

# WOLVERHAMPTON GRAMMAR SCHOOL

## SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

### 1. PRINCIPLES

At Wolverhampton Grammar School, Special Educational Needs refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age. This includes disabled children as well as those with SEN. This SEND policy seeks to ensure that provision for children with special educational needs and/ or disabilities is a matter for the school as a whole. The School's Directors, Head, SENCO and all other members of staff will have due regard to the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE 2015). The aim is for WGS to use their best endeavours to achieve equality, inclusiveness and respect for diversity in the education of all SEND students

### 2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs Code of Practice (Paras xiii – xvi) uses the following definitions:

- *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*
- *'A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age...'*
- *'For children aged two or more, 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 by mainstream schools, maintained nursery schools,... or by relevant early years providers.'*
- *'A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.'*

Children's special educational needs are generally thought of in the following four broad areas of need and support: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

(Special Educational Needs Code of Practice Para 5.32) However, it is recognised that a child's needs may be in one or more of these areas.

The Equality Act 2010 defines disability as:

- *'... 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.'*

Children with a disability do not necessarily have SEN, but where a disabled child requires special educational provision they will also be covered by the SEN definition.

### **3. BACKGROUND**

Wolverhampton Grammar School is a Year 3 to Year 13, academically selective independent co-educational day school. Although a particular focus for special educational needs is the OpAL Programme, which is a specialist unit designed to give able children with specific learning difficulties access to an academic education, there is a recognition that assessment, advice, monitoring and support will also be available to all students with evidence of special needs or disabilities within the school.

WGS is keenly aware that addressing individual learning needs is the key to student success and, therefore, this policy aims to provide a framework not only for the OpAL programme, but for teaching and learning throughout the school.

### **4. AIMS**

#### **4.1 Whole School**

- To develop fully the skills of those children with SEND and to encourage them to participate in all aspects of school life wherever possible ensuring that no child is discriminated against on the basis of his/her SEND.
- To encourage all children to recognise and value the contribution to be made by children with special educational needs.
- To provide appropriate support and teaching strategies for those children who have needs which are different from their peers.
- To acknowledge that children have a range of individual needs including emotional and behavioural difficulties, and that there are very able or gifted children or children for whom English is an additional language.
- To enable all children to participate fully in learning activities and experiences, by providing a curriculum that responds to the individual development of each child and by allowing them to develop to their full potential.
- To support children with special educational needs or disabilities and meet those individual needs where possible.

## 4.2 OpAL

OpAL aims to provide specialist teaching that is in addition to and different from classroom teaching, which will provide academically able students with specific learning disabilities the opportunity to achieve their potential. The OpAL Programme aims to support students through specialist teaching, by adapting the curriculum to their individual needs, by giving students curriculum time during the school day for specialist tuition and by adopting an inclusive whole-school approach to support their learning. The OpAL programme is charged for in addition to the normal termly fee.

## 5. **OBJECTIVES OF SPECIAL EDUCATIONAL NEEDS PROVISION**

### 5.1 Whole School

- To identify children with SEND at the earliest opportunity and plan appropriately targeted interventions for progression based on each child's particular strengths and needs.
- To help all students at WGS to achieve full access to the curriculum.
- To ensure reasonable adjustment and due regard is given for individual needs.
- To encourage all members of the school, teachers and students, to develop an awareness of and respect for individual differences and alternative ways of learning.
- To provide pastoral care and support for children with SEND, so that they may develop in all areas and build a strong sense of self-esteem.
- To note and monitor progress of students with special educational needs.
- To ensure that all school staff are aware of each child's needs, so that these may be met appropriately in settings or classes, through a broad and balanced programme of activities or curriculum.
- To formulate, for all children identified as having a SEND, different ways of providing for those areas of concern through differentiation of planning, methods of teaching and learning opportunities.
- To adopt a graduated approach to meeting SEND as outlined in the SEN Code of Practice.
- To maintain a SEND List of those children with SEND.
- To maintain a confidential SEND file for each child, containing all relevant reports.
- To encourage a partnership between parents, child and school and, where appropriate, outside agencies, providing information and support as necessary, allowing opportunities for the child and his or her parents to express their views on his or her needs, and involving them in:
  - The initial assessment procedures
  - The type of intervention and targets to be included on an Individual Action Plan or, where appropriate, on an Education, Health and Care (EHC) Plan.
- To provide relevant SEND INSET for both classroom teachers and teaching assistants.

- To provide teaching staff with guidance on when and how to differentiate appropriately.
- To collaborate with health and social care services to provide support.
- To screen all students on entry to WGS for evidence of specific learning difficulties.
- To provide, free of charge, Access Arrangement compliant Specialist Teacher Reports (WGS Second Look Screening Reports) for those students identified as potentially having specific learning difficulties.
- To ensure provision is made for all SEND students (who qualify under exam board regulations) to receive the appropriate Access Arrangements in examinations.

## 5.2 OpAL Programme

- To provide appropriate material resources, dedicated classroom space and specialist teaching to support OpAL students learning. (See OpAL handbook).
- To provide and deliver individual Education Action Plans for OpAL and students and those with Statements of Special Educational Needs.
- To work closely with senior leaders, teaching staff and parents to ensure reasonable adjustment and due regard is given to students' learning needs.
- To develop a partnership with parents in order to foster a positive approach to learning outside school time.
- To maintain close links with parents on the academic and pastoral progress of OpAL students.
- To provide ongoing SEND training and specialist input from outside agencies for staff, students and parents.

## 6. **ROLES AND RESPONSIBILITIES**

### 6.1. Directors

The WGS Directors' arrangements for coordinating SEND provision follow the Equality Act 2010, SEND Code of Practice 2015 and the WGS Equality Policy, modifying the Code of Practice to reflect the differences in governance between maintained and independent schools. The WGS Directors receive regular reports from the Head who ensures that special educational needs are included in at least one report annually. The Directors ask one member of the Education Committee to take particular interest in SEND issues. The SENCO and the nominated Director meet annually to review whole school provision for SEND in the school.

Directors play a major part in school self-review and should, with the Head, decide the school's general policy and approach to meeting students' special educational needs. They set up appropriate staffing and funding arrangements and oversee the School's work. The Directors will ensure that:

- They are fully involved in the developing and monitoring of the school's SEND policy.
- WGS shared principles and values reflect equality, inclusiveness and respect for diversity.
- SEND provision across the school is adequately funded.
- The SEND Director is up-to-date and knowledgeable about the School's SEND provision, including how funding, equipment, personnel and resources are deployed.
- SEN provision is part of the school Strategic Plan.
- The quality of SEN provision is monitored continuously.

## 6.2 SENCO

The Senior School SENCO is Ian Tyler and the Junior School SENCO is Anna Dalton. They are responsible for co-ordinating the provision of Special Educational Needs throughout the school. The Senior School SENCO is also Director of OpAL, manages the Guided Study Programme and OpAL Sixth Form Tutorial. The Junior School SENCO also manages the Learning Support Programme.

This will involve:

- Liaison with the Headteacher and Senior management
- Overseeing whole-school learning support programme.
- Liaising and meeting with SEND Director annually
- Contributing to admissions interviews with the Head of Year 7, the school's educational psychologist and the Head
- Liaison with the Head, staff and SENCO of WGJS on OpAL, SEN and LDD students transferring to WGS and on OpAL WGJS admissions in Year 5/6
- Overseeing records of students with SEND
- Overseeing Whole School Screening Programme and meeting with parents in follow up meetings following Second Look Screening Reports
- Overseeing and maintaining specific resources for special educational needs
- Liaising with external support services including educational psychologists
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff
- Line managing learning support and teaching assistants in consultation with the Deputy Heads
- Contributing to planning and provision for students with other learning or physical disabilities

### In the Senior School:

- Administrating the OpAL Programme
- Offering advice and help to prospective OpAL candidates.
- Strategic planning of OpAL curriculum.
- In conjunction with the Head, appointment of OpAL staff.
- Liaison with Marketing Department and involvement in marketing initiatives.

- OpAL budgeting timetable and staff training costs.
- Coordinating assessment and provision for all students with LDD and special educational needs, in association with the Deputy Heads and pastoral team.
- Overseeing the implementation of Access Arrangements for external examining bodies.
- Liaising with school exams officer and OpAL staff member with responsibility for coordinating Access Arrangements.
- Overseeing provision of extra time for internal exams with OpAL staff and the Internal Exams Officer.

In the Junior School:

- Overseeing whole-school learning support programme through monitoring progress and intervention and using monitoring system for children on the LSP;
- Co-ordinating the range of support available to children with special educational needs and learning support and assessing LSP interventions to develop successful intervention;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- In conjunction with the class teacher, liaising with parents of children with special educational needs for academic and pastoral needs
- Setting the Learning Support Programme timetable

### 6.3 Teachers

***“All teachers are teachers of children with special educational needs” SEND Code of Practice: 2014.***

It is the responsibility of the Class Teacher, Form Tutor or Subject Teacher to:

- Be aware of SEND students and their individual needs.
- Set high expectations for all SEND students
- Identify children who are causing concern and notify the SENCO.
- Develop, implement and review appropriate individual targets.
- Positively reinforcing SEND students in the classroom and providing differentiated tasks and marking where appropriate.
- Inform the parents of their child's progress and discuss ways in which they could support their child's learning.
- Ensuring ongoing professional development and have up-to-date knowledge about the implications for learning of specific learning difficulties and implementing appropriate strategies in their classroom teaching.
- Liaising with OpAL staff to identify areas of difficulty in their subject area and agreeing appropriate targets with SENCO.
- Monitoring progress of SEND students within departments

#### 6.4 Specialist Dyslexia Teachers

- Liaison with the SENCO to plan and monitor the use of resources in the OpAL Programme.
- Helping to devise and implement Individual Action Plans for each OpAL student.
- Working with OpAL students in small groups or in individual tuition sessions.
- Supplying tuition in spelling, reading, grammar, writing skills, basic maths, presentation skills, including word-processing, and study skills.
- Offering curriculum support and liaising with teaching staff as appropriate.
- Keeping records of SEN and LDD students who qualify for extra time exam provision.
- Keeping records of work in students' folders.
- Maintaining OpAL student records.
- Monitoring progress of each student, from work in OpAL sessions, tests of spelling and reading, and from mainstream classes, via reports and questionnaire replies from teaching staff.
- Liaising with and reporting to parents; attending parents' evenings; attending review meetings.
- Collecting, developing and organising suitable teaching materials.
- Contributing towards staff training.
- Liaising with feeder schools for prospective OpAL candidates.
- Maintaining awareness of relevant research, via journals, workshops and conferences.
- Implementing whole school screening programme.
- Conducting and writing up specialist teachers assessments for students as part of the whole school screening programme and Second Look Screening.
- Attending follow up meetings with students and parents after Second Look Screening Reports have been sent out.
- Implementing Access Arrangements for external examinations.
- Contributing to the updating and maintaining records of SEN and LDD students in whole school.

#### 6.5 Teaching Assistants

- Assisting the educational and social development of students under the direction and guidance of the Head, Deputy Heads, SENCO and class teachers.
- Assisting in the implementation of Individual Action Programmes for students and helping monitor their progress.
- Providing support for individual students inside and outside the classroom to enable them to fully participate in activities.
- Working with OpAL staff
- Supporting class teachers in photocopying and adapting tasks in order to support teaching and learning.
- Reporting to their line manager: SENCO and ultimately to the Deputy Heads as line managers.

- Supporting learning in Guided Study through the Artificial Intelligence individual curriculum support programme.

#### 6.6 OpAL teacher with responsibility for Access Arrangements

- Coordinates the assessment and record keeping for students who are identified as having SEN or LDD who qualify for Access Arrangements.
- Liaises with exam boards on Access Arrangements.
- Works with SENCO on allocation of Access Arrangements for students.
- Works with School Exams Officer and SENCO to coordinate implementation of Access Arrangements for external exams.
- Works with SENCO, Deputy Head and External Exams Officer and staff responsible for school internal exam time table to coordinate extra time arrangement for external and internal exams.
- Maintains and regularly updates school Learning Support List.
- Liaising with parents, in good time, on the results of access testing

#### 6.6 **THE DIRECTOR OF OpAL IS RESPONSIBLE FOR:**

- Liaison with the Head and Senior Managers.
- Liaising and meeting with SEND Director annually.
- Contributing to admissions interviews with the Head of Year 7, the school's educational psychologist and the Head.
- Liaison with the Head, staff and SENCO of WGJS on OpAL, SEN and LDD students transferring to WGS and on OpAL WGJS admissions in Year 5/6
- The day-to-day operation of the school's SEN policy.
- Writing and annually updating the WGS Accessibility Plan.
- Chairing Annual Reviews for students with Statements of Special Educational Needs and update their EHC plans and Individual Action Plans
- Overseeing records of students with LDD and special educational needs.
- Overseeing Whole School Screening Programme and meeting with parents in follow up meetings following Second Look Screening Reports.
- Liaison with external support services including educational psychologists.
- Liaison with and advice to fellow teachers and staff on provision for students on the Learning Support List.
- Contributing to in-service training of staff.
- Administrating the OpAL Programme (see 4.1 above).
- Line managing Teaching Assistants in consultation with the Deputy Heads.
- Offering advice and help to prospective OpAL candidates.
- Strategic planning of OpAL curriculum.
- Liaison with parents of students with SEN for academic and pastoral needs.
- In conjunction with the Head, appointment of OpAL staff.
- Liaison with Marketing Department and involvement in marketing initiatives.
- OpAL budgeting timetable and staff training costs.
- Forward planning and staffing

- Coordinating assessment and provision for all students with special educational needs, in association with the Deputy Heads and pastoral team.
- Overseeing the implementation of Access Arrangements for external examining bodies.
- Liaising with school exams officer and OpAL staff member with responsibility for coordinating Access Arrangements.
- Overseeing provision of extra time for internal exams with OpAL staff and the Internal Exams Officer.
- Contributing to planning and provision for students with other learning or physical disabilities.

## **7. ADMISSION ARRANGEMENTS**

### **7.1 Senior School**

Admission to WGS is by entrance test. Candidates sit an English, Maths and Verbal Reasoning test. Offers are made on the basis of these results, sometimes combined with an interview. All SEND students who have an assessment from an educational psychologist or specialist teacher report are given extra time equivalent to 25% of the papers duration. Parents are offered the opportunity to submit any information on candidates who have SEND including EAL on all admission application forms.

#### Junior School

Candidates sit an English and Maths test to gain a standardised score. Pupils also complete a short written task to assess writing ability. Offers are made on the basis of these results, sometimes combined with an additional taster day. All SEND students who have an assessment from an educational psychologist or specialist teacher report are given extra time equivalent to 25% of the papers duration. Parents are offered the opportunity to submit any information on candidates who have SEND including EAL on all admission application forms.

### **7.2 OpAL Admissions Senior**

In the case of OpAL programme, candidates for 11+ entry can sit the entrance exam or opt for an assessment and interview. Prior to an interview being offered each candidate must submit a recent report (within one year) by a chartered Educational Psychologist, a letter from their school supporting their application, evidence of written work and a letter from any specialist teacher they may have worked with.

#### OpAL Admissions Junior

Admissions procedures for WGJS OpAL at Year 5 and Big 6 are the same as 11+, however students also take part in the WGJS Assessment Day. The Head of the

Junior School, Junior School SENCO and Director of OpAL in consultation with WGS Head make admission decisions on Year 5 and 6 OpAL candidates.

### OpAL Admissions

This information is then scrutinised by the OpAL staff and the Director of OpAL and a short list of appropriate candidates is drawn up. At this stage a member of OpAL staff (with parental permission) may contact the candidate's school and arrange to visit the student and teachers or to telephone the relevant Head or SENCO to check any outstanding admission details.

OpAL interviews of applicants and their parents are conducted by the Director of OpAL and a specialist dyslexia teacher on the OpAL staff. At interview each dyslexic student is again tested to further assess their attainment levels.

The results of the testing and interviews are then discussed with the Head of Year, Deputy Heads and the Head and if the candidates have achieved the results required and show the academic potential expected of WGS entrants, an offer is made.

The interview process is recognition that dyslexic students, particularly at ten and eleven years old, are unlikely to demonstrate their true ability in timed examination conditions. OpAL candidates for 13+ entry sit the entrance exam with extra time provided as well as be interviewed and assessed by the Director of OpAL and OpAL staff.

## **8. OpAL SPECIALIST STAFFING**

- The SENCOs and all other members of the OpAL teaching staff are trained as specialist dyslexia teachers and hold the appropriate qualifications.
- OpAL teaching staff have responsibility for running the Whole School Screening Programme, running the annual Whole School Screening Progress testing, providing Second Look Screening Reports and maintaining records and personal folders on all OpAL students and students who have had Second Look Screening Reports.
- OpAL Specialist Teachers also contribute to wider academic school life as subject teachers across the curriculum and age groups.
- OpAL teachers also currently hold four wider pastoral and academic responsibilities as Assistant Head Pastoral, Assistant Head Academic, Head of Year 10, Examinations Officer and EAL co-ordinator.
- WGS aims to train more full-time specialist teaching staff in a rolling programme.

## 9. ASSESSMENT AND PROVISION

### 9.1 Whole School Screening for Specific Learning Difficulties and Disabilities

We are aware that the special educational needs of students within the school may be known before they start or may occur at any other time. Information may be received from primary schools, from parents, from other agencies, through internal screening or through observation of progress. Support is given and progress monitored through pastoral and academic heads, who inform staff and the SENCO of student needs.

It is the school's policy to screen all students for specific learning difficulties on entry and to monitor those who are achieving less than might be expected for their age and ability. Parents are notified of the date, aims and timeframe of the Whole Screening Programme by letter from the Head of Year 7.

Early intervention involves OpAL and teaching staff working together to identify and put in place appropriate teaching strategies for SEND students. Students who have come to the attention of OpAL staff through the Whole school Screening programme, via teaching staff or through consultation with parents are offered a further Second Look Screening Report by a Specialist Teacher qualified to do assessments. These reports consist of a range of standardised tests, which add more detail to the initial screening information and may qualify them for extra time in examinations provided their specific difficulties satisfy Access Arrangement criteria.

Parents are consulted prior to Second Look Screening by telephone or letter. If there is agreement that to proceed then the student is notified via the Form Tutor of the time and place that assessments will take place. If parents wish to meet before the screening then that option is also available. When screening is completed then parents are notified of the findings by letter including a copy of the report and recommendations. Parents are then invited into school to discuss the report findings and the implications for the student's successful learning with the Specialist Teacher who has done the assessment and the Director of OpAL. Further details on Whole School Screening are available in the OpAL Departmental Handbook.

Urgent matters regarding individual students are raised at weekly staff meetings. Specific arrangements are made for students with **hearing, visual** or **physical** impairments; following the advice of expert agencies. Teaching staff have had training in the identification and support of students with specific learning difficulties.

Training in and awareness of dyslexia friendly teaching strategies is now a contractual obligation for teaching staff joining the school and this has been included in the staff induction programme. Medical information relevant to students learning is passed on to teaching staff through the pastoral system. The school has developed a wide-ranging approach to study and learning skills and is

committed to constant review of the effectiveness of its teaching and learning strategy for *all* students.

## 9.2 Access Arrangement Monitoring Individual Learning Targets and Progress Sheets

### Senior School

To help ensure SEND students are making good progress for their age and ability those on SEND Learning Support List in years 7-11 have subject specific learning target and progress sheets. These individualised sheets are placed in exercise books or subject folders by subject teachers and used to set targets and monitor each student's progress termly. The targets are individual, achievable and subject specific. It is the aim that these learning targets are set and reviewed in consultation with the students each term and progress measured as weak, good or excellent. New targets can be agreed termly if progress is considered good or excellent. The aim of these monitoring and progress sheets is to ensure SEND students maintain a supportive ongoing dialogue with subject teachers that is meaningful and productive, while also ensuring subject teachers can closely monitor each SEND student's progress.

This process will also contribute to both short and long academic subject reports, which in turn contributes to academic progress tracking for each year group. Where SEND students do not make good progress for their age and ability the HOY and the SENCO/Director of OpAL will meet with students and parents to discuss further assessment or intervention. The SENCO/Director of OpAL has responsibility for coordinating and monitoring this process.

In addition, students on the SEND Learning Support List Years 8-10 with Second Look Screening Reports or existing assessments for specific learning difficulties will be retested annually to assess performance in reading, writing and spelling. These standardised scores will be compared with previous attainment. The purpose of this is for the OpAL department to maintain a history of need record for those students on the SEND List for the purposes of Access Arrangements in Years 11-13, to flag significant changes in an individual student's performance and to maintain a macro view of SEND students attainments over time. The SENCO will review this data and consult with the relevant HOY when a student's standardised scores fall outside what is statistically significant. Intervention or further assessment can be then planned to support progress. The SENCO and OpAL department have responsibility for coordinating and monitoring this process.

The WGS Access Arrangements and Reasonable Adjustments Policy details current JCQ regulations regarding eligibility, timing and awarding Access Arrangements. See appendix 4.

### Junior School

In the Junior School, a graduated approach is implemented to provide appropriate support, as outlined in the SEN Code of Practice.

- Assess

A clear analysis of a child's needs is made by the Form Tutor or Subject Teacher with the support of the SENCO. This draws on the teacher's assessment and experience of the child, the child's previous progress and attainments and the child's development in comparison with their peers. Consideration is given to the views and experience of the child and his or her parents. Advice from external support services will be sought when necessary, with the agreement of the child's parents.

- Plan

Once it has been decided that SEN support is required and the child's parents have been informed then the teacher and the SENCO will agree, in consultation with the child's parent and the child, the adjustments, interventions and support to be implemented, the expected impact on progress, development or behaviour and a clear date for review. This will take the form of an Assess, Plan, Do, Review Plan. The SENCO will ensure that all staff working with the child are made aware of the child's needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required.

The Assess, Plan, Review, Do Plan will outline the support and intervention to be provided to meet the outcomes identified for the child, based on reliable evidence of effectiveness. Parents are made fully aware of the planned support and interventions, and, where appropriate, these will include parental involvement to reinforce or contribute to progress at home.

- Do

The Form Tutor/Subject Teacher remains responsible for working with the child on a daily basis or in the relevant lessons. Where interventions involve group or one-to-one teaching away from the main class, then the Class Teacher or the Form Tutor/Subject Teacher is still responsible for the child, along with the OpAL teacher or SENCO. The teacher will work closely with the SENCO and other colleagues involved to plan and assess the impact of support and interventions and determine how these link to classroom teaching. The SENCO will support the teacher in any further assessments of the child's particular strengths or weaknesses and in providing advice on the effective implementation of support.

- Review

The Assess, Plan, Review, Do Plan is reviewed in line with the agreed date. This will be at least termly. The impact and quality of the support is evaluated by the OpAL teacher, Class Teacher or Form Tutor/Subject Teacher, the SENCO and the child's parents, taking into account the views of the child. Outcomes and support for the child are revised in accordance with the child's progress and development. The next steps are planned in discussion with parents. Where, despite the implementation of relevant, purposeful actions to identify, assess and meet the special educational needs of the child, the child has not made the expected progress, the school (with the agreement of the parents), or the parents, will consider requesting an Education, Health and Care needs assessment from the Local Authority. The SENCOs will

provide guidance to parents through this process, where appropriate, and reports will be provided as requested.

### 9.3 Students with Statements of Special Educational Needs or EHC Plans

Students with LEA Statements/EHC Plans may join WGS. A Statement of Special Educational Needs EHC Plan states that the LEA has a statutory duty to monitor and review provision for all these students annually, whether they are in the Maintained or Independent sector. WGS conducts an annual review of statements in conjunction with the LEA advisors, senior staff, parents, teachers, teaching assistants and the student. Under the new provisions of the Equality Act 2010 and SEND Code of Practice Statements are to be replaced by Education and Health Care Plans. WGS will seek to make reasonable adjustments for all SEN students in accordance with the WGS Equality Policy and the SEND Code of Practice 2015.

### 9.4 OpAL Curriculum

All OpAL lessons are taught by a specialist teacher usually in groups of two students to one teacher and in-class support is provided by a Learning Support Teacher Years 7-9. Groupings may alter slightly according to subject choice in Years 10-11.

- In Year 5 and 6 WGJS OpAL students currently have six 50 min periods of support over the two week timetable. They work in groups of two to one teacher and have an Individual Action Plan. They are supervised by the WGJS SENCO.
- In Year 7 a full-time WGS OpAL student receives ten 50 minute periods over the 2 week timetable of support; seven periods of OpAL specialist teacher support and three periods of Maths support.
- In Year 8 a full-time WGS OpAL student receives ten 50 minute periods over the 2 week timetable of support; eight periods of OpAL specialist teacher support and two of Maths support.
- In Year 9 a full-time WGS OpAL student receives eight 50 minute periods over the 2 week timetable.
- In years 10 and 11 a full-time WGS OpAL student receives six 50 minute periods over the 2 week timetable.

Content of the support will be dictated by the needs of the student. These OpAL periods become available by withdrawing OpAL students from foreign languages. Italian is available to OpAL students in Year 8 and 9 with the option to continue to GCSE. Part time OpAL students have the option of retaining a Modern Foreign Language. Each WGS OpAL student has an Individual Action Plan which identifies their learning needs and strategies to support them. These are distributed to all their teachers, to inform classroom teaching.

### 9.5 OpAL 6<sup>th</sup> Form Guided Study

OpAL 6<sup>th</sup> Form Guided Study is available in Year 12 to help students with specific learning difficulties access A Level study. This means students will have designated study periods in non-curricular time where they will receive individualised learning support in small groups. These tutorials are supervised by an OpAL Learning Support Teacher who is part of the OpAL staff. This is a bespoke service that is additional to and different from the support otherwise offered in 6<sup>th</sup> Form.

### 9.6 Guided Study Sessions Yr 8-11

Guided Study sessions are timetabled periods available to students in Years 8-11, who may have need of an adjusted curriculum, but do not require the specialist learning support available from the OpAL Programme. These study sessions are supervised by a Learning Support Teacher in a dedicated classroom facility. Admission to the Guided Study is granted at the discretion of the Head in consultation with teaching staff, Heads of Year, the Director of OpAL and parents. The purpose of Guided Study is to help students consolidate learning and allow time for them to cope with the rigours of the WGS curriculum. Guided Study students have access to an Artificial Intelligence curriculum support programme which seeks to support and monitor progress of their individual learning needs. The Learning Support Teacher is part of the OpAL staff and Guided Study is additional to and different from support otherwise offered by WGS teaching staff.

### 9.7 Learning Support Programme Yr 3-6

In the Junior school (on the availability of support) pupils who may have need of an adjusted curriculum, but do not require the specialist learning support available from the OpAL Programme, can receive Learning Support sessions on a weekly or fortnightly basis. These sessions are run by the Junior School Learning Support Assistant. The sessions involve small group work tailored to the pupils' needs and are linked closely to work completed in classroom lessons. The Learning Support Assistant works closely with class teachers to ensure appropriate targets for these pupils are implemented and reviewed regularly. An overview of intervention is made available teaching staff so they can monitor these target pupils within the classroom, this overview is updated on a termly basis.

### 9.8 Resources

OpAL has dyslexia specialist teachers providing day-to-day tuition, a Senior School (the Director of OpAL) and Junior School SENCO to coordinate and support the teaching programme. At present, we have three full-time teachers, one 0.8 teacher, and the Director of OpAL covering Year 5 to Year 11. This may change according to demand. OpAL staff have timetables that ensure they also contribute to the wider life of the school.

In the Senior School, Teaching Assistants support learning in the classroom, lead OpAL tutorial in the Sixth Form and Guided study in the Senior School.

In the Junior School, Teaching Assistants support learning in the classroom. The Learning Support Assistant support learning in the classroom and leads the Learning Support Programme group sessions.

The OpAL Programme is in a renovated suite of rooms converted specifically for the purpose of teaching dyslexic students. These rooms are only used for OpAL teaching, screening and assessment and administration. They have appropriate ICT facilities, books, texts, software, storage and office space. It is a calm teaching area, near the centre of the school. It may be available, as appropriate, as a resource for other students after school.

#### 9.9 Review Procedures: End of Year, Half-Termly and Annual Review

- Each OpAL student is monitored closely through class teachers' comments and work with specialist teachers each of whom are lead teachers for a specific group of OpAL students.
- It is the intention of OpAL staff to work in partnership with parents to ensure consistent academic and pastoral support.
- Each subject teacher has a copy of a students' Action Plan and will be aware of targets.
- Targets are reviewed, following discussion with students, mid-way through each academic year and, if appropriate, new targets are set, with recommended strategies for achieving them.
- Each OpAL student has an End of Year Review attended by the SENCO, specialist teachers, parents and OpAL student. At this meeting students, parents and teachers review the year and outline aims for the coming year. Information is received from subject teachers. A written report is compiled.
- OpAL students have regular input to ongoing assessment. They evaluate their own progress and can suggest ways forward in classroom work. This is an important aspect of the development of their confidence, self-esteem and independence.
- OpAL students each have an End of Year Report completed by all subject teachers. This assesses academic performance in each subject area, as well as classroom behaviour. Areas of concern and commendation are highlighted. These form part of the End of Year review. Reviews held prior to decisions on GCSE options help to inform the student's choice of subjects.

#### 9.10 Record Keeping: Whole School SEND Learning Support List

Students with an Educational Psychologist's Report, a Specialist Teacher Assessment or a WGS Specialist Teacher Second Look Screening Report, which identifies them as having specific learning difficulties are listed on the Learning Support List. This list is available to all staff and gives the student's name, year group, form and the amount of extra time if they are eligible for Access Arrangements or extra time on internal

examinations in Lower and Middle school. The degree of intervention is noted by gold star (OpAL), grey star (qualifies for access arrangements), blue star (assessed and being monitored but no access arrangements) and red star for EHC Plan. Records of students with SEND and LDD (hearing disability, visual impairment etc) will be held in their central file and copies maintained by the pastoral Heads of Year and the SENCO. SEND information on all students is available to teachers through the school data base in SEN Manager in New Staff Area under OpAL Dept; Personal Folders.

## **10. DISABILITY ACCESS PLAN**

- The SEN policy will have regard to the WGS Disability Access Plan which is drafted in accordance with the Equality Act 2010 and SEND Code of Practice 2015. This plan sets out over three years short, medium and long term targets for improvements of physical access to learning for disabled students and access and adjustments to the curriculum for all students with SEND.
- The school will monitor and improve facilities for students with Statements for Special Educational Needs (SEN), Education and Health Care Plans or students with learning difficulties and/or disabilities through the annual review of the WGS Disability Access Plan.
- The monitoring and improvement will include facilities which increase or assist physical access to learning and resources that increase or assist access to the curriculum.
- Reasonable adjustments to the curriculum and an inclusive approach to teaching and learning will aim to include all students with learning and/or physical disabilities in the wider school life.

## **11. ABLE, GIFTED AND TALENTED STUDENTS**

- Junior and Senior schools both have Able, Gifted and Talented Guidelines
- Able, Gifted and Talented students are identified, monitored and supported through academic departments and coordinated by the Deputy Head or the Assistant Head Curriculum.

## **12. VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS**

- WGS liaises with external agencies to support students with visual and hearing impairment, works toward an inclusive approach to teaching and learning and inclusion the wider school life. WGS seeks to make reasonable adjustments to the facilities and curriculum to ensure access to for students in line with the WGS Disability Access Policy.

## **12. EAL: ENGLISH AS AN ADDITIONAL LANGUAGE**

- WGS has its own EAL Policy.

- WGS EAL assessment, monitoring and provision is currently overseen by a member of the OpAL teaching staff and coordinated through the Director of OpAL. Students for whom English is an additional language may be eligible for extra support if it is appropriate to their needs. They will also appear on a separate list as a student with EAL, which is updated annually and available to all staff. EAL information is requested on the school application forms and will be taken into account on school entrance exams.
- Students with EAL should be given enhanced opportunities for speaking and listening, effective models of spoken and written language, ways of helping them cope with their various subjects, a welcoming environment in which they can feel confident and contribute and a recognition of the role played by their first or home language in the development of English. See: English as an Additional Language Policy.
- Students must not be regarded as having SEN or 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. It is important to look carefully at all aspects of a student's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN or disability.

### **13. INTEGRATION AND CURRICULUM ACCESS FOR STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES**

OpAL students are members of form groups, attend all the usual pastoral functions and are subject to the rules and strictures of the school. In addition to the specialist teaching given, it is recognised that a key element in the success of dyslexic and students with specific learning difficulties at WGS is the whole-school policy on teaching. Guidelines are given through regular staff training. Strategies are outlined and printed material is given to each subject teacher who has contact with OpAL students. Particular attention is given to:

- strategies for positively supporting dyslexic students in their teaching.
- marking policies appropriate for dyslexic students, particularly spelling.
- emphasis on oral and written efforts.
- positively supporting content over presentation.
- use of ICT facilities such as laptops in the classroom.
- giving dyslexia and specific learning difficulties a positive academic image to students and their peers.

## **14. MONITORING AND EVALUATION**

### **14.1 All SEND students**

Evaluation will be carried out by assessing:

- feedback from staff.
- feedback from parents.
- feedback from the students themselves.
- Consultation with Head and Directors.

We will endeavour at all times to have an open and frank relationship between staff members, SEN staff, SENCO, parents and students.

### **14.2 Monitoring Progress of Students in OpAL**

Each OpAL student (Year 5 to Year 10) has an End of Year Annual Review, which is an opportunity to take stock of the student's academic progress, attitude to learning and any relevant pastoral issues. New learning targets are agreed and set. These are incorporated into the student Action Plans for the coming year.

Annual reviews will be attended by OpAL Lead teachers, parents, the OpAL student and the Director of OpAL. These reviews are minuted and copies retained in the OpAL Student Files. In the event of a student not meeting his or her targets, new targets will be set for the coming year. In the event of a majority of these targets not satisfactorily being met, parents will be consulted. If after two Annual Reviews the student has consistently not met targets, a meeting of all interested parties will review the student's progress and potential. This may involve an educational psychologist's reassessment. These findings may lead to the reconsideration of the suitability of student's placement on the WGS OpAL Programme.

### **14.3 Assessment of SEND students not in OpAL**

Assessment: All students are screened for SpLD on entry to WGS. Students with areas of specific weakness are offered, free of charge, a Second Look Screening Report by a specialist teacher in the OpAL dept. Findings of the report and possible strategies of intervention are discussed with students, parents and the Director of OpAL and specialist teachers. These findings are shared with teaching staff and a Screening Information Sheet summarising findings is circulated to all subject teachers. Intervention and support is offered, if requested, through the OpAL Programme. All SEND students have a Personal Folder in the OpAL departmental area, which is accessible to teaching staff, with copies of their assessment findings and suggested learning support strategies.

#### 14.4 Monitoring, Support and Provision for SEND students not in OpAL:

##### Senior School

Students with identified SpLD's are placed on the SEND Learning Support List and offered Access Arrangements in all exams and tests. All SEND students not in OpAL have a Personal Folder with their assessment details in the OpAL Departmental Area. All SEND students Years 7-11 have subject specific Access Arrangement Monitoring Individual Learning Targets and Progress Sheets, which are in their exercise books or folders and are reviewed termly by students with their teachers. All SEND students Years 8-10 are retested annually to support Access Arrangement history of need and to assess any changes in need that may affect their learning. All SEND students have Green Pen Monitoring in exams to review progress and need for extra time in exams. SEND students' progress are discussed as part of academic departmental meetings. Progress is monitored through the School's half termly short report system, in addition to the measures outlined above. Academic support is available to SEND students in Year 12 through the OpAL Tutorial Support Programme. Online support is offered by the OpAL Programme in Year 7 through the Nessie literacy support package. Additional support or assessment is co-ordinated through OpAL and HOY's. These functions are co-ordinated and run by or through the OpAL department and the SENCO/Director of OpAL. Tutors and HOY monitor academic progress via the WGS reporting system.

##### Junior School

Students in the Junior School, who are identified as having SEN but do not access the OpAL programme, are monitored closely through the Graduated Approach. Each SEND student has an Assess, Plan, Review, Do target sheet which is monitored closely by the Form Teacher, Learning Support Assistant and SENCO in partnership with parents. These target sheets are reviewed at least termly. SEND students receive extra time, as advised by Educational Psychologist reports, for all internal examinations and assessments. All SEND students are monitored for yearly progress through the SEND tracking document.

#### **15. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEN PROVISION WITHIN THE SCHOOL**

Parents are encouraged to contact OpAL Lead Teachers or a student's Form Tutor to raise concerns informally. A copy of the school's complaint procedure is available on the school website.

## **16. STAFFING AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL**

### **16.1. Training**

Staff at the school attend conferences and training days on their own specialism(s). Regular INSET days are also held at school on topics of general concern or interest. Special Needs are included in this general programme. The SENCO contributes to these sessions as and when appropriate. Relevant updates on SEN are circulated to all members of staff.

INSET on dyslexia awareness and dyslexia friendly teaching is given by OpAL staff as part of staff induction.

The OpAL Outreach Programme hosts and presents a series of public seminars and lectures on SEN and teaching and learning issues, which are open to the community. In addition OpAL staff regularly contribute to INSET training for schools in the independent and maintained sectors.

SEND provision is an integral part of the School Development Plan.

### **16.2 Partnership with Parents**

It is recognised that the relationship between parents and the school, has a crucial bearing on the child's developmental and educational progress. Parents and the school are seen as partners in the child's education. The guidance and knowledge that parents can offer concerning their children is welcomed.

Parents are responsible for informing the school when applying, or subsequently before accepting a place, of any specific needs their child may have. Parents are involved at all stages of identification, assessment, provision and review. If a Class/Form/Subject Teacher, parent or health agency, etc. raises a concern, the Class/ Form Tutor gathers information. Relevant individuals are invited to attend informal meetings with the Class/Form/Subject Teacher or SENCO to discuss the child's progress, provide background information, and be involved in the planning of targets. Parents are informed of all decisions and outcomes relating to their child, or of the involvement of specialist support. The procedures of intervention are explained to parents.

If an assessment has been carried out with the parents' consent, a meeting is held with the SENCO to discuss the findings of the assessment and to go through the written report. The recommendations for support or further assessments are discussed and next steps agreed upon.

Parental involvement is encouraged at all times. At review meetings with the SENCO and/or OpAL Lead Teacher suggestions are given as to how parents can give support at home. Parents' views are recorded at review meetings and appropriate action is

taken to meet their concerns. Discussions with parents focus on their child's strengths as well as their needs.

Parents are involved as fully as possible in a variety of ways. This may be formally at Parents' evenings, informally at their request and at end of year reviews. Parents of OpAL students will be kept informed of the targets set, and will be invited to reinforce work at home and feedback to the SENCO any concerns or suggestions. OpAL Lead Teachers and parents are encouraged to keep in touch by email or by telephone. OpAL has a Parents Facebook Forum for parental feedback and to keep parents abreast of new research ideas and forthcoming events.

Parents of Statemented students will be invited to the Annual Review of the Statement/EHC Plan.

WGS has a very successful multi-layered pastoral system: parents are always able to contact a tutor, teacher or senior manager with reasonable notice. Students have homework diaries, tutorials and ample opportunities during the day to discuss problems or concerns with staff.

### 16.3 Outside Agencies

The SENCO may seek advice from an outside agency for a child, with the agreement of the child's parents. If the need is more severe and it is thought that the child might need an EHC Plan then the SENCO will seek advice and support from the appropriate external agency, with the agreement of the child's parents. Input from the specialist will be recorded. The SENCO has responsibility for liaising and developing good working relationships with external support services.

WGS has close links with the Education Department at Birmingham University, the Helen Arkell Dyslexia Institute, Dyslexia Action and The British Dyslexia Association.

### **Abbreviations used in this document:**

OpAL	Opportunities through Assisted Learning
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
LSP	Learning Support Programme (Junior school)
DCSF	Department for Children Schools and Families
IQ	Intelligence Quotient
IAP	Individual Action Plan
LEA	Local Education Authority
ICT	Information Communication Technology
INSET	In-Service Training
EHC	Education and Health Care Plan
BDA	British Dyslexia Association

EAL	English as an Additional Language
LDD	Learning Difficulties and/or Disabilities
SpLD	Specific Learning Difficulties
SMT	Senior Management Team
LEA	Local Education Authority

**Please also refer to the following policies:**

Safeguarding Policy	Behaviour Management Policy
English as an Additional Language Policy	Equality Opportunities (Students) Policy
WGS Disability Access Plan	Gifted and Talented Guidelines (Senior and Junior)

### **Monitoring and Evaluation of this policy**

The school monitors and evaluates its SEND Policy through the following activities:

- Annual Governing body audit.
- Senior leadership team feedback.
- Regular examination to improve systems for assessment, monitoring and provision by OpAL staff.
- Feedback from staff, parents and students.
- Regular analysis of changes to relevant legislation and to JCQ regulations.
- Regular training by outside agencies to improve knowledge, practice and provision of SEND services.

IHMT/ ALD  
September 2018

Next Review:  
September 2019

## **STUDENTS WITH SOCIAL AND COMMUNICATION DIFFICULTIES**

- Students with identified social and communication difficulties are supported and monitored both through the academic and pastoral system and through the OpAL Programme. HOY's, tutors, OpAL staff and SENCO/Director of OpAL coordinate provision and care.
- Students with identified need (such as an ASD diagnosis) will either be on the SEND Learning Support List and/or on the Students to Note List, which is available to all teaching staff.
- The SENCO/Director of OpAL coordinates EHC Plans with the LEA. The LEA and parents also coordinate with outside support agencies.
- The SENCO/Director co-ordinates with outside support agencies and specialists for assessment when requested.
- Support and training is offered for parents through seminars and teachers through staff training on teaching and supporting autistic spectrum students and those with social and communication difficulties in class at school and at home.
- OpAL Outreach Programme regularly has free guest speakers offering seminars for parents and professionals on the subject of ASD students and provision.
- Students with SEND can be particularly vulnerable and WGS staff are trained to look out for and report any suspected signs of abuse (see Safeguarding Policy and Behaviour Management Policy).

## **VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS**

- Students with Visual Impairment will be regarded as having specific learning needs and will be monitored through the pastoral system on the Students to Note List and the Whole School Learning Support List. Heads of Year, teachers and SENCO will liaise with parents, students and the appropriate external agencies to make reasonable adjustments to the curriculum and facilitate access to the curriculum and wider school life. Individual Action Plans will be devised where appropriate. Adjustments to the school's facilities will be part of the WGS Disability Access Plan, which is reviewed annually by the SENCO, SMT and Directors.
- Students with Hearing Impairment will be regarded as having specific learning difficulties and will be monitored through the pastoral system on the Students to Note List and the Whole School Learning Support List. Heads of Year, teachers and SENCO will liaise with parents, students and the appropriate external agencies to make reasonable adjustments to the curriculum and facilitate access to the curriculum and wider school life. Individual Action Plans will be devised where appropriate. Adjustments to the school's facilities will be part of the WGS Accessibility Plan, which is reviewed annually by the SENCO, SMT and Directors.

## **STUDENTS WITH PHYSICAL AND MEDICAL NEEDS**

- Students with physical or medical needs will have their special needs recorded and monitored through the pastoral and academic system.
- WGS is committed to inclusion in all aspects of school life and will always seek to make reasonable adjustments for all students with physical or medical needs so that they can participate fully.
- Individual physical needs may be supported by a Statement of Special Educational Needs or EHC Plan. In this instance, provision and monitoring is shared between the SENCO, Form Tutor, Head of Year and Deputy Heads.
- All students with physical or medical needs, which may affect their learning are listed on the Students to Note list which is issued by HOY each term to all staff.
- Medical and physical needs are recorded in Individual student files.
- Copies of assessments for physical or medical from outside agencies are confidential and copied only to the relevant senior staff.
- The Sports department maintains an up to date record with photographs of students with physical or medical needs. See Sports Department Handbook.
- All school trips will take account of Physical and medical needs. See School Trips Advice.

**ACCESS ARRANGEMENTS MONITORING  
INDIVIDUAL LEARNING TARGETS & PROGRESS SHEET**

Name	Form	Access Arrangements

Learning Targets Term 1	Progress		
	Weak	Good	Excellent
1.			
2.			
3.			
Learning Targets Term 2	Progress		
	Weak	Good	Excellent
1.			
2.			
3.			
Learning Targets Term 3	Progress		
	Weak	Good	Excellent
1.			
2.			
3.			

**LEARNING TARGETS SHOULD BE INDIVIDUAL, ACHIEVABLE, SUBJECT SPECIFIC AND AGREED WITH STUDENTS**

## OpAL INDIVIDUAL ACTION PLAN

<b>Name:</b>	<b>Form:</b>	<b>Date:</b>	<b>Lead Teacher:</b>
<b>Test/Exam Arrangements:</b> Extra Time/Word Processor/Reader + amount			

<b>Nature of Need</b>		<b>Comments</b>
<b>Strengths</b>		<b>Comments</b> Learning Styles:
<b>Curriculum Considerations and Classroom Strategies</b>	<b>Organisation</b> <b>Presentation</b> <b>Speed</b> <b>Instructions</b> <b>Oral Work</b> <b>Written Work</b> <b>Mathematical Work</b>	<b>Comments</b>
<b>OpAL Targets</b>	<b>Spelling</b> <b>Writing</b> <b>Reading</b> <b>Maths</b> <b>Study Skills</b> <b>Other</b>	<b>Comments</b>

Start by focusing on strengths whilst working on weaknesses (you might need to help the student find their strengths initially)

Provide a clear subject overview

Match teaching approach with learning style (ask the student how they feel they learn best).

Link key concepts and constantly revisit previously covered areas of work, applying new knowledge when appropriate.

Provide clear and concise visual handouts using plenty of diagrams, mind maps and even pictures. (Use large text, preferably on colored paper)

Build confidence by enabling the student to present work in a format that they feel confident with, e.g. verbally, through a mind-map or even as a drawing. All of these forms of relaying information can prove to be at an equal level of understanding to that of a long essay and in many situations showing an even higher level of understanding.

Promote good practice relating to the organization of students' work. A dyslexic might have a weakness in this area. Files with color-coded subject areas for example will enable the individual to develop their organization skills.

Multisensory teaching

Use humour – funny or silly moments are retained better by the brain.

Encourage use of notetaking *during* teaching, even just key words.

Key word displays

Worksheets should be written simply, with large print and clear spacing.

Outline the content of the lesson at the beginning and end with a summary of what has been covered.

Encourage students to revisit work at home and see you before the lesson if they are unsure of what was covered.

Give specific eye contact when giving out instructions or homework.

Provide a paper copy of homework tasks.

When giving instructions, repeat and rephrase at least twice.

## **Wolverhampton Grammar School Access Arrangements and Reasonable Adjustments 2017-18**

WGS must abide by the regulations issued by JCQ (The Joint Council for Qualifications) and Cambridge International Examinations with regard to implementation of Access Arrangements and Reasonable Adjustments.

These regulations refer to **Section 6** of the **Equality Act 2010** which states that an individual must be **disabled** due to a *'physical or mental impairment which has a **substantial and long term** adverse effect on someone's ability to carry out normal day to day activities'*.

The school recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. The school will always aim to explore an individual's needs, provide assessment and/or make appropriate further recommendations, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates in accordance with the WGS SEND and Disability and Accessibility Policies.

Access arrangements are agreed before examinations. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.

In assessing and implementing Access Arrangements the following procedures apply:

- The school must hold documentation demonstrating a **History of Need** for the candidate that catalogues evidence of support and provision. Documentation must demonstrate exam arrangements are a candidate's **normal way of working** – JCQ: *'The arrangement is not suddenly being granted to the candidate at the time of his/her examinations.'*
- Where there is a pre-existing Educational Psychologist assessment, this must be disclosed to the school well in advance of entry to public examinations
- Any new assessment undertaken must be agreed by the school. An Educational Psychologist assessment will not be sufficient evidence to grant Access Arrangements if the school holds no prior History of Need and/or an assessment has not been previously undertaken with OpAL Specialist Teachers
- Teaching staff, in collaboration with the OpAL Department, will supply information based on class work, homework, end-of-topic tests and end-of-year examinations to form a detailed History of Need which will be made available to JCQ/Cambridge International Examinations inspectors

- Candidates who do not have a History of Need may have their exam arrangements revoked at the request of the exam governing bodies; such action may jeopardise the arrangements of other candidates within the school

**The school must have a substantial History of Need in place by the end of the Autumn term during the academic year in which a candidate will sit their public examinations. However, in exceptional and extraordinary circumstances the school may apply up to 21<sup>st</sup> February.**

**Due to external deadlines the school must adhere to, only emergency temporary requests following accident or injury may be made following February half term during the year in which examinations will be taken.**