SEND includes the planning and preparation at Key transitional phases of education. For students arriving at Barnwood Park, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by the Head of Year and the Learning Support and core inclusion team. Furthermore, close liaison takes place between the SENDCo, Key Stage 3 Transition Lead and Feeder Primary schools from when students with SEND are in year 5, to ensure that the necessary personalised provision is planned and that information received can be taken account of in advance of students joining the school.

In Year 11, students receive independent careers advice and guidance through the Key Stage 4 Transition Lead. For those at high risk of being Not in Education Employment or Training (NEET), transition plans are arranged to ensure that every child has a place post 16 in education, training or employment. Close collaboration with Post 16 providers ensures that there is representation at relevant Annual Reviews and students are invited to Link Days where they are assessed and guaranteed places at college. Further information can be seen in the Careers Policy.

Examinations Access Arrangements and Reasonable Adjustment Policy

These are arrangements (for instance extra time, reader or scribe) that are put in place to make sure that all students have a 'level playing field' when sitting examinations.

"The Equality Act 2010 requires an awarding body (examination board i.e. AQA, OCR, EDEXCEL) to make reasonable adjustments where a candidate, who is disabled as defined in the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that

disadvantage. An example would be a braille paper which would be a reasonable adjustment for a vision impaired person who could read braille.”

“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 principle way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustment’.”

Barnwood Park is committed to providing equal opportunities for all students. Barnwood Park abides by the ‘Joint Council of Qualifications (JCQ, 2017-2018) Regulations document’

Access Arrangements are agreed for individuals before official assessments take place. They allow students with SEN, Disabilities or temporary illness or injury to:

- Access assessments
- Show what they know and can do without changing the demands of the assessment

Adjustments for students with disabilities and learning difficulties require a range of access arrangements. The identification of students who may need access arrangements are as listed below:

- Cognition and Learning Needs (e.g. General and/or specific learning difficulties)
- Communication and Interaction Needs (e.g. Autistic Spectrum Disorder, Speech. Language and Communication Needs)
- Sensory and Physical Needs (e.g. Hearing Impairment, Multi-Sensory Impairment, Physical Disability, Vision Impairment)
- Social, Mental and Emotional Needs (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Mental Health Conditions)
- English as an Additional Language (not including English as a Second Language)

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

What evidence do we need to have to secure Access Arrangements?

JCQ inspections require all school to have the appropriate evidence for every student that has been awarded access arrangements. If the school fails to provide sufficient evidence, in line with JCQ regulation, then the student in question could have marks deducted due to their unfair advantage. The appropriate evidence needed from the school for JCQ inspection is:

- Relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long term affect i.e. history of need/history of provision
- Evidence that the difficulties are persistent and significant i.e. assessment results/provision
- Show evidence of how the disability, difficulty or impairment has impacted on teaching and learning in the classroom
- Confirm that the student will be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment

For access arrangements awarded on medical grounds the school will also need to present the following evidence to enable an application to be made as well as JCQ inspection:

- A letter form CAMHS (CYPS) or a clinical psychologist; or

- A letter from a hospital consultant; or
- A Letter from the Local Authority Educational Psychology Service; or
- A letter from the Local Authority Sensory Impairment Service; or
- A letter from a Speech and Language Therapist (SALT)

The school must be made aware of any on-going medical problems as soon as they have been diagnosed. If the school is not made aware of the student's medical history then an access arrangement cannot be put into place for public examinations. In cases when GP's provide medical letters for anxiety or depression, then the evidence must show that the school has been aware of this and has been working with the student to ensure that they are not at a disadvantage. If the school is unable to provide this evidence then the Access Arrangement will not be awarded.

Access arrangements may vary due to the different demands in some subjects. If this is the case then access arrangements may be awarded only for those subjects or adapted for those students who require arrangements for all subjects.

Where formal access arrangements are determined and agreed these become the 'normal way of working'. This means that the appropriate access arrangements should be taken into consideration in all internal and external assessments. An access arrangement must be the student's normal way of working in order for the application to comply with regulation. If a student chooses to continually not use their access arrangement then the access arrangement will be removed for public examinations.

For students who have been awarded an access arrangement, there will be workshops run by the Access Arrangement Assessor/SENDCo and Exams Officer in order to confirm arrangements, trouble shoot any issues and ensure students know how to make the most of the arrangements that have been awarded.

Signed:Head Teacher

Date:

Signed: Governor

Date:

Signed:.....Strategic Lead of SEND/SENDCo

Date: