



SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This policy is updated and approved by the Governing Body annually.

This version was approved December 2018.

Signed: _____

J Collins - Chairman of Governors

AYLESBURY GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



(This policy is drawn up with regard to the Children and Families Bill and the Special Educational Needs Code of Practice 2014).

Special Educational Needs and Disability Co-ordinator (SENDCo)	: Mrs J C Richards
National SENCo Award (NASENCo)	: Achieved 2014
SEND Advocate on Senior Leadership Team	: Mrs P A Venning
SEND Governor	: Mr K Hardern
Student Welfare Officer	: Mrs Nicola Roberts

1. Aims

- 1.1 The aim of Aylesbury Grammar School is to deliver high quality education that enables every student to achieve the best possible educational and other outcomes. This includes the student with Special Educational Needs and Disability.
- 1.2 The aim of the Special Educational Needs and Disability Policy at Aylesbury Grammar School is to ensure consistency in a whole school approach to:
 1. the **definition and identification** of Special Educational Needs and Disability
 2. the **provision** for Special Educational Needs and Disability
 3. the **responsibility of all teachers** for their students with Special Educational Needs and Disability

2. Definition

- 2.1 As defined by the SEND Code of Practice 2014, Special Educational Needs and Disability at Aylesbury Grammar School is considered to fall under four broad areas:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory and Physical Difficulties (including sight, hearing, asthma, diabetes, epilepsy and cancer)
- 2.2 A student is considered to have Special Educational Needs and Disability if he has difficulties in any of these areas which call for special educational provision (or training for teachers) beyond the differentiated approaches and learning arrangements provided as part of **high quality, personalised teaching**. This means provision that is **additional to or different from** that made generally for others of the same age in our mainstream setting.
- 2.3 **Notes**

- Behavioural difficulties do not necessarily mean a student has Special Educational Needs and Disability; likewise, a student's behaviour is not always a result of his Special Educational Needs and Disability even if he is on the Special Educational Needs and Disability Report.
- A student does not have Special Educational Needs and Disability solely because the language used at home is different from the language in the classroom.
- Attendance and punctuality, being in receipt of a Pupil Premium Grant and being a Looked After Child are not considered Special Educational Needs and Disability but are recognised as potentially impacting on progress and attainment.
- There is a difference between a student with Special Educational Needs and Disability ie a student who has barriers to learning, and the student who is simply underachieving.

3. Identification

3.1 Students with Special Educational Needs and Disability are identified through:

- information received from primary/junior schools at transition into Year 7
- baseline assessments at Key Stage 3 (MidYIS) and Key Stage 4 (YELLIS)
- tracking of termly report grades
- teacher feedback
- mock exam results
- parental input
- private reports

3.2 Note

Private reports by Educational Psychologists or other professionals are considered but to ensure a level playing field, any school intervention or access arrangement provision is determined by the SEND Department's own identification (including teacher feedback) and assessment procedure. The two nominated Assessors for the centre are Gemma Adania and Louise Green.

4. Provision

4.1 Underlying any provision for students with a potential Special Educational Need and Disability is the graduated approach of **Assess-Plan-Do- Review**.

4.2 Students identified with a potential Special Educational Need and Disability will be assessed using more formal assessment tools. These include:

- Lucid Exact, Lucid LASS and Lucid RECALL - online screening assessments
- DASH (the Detailed Assessment of the Speed of Handwriting)
- 1-1 meetings and assessments with the Specialist Assessor for Specific Learning Difficulties, the link Occupational Therapist and/or Speech and Language Therapist and/or the ASD and Family Support Consultant
- Recorded concerns, observations and individual assessments by subject teachers
- Psychometric assessments for anxiety, self-esteem and depression

4.3 The SEND Code of Practice 2014 places the classroom teacher at the centre of the day to day responsibility for working with all students, including those with Special Educational Needs and Disability. High quality, personalised teaching is therefore the first step in our response to students with Special Educational Needs and Disability.

This means teaching which:

- appeals to the learning preferences of all students ie multi-sensory teaching
- encourages students to become independent learners
- makes students recognise how they 'learn to learn'

4.4 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.

4.5 Any intervention will be student centred and will include consultation and collaboration with parents. The SENDCo will meet with parents, students and subject teachers to discuss appropriate activities, support, responsibilities and goals that will help to improve progress.

4.6 The review process is a crucial part of the graduated approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students, including those with Special Educational Needs and Disability (even when these students are accessing support from Learning Support Assistants and/or Specialist Teachers). Review is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is on more formal assessments, observations and work scrutiny.

4.7 When a student continues to make little or no progress, despite targeted support and evidence based interventions matched to his 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. Responsibility

5.1 In addition to making teachers aware of their responsibility for students with Special Educational Needs and Disability, the SENDCo is responsible for:

- the student centred approach to provision
- the effective transition into Year 7 of students already identified with Special Educational Needs and Disability
- the day to day operation of the Special Educational Needs Policy (including Assess-Plan-Do-Review)
- the records of all students with Special Educational Needs and Disability, including all provision and outcomes
- passing information to all teachers about the students they teach with Special Educational Needs and Disability
- teachers having the skills, knowledge and understanding to provide high quality teaching and learning opportunities for all students
- monitoring personalised, high quality teaching happening in the classroom

- the active collaboration and consultation with parents of students with Special Educational Needs and Disability
- working with the Examinations Officer to process and implement all Exam Access Arrangements (EAA) ie examination concessions, such as extra time and modified papers
- informing teachers of all student EAA and their responsibility for providing
- 'evidence of need as normal way of working'
- line managing the Student Support Officer and Student Support Assistant, with a focus on specific interventions as opposed to unspecified in-class individual support
- the representation of students with Special Educational Needs and Disability in terms of academic progress, attendance, participation in inter-house and extra-curricular activities, exclusion and bullying (and that these are proportionate to other students)

APPENDICES

Appendix 1

Disability Plan for Exams

Appendix 2

Laptop Arrangements for Exams

Appendix 1

DISABILITY PLAN FOR EXAMS



1. Purpose of the Plan

1.1 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 access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

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

[Quote taken directly from chapter 5.4 of the current JCQ publication [General regulations for approved centres](#)]

This publication is further referred to in this plan as [GR](#).

1.2 This plan details how Aylesbury Grammar School 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 plan as ‘access arrangements’)
- requesting access arrangements
- implementing access arrangements and the conduct of exams

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

3.1 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](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements 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 assessment process is administered in accordance with the regulations □
Ensures a plan demonstrating the centre’s compliance with relevant legislation is in place

3.2 Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

3.3 Special Educational Needs and Disability Coordinator (SENDCo)

- 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 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 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 centredelegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/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

3.4 Teaching staff

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

3.5 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](#)

4. Requesting Access Arrangements

Roles and Responsibilities

4.1 Special Educational Needs and Disability Coordinator (SENDCo)

- 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](#) Chapter 8 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
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within 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 not 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, for GCSE and GCE qualifications (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

4.2 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 SENDCo to ensure 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 (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), 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 SENDCo 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 SENDCo regarding any appropriate modified paper requirements for candidates

5. Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

5.1 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).

5.2 Head of Centre

- Supports the SENDCo, 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

5.3 Special Educational Needs and Disability Coordinator (SENDCo)

- 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

5.4 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)
- 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 SENDCo 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 SENDCo 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 SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Liaises with the SENDCo 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 SENDCo 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 Liaises with the SENDCo 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 SENDCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENDCo regarding rooming of access arrangement candidates
- Liaises with the SENDCo 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 SENDCo 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



5.5 Other relevant centre staff

- Support the SENDCo 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

6.1 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](#)]

6.2 Special Educational Needs and Disability coordinator (SENDCo)

- 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

6.3 Teaching Staff

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

□

7. Internal Exams

- 7.1 These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.
- 7.2 Special Educational Needs and Disability Coordinator (SENDCo)
Liaises with teaching staff to implement appropriate access arrangements for candidates
- 7.3 Exams Officer
- Provides teaching staff and the SENDCo with internal exam timetables to ensure arrangements are put in place when required
- 7.4 Teaching staff
- Support the SENDCo in implementing appropriate access arrangements for candidates
 - Provide exam materials that may need to be modified for a candidate

8. Facilitating Access - examples

- 8.1 The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.
- 8.2 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
- 8.3 The table below 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
<p>A medical condition which prevents the candidate from taking exams in the centre</p>	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p><i>SENDCo gathers evidence to support the need for the candidate to take exams at home</i></p> <p><i>HoY/HoS provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENDCo; AAO approval for both arrangements not required</i></p> <p><i>HoY/HoS discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>HoY/HoS confirms with candidate the information is understood</i></p> <p><i>HoY/HoS agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with HOY/HoS if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>

Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>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)</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Form 8, signed 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</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>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</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>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</i></p>
Anxiety/Panic attacks	<p>Small room</p> <p>Supervised rest breaks</p>	<p><i>HoY/EO/SENDCo/HoS discussion with candidate before exam regarding provision</i></p> <p><i>Exam start delayed (if appropriate)</i></p> <p><i>Candidate sits exam in smaller room; separate invigilator if required Invigilator monitors candidate's condition for exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p>



Appendix 2

LAPTOP ARRANGEMENTS FOR EXAMINATIONS

Aylesbury Grammar School supports the use of lap tops in assessments and examinations in-line with JCQ regulations and recommendations.

1. The use of a laptop is granted due to one or more of the following:
 - a learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment
 - planning and organization problems when writing by hand
 - poor handwriting (confirmed by in-house assessment and teacher feedback)
2. The use of a laptop reflects the student's normal way of working within the centre.
3. The use of a laptop is standard practice in controlled assessments or course work components, unless prohibited by the specification.
4. The use of a laptop is permitted to type certain questions whilst shorter answers can be handwritten.
5. The use of a laptop with predictive text software or an automatic spelling and grammar check enabled is only permitted if the student has qualified for a scribe, or is using speech recognition technology, or the awarding body's specification permits the use of automatic spell check.
6. **The use of a laptop is not granted simply because a student wants to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home.**

In addition:

- if, at KS3, in-house assessments suggest a student would benefit from using a laptop or similar, school will supply a suitable device; this is with signed paperwork from parents and the understanding from the student that it is their responsibility to print and submit the word-processed work;

- from KS4, if the use of a laptop or similar is the student's normal way of working, the expectation is that the student will have their own device which must be PAT tested and is the responsibility of the student at all times - school is not liable for any loss or damage;;
- students and parents can request permission to use a laptop or similar but this is at their own risk; the request will be considered by the SENDCo and the student's teachers and will be granted, if agreed, it will benefit the student; **however, permission to use a laptop or similar in lessons is not to be taken to imply permission to allow this arrangement in assessments and examinations.**

EXAMPLES OF LAPTOP USE:

- a student who cannot write legibly due to significant learning difficulties asks to use a laptop in exams and he is a proficient laptop user; it is the student's normal means of producing written work within the centre. The SENDCo allows the use a laptop in examinations.
- a student does not have a learning difficulty but is a 'messy' writer whose handwriting is hard to decipher and he requests the use of a laptop. This is granted by the SENDCo because it reflects his normal way of working within the centre.
- a student wishes to use a laptop since this is his normal way of working within the centre; however, the student additionally wishes to use the spelling and grammar check facility but given he does not meet the published criteria for a scribe, the student cannot use the spelling and grammar check facility. The SENDCo allows the student to use a laptop in line with the regulations set out in the JCQ 'ICE' booklet.
- a student taking a GCSE Computer Science paper wishes to use a laptop with the spelling and grammar check facility enabled; however, the paper is testing the ability to proof-read a document, so the SENDCo refuses the use of the spelling and grammar check facility.
- a student who has significant learning difficulties has quite legible writing; however, he makes many omissions and cannot order his ideas correctly and so his written scripts are legible but covered in crossings-out and omission marks. He requests a laptop and this is granted by the SENDCo. The use of a laptop allows him to correct text, sequence his answers and reflects his normal way of working within the centre.
- a VI student asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed. These arrangements are permitted when using a word processor in his examinations. However, if the candidate also wants to use predictive text and/or the spelling and grammar check facility he must meet the published criteria for a scribe, with an approved application in place.

EXAMPLES OF LAPTOP USE AND 25% EXTRA TIME:

- a student has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a laptop is his normal way of working within the centre. When typing he can produce written work effectively and at a speed equivalent to an average handwriting rate. He has no further learning difficulties. The SENDCo awards the use of a word processor as it removes the barrier presented by his slow handwriting, and only awards 25% extra time when she writes by hand such as in GCSE Mathematics examinations.
- a student with significant learning difficulties has a below average speed of handwriting and below average scores in areas of cognitive processing and reading speed. As using a laptop is his normal way of working within the centre he has been able to improve his typing speed to match the equivalent average handwriting rate. However, he has persistent and significant difficulties in interpreting questions and formulating his typed answers. He is given 25% extra time, as well as the use of a laptop, as both arrangements are appropriate to his needs.