

SEN POLICY AND INFORMATION REPORT 2020-2021

Executive Summary

Updated personnel

Appendices updated to conform to 2020 JCQ guidelines

Reviewed by: Mike Lyons - Assistant Headteacher (SENCO)

Date: May 2020

Approved by Trustees: July 2020

Date: June 2021

Contents

1. Principles and aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEN information report	5
6. Monitoring arrangements.....	11
7. Links with other policies and documents.....	11
8. Appendices:	
Appendix 1 Disability Plan and Policy for Access Arrangements.....	11
Appendix 2 Word Processor Policy (exams) for Access Arrangements with Word Processor Statement.....	22
Appendix 3 Access Arrangements for exams.....	29

1. Principles and Aims

Our SEN policy and information report includes the principles of:

- 1.1** Trustees and staff at The Misbourne are committed to the belief that every student has the right to a broad, balanced and world class education and is able to access the full range of the curriculum. This includes students with Special Educational Needs and Disability.
- The school welcomes diversity and seeks to help each student reach their full potential. It is an underlying principle at The Misbourne that the vast majority of learning needs can be supported effectively through high quality teaching, which engages and motivates students, yet differentiates accordingly. Of course there are particular instances or occasions where additional support may be necessary for students to achieve their potential.
 - This ethos of inclusion requires the participation and support of all members of The Misbourne. Although responsibilities are allocated in this policy, it is everyone's responsibility to make sure that students are treated fairly and that their individual needs are met.
- 1.2** The aim of this Special Educational Needs and Disability Policy is therefore to ensure consistency in a whole school approach to:
- The definition and identification of Special Educational Needs and Disability
 - The provision for Special Educational Needs and Disability
 - The responsibility of all teachers for their students with Special Educational Needs and Disability

2. Legislation and guidance

This policy and information report 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 SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

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 mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

They will:

- Work with the Headteacher and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, families, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 former providers of education to ensure students and their families are informed about options and a smooth transition is planned to this school.
- Liaise with potential next providers of education to ensure students and their families are informed about options and a smooth transition is planned.
- Work with the headteacher and Trustee 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 SEN up to date

4.2 The SEN trustee

The SEN trustee will:

- Help to raise awareness of SEN issues at Trustee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Trustee board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 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 SENCO to review each student's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN information report

The purpose of this report is to bring together a transparent and comprehensive picture of the support we offer at The Misbourne for students with Special Educational Needs and Disability (SEN). It also summarises our ethos when working with students, parents and staff in providing effective SEN support.

This report is updated on an annual basis and the school welcomes comments or suggestions in order to ensure that families, students and staff continue to find it helpful. The report should be read in partnership with other areas of The Misbourne SEN Policy. These two documents (the SEN policy and SEN information report) have been merged into one SEN policy and information report as of this year. This report also takes into account guidance from the County's Graduated Approach. For further details of this approach please visit the Buckinghamshire Council website.

5.1 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
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEN 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.

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 families. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 SEN.

Students with Special Educational Needs and Disability are identified through:

- Information received from primary/junior schools at transition into Year 7
- Assessments at Key Stage 3 to Key Stage 5
- tracking of termly report assessments

- teacher feedback
- pre-public examination (PPE) results
- family input
- private reports

Note For students without an EHCP, private reports by Educational Psychologists or other professionals are considered but to ensure equality for all students, any school intervention or access arrangement provision is determined by the SEN Department's own identification (including teacher feedback) and assessment procedure (including a referral to the school's nominated assessor in relation to access arrangement for external examinations).

Admissions

Students with SEN are admitted to the school in a similar manner to other students, on the basis of meeting admissions criteria. Liaison visits to feeder schools help identify individual needs. The school admission form also encourages families to pass relevant information to the SEN Department prior to their child's entry to the school, and the SEN Department records their names on the SEN Register.

The SEN Manager will arrange to liaise with the student and the families in order to ascertain whether the student's SEN can be effectively supported in the classroom with staff and student strategies put in place, or whether additional support will be needed. For students with Education Health and Care Plans (EHC Plans) who are transferring schools and name The Misbourne as their preferred school, we will work together with all relevant parties regarding the transfer. This applies to late entry and Year 12 admissions.

Accessibility

In accordance with the provisions of the Equality Act 2010 no student with SEN should be disadvantaged or discriminated against in respect to their SEN. This is reflected in the school's exam access arrangements, differentiated teaching in the classroom, possible Teaching Assistant support and possible special equipment provision as deemed necessary in an EHC Plan. The school's Accessibility Plan can be accessed on the school website.

Exam access arrangements

We fully support students in providing additional arrangements for students in exams, where it is necessary and appropriate to do so. We follow the Joint Qualifications Council (JCQ) exam board regulations and only apply for access arrangements when we have appropriate evidence of need from the classroom teachers, specialist reports AND have screened for an underlying learning difficulty that allows for that arrangement.

The SEN Register

This is compiled in accordance to the Buckinghamshire Council's Graduated Approach to supporting children and young people with Special Education Needs (April 2017) – this document is available on the County's website.

Please note that E and K2 students are on the school's SEN register.

- An Education and Health Care Plan (EHCP) CODE: E
- An identified learning difficulty, disability or medical condition significant enough to need additional provision to support learning and development with interventions provided by the SEN Department within the stipulation of guidance within Ordinarily Available Support as outlined by Buckinghamshire Council CODE: K2

Students with the codes below are not on the school's SEN register

(Students With Additional Needs: SWAN K1, K0).

These students with additional needs (for example, exam access or traits of SEN) have been identified as being able to be met through Quality First Teaching in the classroom – in accordance with the Graduated Universal approach from Buckinghamshire Council guidance.

- An identified learning difficulty, disability or medical condition significant enough to need additional provision to support learning and development in the classroom. These identified needs are able to be met through Quality First Teaching in the classroom in accordance with the Graduated Universal criteria. CODE: K1
- An unidentified learning difficulty (traits), disability or medical condition which signifies that the student may have examination access arrangements and the traits can be supported in the classroom. CODE: K0

5.3 Consulting and involving students and families

We will have an early discussion with the student and their families when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the families' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify families when it is decided that a student will receive SEN support and placed on the school's SEN Register.

- The school will endeavour to keep families regularly informed about their child's progress through written and verbal reports as well as face to face meetings.
- Families are welcome to make an appointment to meet with either a subject teacher or tutor or any other teacher and discuss how their child is progressing.
- Families can contact staff members through the school office: admin@themisbourne.co.uk or contacting the main school number.

5.4 Assessing and reviewing student' 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 SENCO and SEN Manager to carry out a clear analysis of the student's needs. This will draw on as outlined in the Ordinarily Available Support document produced by Buckinghamshire Council:

- 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 the family
- 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.

Where a student continues to make little or no progress, despite high quality, personalised teaching, more targeted support and evidence-based interventions matched to his needs will be considered. These might be in or outside the classroom, in small groups or 1-1.

If a student continues to make little or no progress, despite targeted support and evidence based interventions matched to their needs, the school:

- will seek specialist support from external agencies
- will apply for local authority higher needs funding
- will request, where appropriate, that the local authority carries out a statutory assessment of the student's needs

5.5 Supporting students moving between phases and preparing for adulthood

All students will be supported in their transition to a new key stage within and outside the school. Advice is provided at each of these key stages.

If a student moves to a new school either as an in-year transfer or beyond the school itself at the end of a key stage, we will share relevant information with the school, college, or other setting the student is moving to.

5.6 Our approach to teaching pupils with SEN

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 SEN. This will be differentiated for individual students.

We will also provide the following interventions:

This support is designed to help students cope with a variety of situations that may be presented to them at The Misbourne. Support given is highly student focussed, encourages independent learning and aims to build an awareness of strengths and weaknesses. The list below provides a summary of some of the support offered:

- Mentoring – may be in a particular subject, study skills, emotional support.
- Revision and study skills – talks from external providers and follow up support from teachers.
- Organisational support – use of organisers, homework timetable.
- Handwriting/Touch Typing Club – to help with handwriting skills and typing, Lexia
- Numeracy support programmes
- Catch Up Literacy and the Accelerated Reader programme.
- Dyslexia Support Group.
- Speech and Language Therapy (SALT).
- Occupational Therapy (OT).
- Specialist Teaching Service (STS).
- Social Stories.
- Laptops – for those students with assessed difficulties with writing.
- SEN Exams – some students sit their end of year school exams separately with the SEN Team.
- Managing anxiety workshops

Any intervention will be student centred and will include consultation and collaboration with families. The SENCO and / or SEN Manager will meet with families, students and subject teachers to discuss appropriate activities, support, responsibilities and goals that will help to improve progress.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum (where appropriate) to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing (where appropriate)
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching (where appropriate), for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Additional Resourced Provision (ARP)

The school is proud of our Autistic Spectrum Difficulties (ASD) Additional Resourced Provision (ARP). It forms an integral part of our school SEN Department and is well supported by all staff at The Misbourne. The ARP has provision for 6 students with a diagnosis of ASD and EHCP Plan in place which names the ARP as the main form of provision.

Other students can visit the ARP, however, this would usually be at the request of an ARP student or the student may present with additional needs that can only be met within the ARP (this would be significantly documented and a subsequent request for an ARP placement would possibly be pursued with the family's identified support and recognition) or the student may need additional support for a limited period.

Any additional student would comply with the ethos of the ARP, which is to provide a structured, considered, peaceful, calm and reassuring environment for those identified students. Any inability to comply with this request, the student would be encouraged to seek support in other designated SEN areas, library or class based provisions in place for unstructured times. The Misbourne fully believes in inclusion and each student on roll within the school is expected and indeed actively encouraged, to access the mainstream class room for the majority of their timetable. The school recognises that this is not always possible but will aim to strive for this integration.

We work with the following agencies to provide support for students with SEN: in particular the Educational Psychologist, Specialist Teaching Service, Connexions, Speech and Language Service, Occupational Therapist who work within a time allowance allocated by the Local Authority.

5.9 Expertise and training of staff

The SENCO was new to role in September 2019, the SEN Manager have 4 years' experience in their role at The Misbourne but a number of years working within SEND.

The SENCO started the NASEN (SENCO) Award in September 2019.

In addition we have a SEN administrator and a team of 9 teaching assistants who are trained to deliver SEN provision as outlined in section 5.6.

In the last academic year, subject staff have been trained in Attention Deficit and Hyperactive Difficulties, Autistic Spectrum Difficulties, Attachment and other forms of SEN support are shared in students' Special Education Need profiles (SEN profiles). External agencies have provided specialist training for staff in areas such as Autism and Attachment.

5.10 Securing equipment and facilities

The school will aim to provide equipment (auxiliary aids) and facilities to support students with SEN according to the student's EHC Plan and other reports (where the school deems the suggestion to provide equipment and facilities to be valid and will be effective in supporting the student with SEN).

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals on a regular basis
- Reviewing the impact of interventions after an appropriate time
- Asking students and using student questionnaires
- Monitoring by the SEN Department
- Using provision maps to measure progress
- Holding annual reviews for students with EHC Plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students – see the school's Accessibility Policy.

All students are encouraged to attend all trips appropriate to their age group and subject (where offered by the school).

All students are encouraged to take part in sports day/school productions/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

The school support students with disabilities in terms of admissions, preventing disabled students from being treated less favourably than other students (refer to the school's behaviour policy and anti-bullying policy).

The school's facilities are accessible for all students (refer to the school's accessibility policy) and section 5.2.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the Student Parliament.
- Students with SEN are also encouraged to become Student Leaders to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.
- Support for students is also related to the school's Mental Health policy.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families.

5.15 Compliments, concerns and complaints about SEN provision

The school appreciates positive feedback regarding effective provision. Equally, the school welcomes suggestions on how to improve the services offered.

If families have concerns, the school contact with either the SENCO or SEN Manager to discuss further and seek a resolution working together.

If families wish to complain about SEN provision in our school, the complaint should be made to the SENCO in the first instance to seek a resolution working together. They will then be referred to the complaints policy on the school's website.

The families of students with disabilities have the right to make disability discrimination claims to the first-tier SEN tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for families of students with SEN

Families are encouraged to refer to the County's Local Offer by accessing the County website.

5.17 The local authority local offer

This SEN information report is viewed as the basis as of the school's 'Local Offer'. It is also available on the Buckinghamshire Family Information Service Website.

Our local authority's (Buckinghamshire) local offer is a national initiative that aims to provide easy access to information for children and young people with special educational needs (SEN) and their families or carers. This report forms part of the Buckinghamshire Local Offer, which is available on the Buckinghamshire Family Information Service Website

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Trustee board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Anti-bullying
- Mental Health

8. Appendices

Appendix 1 Disability Plan and Policy for Access Arrangements

Appendix 2 Word Processor Policy (exams) for Access Arrangements with Word Processor Statement

Appendix 3 Access Arrangements for exams

Appendix 1

Disability Plan for exams

Approved/reviewed M Lyons May 2020

Next review May 2021

1. Purpose of the plan

This document is provided as an exams-specific supplement to the centre-wide accessibility plan which details how the centre,

“recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010 *. This must include a duty to explore and provide to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

*or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

chapter 5.4 of the current JCQ publication General regulations for approved centres

This publication is further referred to in this plan as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

2. The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* *Access Arrangements and Reasonable Adjustments*

This publication is further referred to in this policy as AA.

3. Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including **GR** and **AA**

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including **GR** and **AA**

Special educational needs coordinator (SENCO)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication **AA**
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (Access arrangements plan)
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
- Provides a policy on the use of word processors in exams and assessments
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff

- Inform the SENCO of any support that might be needed by a candidate
- Support the SENCO in determining the need for and implementing access arrangements

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- Provide comments/observations to support the SENCO in painting a holistic picture of need confirming normal way of working for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the current JCQ publication **AA**

Use of word processors

The centre's word processor policy (exams) is located on the school's website as part of the SEN Policy in Appendix 2. This policy includes the statement (see Appendix 2a), which details the criteria the centre uses to award and allocate word processors for exams.

"It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs...

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."

[AA 5.8]

As such, please note The Misbourne's Word Processor Policy Statement below:

Word Processor Policy Statement of The Misbourne:

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCO and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Please note that this list is not exhaustive and The Misbourne will assess cases on an individual basis but it must be made clear that evidence must be provided that this is the student's/candidate's normal way of working and the school must agree with this evidence, i.e. that this is the student's/candidate's normal way of working – not as part of a parent/carer/specialist request.

It is imperative that the use of a word processor is granted in the correct manner – following the criteria stated above. Please note that the intention behind this word processor policy and statement is to meet the particular needs of an individual student/candidate without affecting the integrity of the assessment. Please see page 3 of the **AA**.

4. Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCO)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in **AA** Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of **AA**
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, (Application for access arrangements – Profile of learning difficulties), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of **AA**, are entered into AAO to confirm their status including any professionals working outside the centre
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre

- in addition, those qualifications listed on page 2 of **AA** (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication **GR** and is aware of information contained in **AA** where this may be relevant to the EO role
- Liaises with the SENCO to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam, AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process for those qualifications listed on page 74 of **AA**; orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate
- Follows guidance in AA Chapter 8 and liaises with the SENCO to process approval applications for access arrangements for GCSE and GCE qualifications
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Confirms by ticking the 'Confirmation' box prior to submitting the application for approval that the 'malpractice consequence statement' has been read and accepted
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Liaises with SENCO regarding any appropriate modified paper requirements for candidates

5. Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ **publication *Instructions for conducting examinations*** (ICE).

Head of centre

- Supports the SENCO, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special educational needs coordinator (SENCO)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the Exams Officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators

- Liaises with the SENCO and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCO to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCO regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCO regarding rooming of access arrangement candidates
- Liaises with the SENCO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant centre staff

- Support the SENCO and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Support the SENCO and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

- Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

6. Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication *Instructions for conducting non-examination assessments*, Foreword. Page 3]

Special educational needs coordinator (SENCO)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Support the SENCO in implementing appropriate access arrangements for candidates
- Support the SENCO in implementing appropriate access arrangements for candidates
- Provide the SENCO with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCO and EO regarding assessment materials that may need to be modified for a candidate

7. Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Special educational needs coordinator (SENCO)

- Liaises with teaching staff to implement appropriate access arrangements for candidates

Exams Officer

- Provides teaching staff and the SENCO with internal exam timetables to ensure arrangements are put in place when required

Teaching staff

- Support the SENCO in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

8. Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest break	<p>SENCO gathers evidence to support the need for the candidate to take exams at home</p> <p>HOY/AHT provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCO; AAO approval for both arrangements not required</p> <p>HOY/AHT discussion with candidate to confirm the arrangements should be put in place</p> <p>EO submits appropriate 'Alternative site for the conduct of exams form'</p> <p>EO provides candidate with exam timetable and JCQ information for candidates</p> <p>HOY/AHT confirms with candidate the information is understood</p> <p>HOY/AHT agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p>

Example of candidate need(s)	Arrangements explored	Centre actions
		<p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>HOY/AHT informs candidate that special consideration has been requested</p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p>Confirms candidate is disabled within the meaning of the Equality Act 2010</p> <p>Papers checked for those testing reading</p> <p>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</p> <p>Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p>Gathers evidence to support substantial and long term adverse impairment</p> <p>Confirms with candidate how and when they will be prompted</p> <p>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</p>
<p>A wheelchair user</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</p> <p>Provides height adjustable desk in exam room</p> <p>Allocates exam room on ground floor near adapted bathroom facilities</p> <p>Spaces desks to allow wheelchair access</p> <p>Seats candidate near exam room door</p> <p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</p>
<p>Anxiety/Panic attacks</p>	<p>Small room</p>	<p>HoY/EO/SENCO/AHT/Student Welfare Officer discussion with</p>

Example of candidate need(s)	Arrangements explored	Centre actions
	Supervised rest breaks	<p>candidate before exam regarding provision</p> <p>Exam start delayed (if appropriate)</p> <p>Candidate sits exam in smaller room; separate invigilator if required</p> <p>Invigilator monitors candidate's condition for exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs EO after exam on how candidate's performance in exam may have been affected by his/her condition</p> <p>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p>

Links

Accessibility Policy

http://www.misbourne.bucks.sch.uk/uploads/document/accessibility_policy.pdf

Anti-Bullying Policy

<http://www.misbourne.bucks.sch.uk/uploads/document/Anti-Bullying%20Policy.pdf>

Equality and Diversity Policy

<http://www.misbourne.bucks.sch.uk/uploads/document/Equality%20and%20diversity%20policy.pdf>

Arrangements for Supporting Students with a Medical Condition

http://www.misbourne.bucks.sch.uk/uploads/document/supporting_students_with_medical_needs.pdf

Appendix 2 Word Processor Policy

Approved/reviewed M Lyons May 2020

Date of next review May 2021

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENCO	Mr M Lyons
SEN Manager	Ms S Collins
SEN Administrator	Mrs T Hockley
Exams officer	Mr S Khelil
SLT member(s)	Mr M Lyons
IT Lead	Mrs A Barrett
IT Technician	Mr J Ahmed (Turniton)
Head of centre	Ms J Meloni

Contents

Key staff involved in awarding and allocating word processors for exams	24
Introduction	25
Purpose of the policy	25
Principles for using a word processor	25
The use of a word processor	26
Word processors and their programmes	27
Laptops and tablets	28
Accommodating word processors in examinations	28
Appendix 2a	29
The criteria The Misbourne uses to award and allocate word processors for examinations	29

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2019-2020* and ICE to *JCQ Instructions for conducting examinations 2018-2019*.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for using a word processor

The Misbourne complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
- in the classroom (where appropriate); or

- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests/examinations
- mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The use of a word processor

The Misbourne complies with AA chapter 5 *Access arrangements available* as follows:

The list below is a recommendation from the AA 5.8.

“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate’s normal way of working within the centre and be appropriate to the candidate’s needs.

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with:

- *a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;*
- *a medical condition;*
- *a physical disability;*
- *a sensory impairment;*
- *planning and organisational problems when writing by hand;*
- *poor handwriting.*

This list is not exhaustive.”

As such, please note The Misbourne’s Word Processor Policy Statement in Appendix 2a

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

The Misbourne complies with ICE 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body

- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

The Misbourne further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- Locked and Secure within the Examination Officer's Offices and SEN Team Offices.

Invigilation arrangements relating to the use of word processors include the following:

- All invigilators are trained to be aware of the correct use of word processors within an examination as set up by the Examination Office and the centre meeting AA guidelines.

Other arrangements relating to the use of word processors include:

- The SEN Team and other trained staff have also been trained to be aware of the correct use of word processors within an examination as set up by the Examination Office and the centre meeting AA guidelines.

Appendix 2a

The criteria The Misbourne uses to award and allocate word processors for examinations

Word Processor Policy Statement of The Misbourne:

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Please note that this list is not exhaustive and The Misbourne will assess cases on an individual basis but it must be made clear that evidence must be provided that this is the student's/candidate's normal way of working and the school must agree with this evidence, i.e. that this is the student's/candidate's normal way of working – not as part of a parent/carer/specialist request.

It is imperative that the use of a word processor is granted in the correct manner – following the criteria stated above. Please note that the intention behind this word processor policy and statement is to meet the particular needs of an individual student/candidate without affecting the integrity of the assessment. Please see page 3 of the [AA](#).

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENCO and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Statement produced by: **M Lyons Assistant Headteacher/SENCO**

Statement date: **May 2020**

Appendix 3

Access Arrangements Policy

Approve/reviewed by M Lyons May 2020

Date of next review May 2021

Key staff involved in the access arrangements process

Role	Name(s)
SENCO	Mr M Lyons
Head of centre	Ms J Meloni
SEN Manager	Ms S Collins
SEN Co-ordinator	Mrs T Hockley
Assessor(s)	Various

Contents

What are access arrangements and reasonable adjustments?	32
Access arrangements	32
Reasonable adjustments	32
Purpose of the policy	32
Disability Plan and Policy (exams) – See Appendix 1 SEN Policy for Disability Plan and Policy	32
The assessment process	33
The qualification(s) of the current assessor(s)	33
The Misbourne has not appointed an assessor (i.e. the SENCO). The school (centre) employs a qualified assessor (named in Examination Access Folders) and also uses evidence from other specialist teachers linked to individual students – as detailed in the Examination Access Folders.	33
Checking the qualification(s) of the assessor(s)	33
How the assessment process is administered	33
Recording evidence of need	34
Gathering evidence to demonstrate <i>normal way of working</i>	35
Processing access arrangements	35
Arrangements requiring awarding body approval	35
Centre-specific criteria for particular access arrangements	36
Word processor policy (exams)	36
Separate invigilation within the centre	36

What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.”*

[AA Definitions, page 3]

Reasonable adjustments

“The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that The Misbourne complies with its “...obligation to identify the need for, request and implement access arrangements...”

[JCQ General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as **GR**.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*’.

This publication is further referred to in this policy as **AA**.

Disability Plan and Policy (exams) – See Appendix 1 SEN Policy for Disability Plan and Policy

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

*“A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes.*

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[GR 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) employed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA 7.3.

The qualification(s) of the current assessor(s)

The Misbourne has not appointed an assessor (i.e. the SENCO). The school (centre) employs a qualified assessor (named in Examination Access Folders) and also uses evidence from other specialist teachers linked to individual students – as detailed in the Examination Access Folders.

Please see Examination Access Folders per year group for documentation/evidence of the current assessors' qualifications.

Checking the qualification(s) of the assessor(s)

- The assessors are asked to provide evidence of their qualifications and to send their certificate to the centre as proof.
- This evidence is then placed in the Examination Access folders per year group. Please see Examination Access Folders per year group for documentation/evidence of the current assessors' qualifications.
- The SEN Manager and SEN Co-ordinator provide a room for students/candidates to be assessed ensuring that a completed Form 8 and other required documents, for each student/candidate to be assessed, are provided for the assessor prior to the assessment being administered. These arrangements are discussed with the SENCO to ensure that the assessment process is administered correctly.

Bear in mind all relevant JCQ regulations and guidance provided in **GR** and **AA**, including that centres are required to

*"...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly..."*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**"*
[GR 5.4]

"Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCO."

[AA 7.3]

How the assessment process is administered

- The Misbourne can confirm that the assessment process is administered correctly by using the following practices:
- If a member of staff raises a concern (for example a subject teacher): this is investigated by the SEN Manager. This person will ask other subject teachers (and other staff) for their opinions to ascertain if there is a need to assess the student/candidate.
- If there is evidence that there may be potential to assess then this is discussed with the SEN Manager and SENCO.
- The SEN Co-ordinator will then form a list for the SENCO of potential candidates to be tested/assessed and the reasons for this request.

- The SENCO will then complete a Form 8 for each student to ensure that the correct procedures have been administered in line with processes to be completed prior to assessment.
- If the student/candidate has information from a previous school then this will be taken into account (but not administered for examinations until Year 9)
- If the student/candidate has an EHCP or another form of evidence to be taken into account then this will be noted by the SENCO if appropriate but not administered for examinations until Year 9)

By detailing this, you should be confirming “...that the assessment process is administered correctly...”

[GR 5.5]

For **private candidates** the centre :

- Ensures that it checks that an appropriate picture of need and demonstrate normal way of working for a private candidate. **This includes distance learners and home educated students.**
- The centre, where required, **leads** on the assessment process.
- The candidate **is** assessed by the centre’s employed assessor in such cases.
- Note. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home...”

[GR 5.4]

Recording evidence of need

There are various ways in which information that is used to record evidence by the centre:

- An internal form is sent to staff asking for information regarding whether there is evidence of need for the student/candidate.
- This is then assessed by the SEN Manager and SENCO.
- The evidence of need is placed in the Examinations Access Folders per year group.
- The SENCO then uses this internal evidence to complete a Form 8 prior to assessment.
- The centre recognises that “A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. “
- The SENCO completes at least a ‘skeleton’ Section A of Form 8 prior to the candidate being assessed (Section C of Form 8)...
- Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or SENCO will provide a written rationale supporting their decision to the parent/carer.

[AA 7.3]

For **private candidates**.

- The centre recognises that only Form 8 is acceptable. Spreadsheets, e-mail messages, centre devised equivalents of Form 8, educational psychologists’ reports and other reports are not acceptable for inspection purposes...”

[AA 7.6]

Gathering evidence to demonstrate *normal way of working*

The centre is clear that the type of information relating to the centre's process for gathering evidence to demonstrate *normal way of working* (*this is the way in support is given to the student/candidate in this centre on a regular basis*) can originate from a variety of sources such as:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- prepublic examinations.

For private candidates: the normal way of working also needs to be evidence prior to a Form 8 being completed.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCO or the assessor working within the centre.

SENCOs and assessors must refer to section 7.6.1, page 87, for information on how to confirm 'normal way of working'. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ..."

[AA 4.2]

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

- The SENCO applies for *Access Arrangements Online (AAO)*.
- The centre recognises that applications must not be made prior to Year 9 and also noted the deadline dates per year for AAO within an examination series.
- The SENCO will take into consideration the evidence of need as supplied by the centre, the Form 8 which will have been completed by the SENCO, the assessor's submission and then decide to complete AAO.
- Once the AAO has been completed (ensuring the correct GCSE and /or GCE sections are completed), the confirmation of the application is printed and kept in a labelled Examinations Access Folder per year group.
- An internal spreadsheet detailing all the examination access arrangements for the centre is also updated with the application number and expiry date.
- In accordance with the AA guidelines, if an individual student/candidate requires applications to an individual examination board, (for example, in the case of requiring above a certain extra time value); the SENCO will apply directly to the examination board as requested.
- If the SENCO or SEN Manager have any queries regarding AA guidelines, they will contact the

JCQ helpdesk to ensure the process is carried out correctly.

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

For further details please see the centre's SEN Policy Appendix 2.

See Appendix 2a for the Word Processor Policy Statement of The Misbourne

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCO.

The decision will be based on

"whether the candidate has a substantial and long term impairment which has an adverse effect and the candidate's normal way of working within the centre."

[AA 5.16]

- If a student/candidate requires separate invigilation, this decision (made by the SENCO) will be based on evidence provided by the centre.
- This will be discussed with the SEN Manager and Examinations Officer.
- The centre recognises that this must be part of the normal way of working within the centre (or in previous centres) and that the candidate has a substantial and long term impairment which has an adverse effect on them, e.g. suffers from anxiety.
- Overtyping here the centre's criteria (or policy) on separate invigilation within the centre or alternatively include as an appendix at the end of this document.

[see AA 5.16 plus centre-determined criteria]