

# WOLVERHAMPTON GRAMMAR SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

### 1. PRINCIPLES

At Wolverhampton Grammar School, Special Educational Needs and Disability refers to any circumstances resulting in an individual student 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.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information
- [The Equality Act 2010](#), which sets out schools' responsibilities to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics.
- The aim is for WGS to use their best endeavours to achieve equality, inclusiveness and respect for diversity in the education of all students with SEND.

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

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools 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 schools.

## 2.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

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 **Opportunities for Assisted Learning (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 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, such as disassociation from MFL in Year 7, Year 8 and Year 9. This provides students with curriculum time during the school day for intervention in lessons delivered by Specialist Teachers 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.

## 4.3 Support for students in lower school

In Year 7 and Year 8 students attend Aspire lessons, the aim is to provide inspirational lessons to evoke learning for most students. This also allows for some students to be withdrawn to attend supported learning provided by specialist teachers in the Learning Hub. The programme of lessons may be for a few periods or once a month, depending on the needs of the students attending.

## 4.4 Core Curriculum Support

The aim of Core Curriculum Support (CCS) is to provide access to additional lessons provided by graduate Teaching Assistants for the core subjects of English, Maths and Science. Some students attend CCS lessons as they will have been disassociated from MFL in Year 8 based on their attainment in their examinations at the end of Year 7. New students to the school may not have previously studied MFL or other subjects and therefore attend CCS instead. In Year 10 and 11, some students may have a reduced curriculum, based on aptitude and prior performance and therefore attend CCS lessons.

# 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 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 a One Page Profile or, where appropriate, on an Education, Health and Care (EHC) Plan.
- 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 Access Arrangement compliant records 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 'learning hub' space and specialist teaching to support OpAL students' learning.
- 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.

## 5.3 Core Curriculum Support (CCS)

- To provide appropriate material resources, dedicated 'learning hub' space and support for students who have been disassociated from subjects within the curriculum. Graduate Teaching Assistants provide support for Core Subjects.
- To work closely with Director of SEND and teaching staff to ensure that reasonable adjustment and due regard is given to students' learning needs.
- To monitor student needs and appraise Director of SEND and teaching staff regarding students' progress.

## 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 school's Equal Opportunities Policy for Students, 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 school's Director of Send and the nominated Director for Governors (currently Reverend Sarah Cawdell) 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. Through the Head, 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. (See Equal Opportunities Policy for Students)
- 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.
- SEND provision is part of the school Strategic Plan.
- The quality of SEND provision is monitored continuously.

## 6.2 Director of SEND/OpAL

The Director of SEND in the Senior School is Julieanne Lloyd. In the Junior School Anna Dalton is SENDCo. They are responsible for coordinating the provision of Special Educational Needs and Disability throughout the school. In the Senior School the Director of SEND oversees OpAL, EAL provision and manages the Core Curriculum Support programme. In the Junior school the SENDCo also manages the Learning Support Programme.

They will:

- Work with the Head, Senior Managers and SEND Director/governor: Rev Sarah Cawdell to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head and school's Directors on the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- Oversee the work in CCS lessons
- Line manage the Senior school's Teaching Assistants

## 6.2 The SEND governor

The SEND Director on the governing board will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head and Senior School Director of SEND to determine the strategic development of the SEN policy and provision in the school

## 6.3 The Head

The Head will:

- Work with the Director of SEND and SEND Director on the board of governors to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

## 6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Director of SEND to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 6.5 Specialist Dyslexia Teachers

- Liaison with the Director of SEND to plan and monitor the use of resources in the OpAL Programme.
- Helping to devise and implement One Page Profiles for each OpAL student.
- Working with OpAL students in small groups.
- 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 SEND 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.
- 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' records for students as part of the whole school screening programme and Second Look Screening.
- Attending follow up meetings with students and parents relating to wider/additional assessment as the need arises.
- Implementing Access Arrangements for external examinations.
- Contributing to the updating and maintaining records of SEND students in whole school.

## 6.6 Teaching Assistants

- Assisting the educational and social development of students under the direction and guidance of the Head, Deputy Heads, Director of SEND and class teachers.
- Assisting in the implementation of One Page Profiles 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, as appropriate.
- Reporting to their line manager: Director of SEND.
- Supporting learning in Core Curriculum Support.

## 7. IDENTIFICATION AND ASSESSMENT

### 7.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our provision, or whether something different or additional is needed.

### 7.2 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the Director of SEND to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### 7.3 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the interventions outlined in section 5 of this policy.

#### **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 arrangements**

This policy and information report will be reviewed by Director of SEND **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Board of Directors. In addition, the school monitors and evaluates its SEND Policy through the following activities:

- 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.

JML/ ALD  
September 2019

Next Review:  
September 2020

**Abbreviations used in this document:**

BDA	British Dyslexia Association
CCS	Core Curriculum Support
DCSF	Department for Children Schools and Families
EAL	English as an Additional Language
ECHP	Education and Health Care Plan
ICT	Information Communication Technology
INSET	In-Service Training
LDD	Learning Difficulties and/or Disabilities
LEA	Local Education Authority
LSP	Learning Support Programme (Junior school)
OpAL	Opportunities through Assisted Learning
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disability Coordinator
SpLD	Specific Learning Difficulties
SMT	Senior Management Team

## **ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson and Core Curriculum Support.
- Adapting our resources and staffing
- Using recommended aids, such as iPad's, laptop's, coloured overlays and coloured paper
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

SEND 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 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 students who have SEND. Particular attention is given to:

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

## **SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

In agreement with parents and the student, we will share information with the school, college, or other setting the student is moving to.

Movement between phases is supported as follows:

- WGS provides Year 7 and Lower 6 students with an induction day which is timetabled the day before the wider school returns in the autumn term
- During the school year WGS provides taster days when students can experience the school day on one or more occasions to familiarise themselves with school site and routines
- For senior school students WGS provides information and presentations for leavers outlining future options
- WGS has a dedicated careers advisor who students can meet with to explore options for the future
- All SEND information relating to a WGS student will be shared in line with GDPR regulations and WGS Data Protection and Information Security Policies. When this relates to a student leaving WGS prior to Year 13, information will automatically be passed to the new school/college. Requests for SEND information after Year 13 will only be provided upon a written request from the education provider.

### **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 SEND provision. HOY's, tutors, Specialist Teachers and Teaching Assistants and Director of SEND 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 Director of SEND coordinates EHC Plans with the LEA. The LEA and parents also coordinate with outside support agencies.
- The Director co-ordinates with outside support agencies and specialists for assessment when requested.
- On a rolling programme, as the need arises, Support and presentations for parents is available through seminars and for teachers through staff training.
- 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 Director of SEND 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 Director of SEND, 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 Director of SEND 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 teaching 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 Director of SEND, 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 Director of SEND, 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.

## *Draft* One Page Profile

- Creative ideas verbally
- Able to follow class reading text
- Can pick up on inference to creatively explore possibilities

Areas of need/ general information:	Additional support and intervention provided:
<ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Working memory</li> <li>• Reading accuracy</li> <li>• Reading speed</li> <li>• Struggles with listening skills – often wants to talk over instructions instead of listening to them carefully</li> </ul>	<ul style="list-style-type: none"> <li>• <b>OPAL lessons</b></li> <li>• In timed tests and examinations, where possible/permissible, she should be allowed:               <ul style="list-style-type: none"> <li>❖ additional time (amount dependent upon subject being tested)</li> <li>❖ allowances for inaccuracy of spelling</li> <li>❖ when she has learned to touch-type and if this is then her preferred method of working, use of PC or laptop, with spellchecker disabled</li> </ul> </li> </ul>

Strategies to use in lessons
<ul style="list-style-type: none"> <li>• Set homework at the start of lesson so there is not a rush at the end and the possibility of homework being recorded incorrectly</li> <li>• Copying from the board is particularly difficult, not helped by poor spelling. Limit the amount she needs to copy from the board.</li> <li>• Framework to aid structure will be helpful. Supply with a starting point.</li> <li>• Allow 'thinking time' before asking for an answer</li> <li>• Encourage the rehearsal of sentences before they are written down.</li> <li>• Allow for longer pieces of writing and for homework to be completed on the computer/ laptop</li> <li>• Think about how they can display they have achieved the learning objective, this can be different from other expected tasks, e.g a mind map to demonstrate knowledge</li> </ul>

Term 1 targets	Evidence date		
1.			
2.			
3.			

**Wolverhampton Grammar School**  
**Access Arrangements and Reasonable Adjustments**  
**2019-20**

WGS must abide by the regulations issued by JCQ (The Joint Council for Qualifications) and Cambridge Assessment International Education 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, recommend 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 as evidence of support and provision. Documentation must demonstrate exam arrangements are a candidate's **normal way of working** (this means that the student uses the examination arrangement in the classroom a part of their normal access to education, for example, a word processor is used in the classroom and for homework whenever it is required). This is stipulated by 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 joining so that it can contribute to students' history on need
- Any new assessment undertaken must be agreed in consultation with the school. An Educational Psychologist's 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 internally with school's Specialist Teachers
- Teaching staff, in collaboration with school's Specialist Teachers, 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.**