



GUILDFORD HIGH SCHOOL

5-10 SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY (including English as an additional language)

Context
This policy was developed in consultation with parents/carers, staff and pupils and was drawn up having regard to the following legislation and guidance (in so far as they apply to the school): <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations• Equality Act 2010• Statutory framework for the early years foundation stage (April 2017)
Head: Karen Laurie
Governor with responsibility for SEND: Katherine Smith
Staff member with responsibility for SEND: Dr Kerry Goodworth – SENCo. Working with Brad Russell - Senior Teacher (Pupil Progress)
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This policy will be reviewed annually
Agreed by Governing Body:
Review date: October 2023

GUIDING STATEMENT

In line with our mission to provide a first-class education to academically able pupils, Guildford High School seeks to ensure any pupil (current and prospective), including learners with difficulties and/or disabilities, are not treated less favourably. The school aims to maximise the potential of every pupil and, as such, GHS provides a curriculum and teaching through which all students, including those with special educational needs, have the opportunity to learn and make good progress, according to their age and need. The school is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of all pupils, including those with special educational needs.

In line with our Equal Opportunities policy, the school's practices are informed by the Children & Families Act (September 14) and the SEN and Disability Code of Practice 0-25 years 2014 (SEND Code 2014). Guildford High School is fully committed to ensuring that the application of the Special Educational Needs & Disabilities Policy is non-discriminatory, in line with the UK Equality Act (2010).

The responsibility for the management of this policy falls to the Head, the day-to-day operation of the policy is the responsibility of the SENCo. The Governing Body, the Head, the SENCo and the Senior Teacher (Pupil Progress) will work closely to ensure that this policy is working effectively.

This document should be read in conjunction with the following documents:

- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy
- Gifted and Talented Policy
- SENDA 3 Year Plan
- Fire Safety Policy and Risk Assessments
- Premises and Accommodation Statement

This document is reviewed annually by the Senior School SENCo and the Special Needs Coordinator in the Junior School, or as events or legislation change requires. The next scheduled date for review is July 2024.

RATIONALE

The United Learning Trust ('the Trust') is committed to ensuring that the necessary provision is made for every pupil within their schools' communities in line with this policy. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something ***additional to and different from*** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEND Support*.

Guildford High School adheres to the principle that 'every teacher is a teacher of SEND' and will use its best endeavours to ensure that the necessary provision is made for any pupil who has SEND. The School will ensure that all staff are able to identify where a pupil may require additional support so that appropriate steps can be taken with the aim of enabling them to partake in all activities in the School in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is, therefore, a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

At Guildford High School we aim to ensure that all pupils who are accepted into the school receive a broad, balanced and differentiated curriculum, regardless of any personal, educational, social, physical or other difficulties.

Our policy is that all pupils, including those with learning difficulties, disability or with special educational needs (pupils on the SEND register), have access to all aspects of the curriculum and the extracurricular programme. Children may have learning difficulties, disability or special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for our pupils takes account of the type and extent of the difficulty experienced by the child.

Guildford High School understands its duties regarding the UK Equality Act (2010) and has a three-year Special Educational Needs and Disabilities Accessibility (SENDA) Plan which addresses the following matters:

- Increasing the extent to which disabled pupils (including those with learning difficulties) can participate in the whole curriculum.
- Improving the provision to disabled pupils of information which is already in writing for pupils who are not disabled.
- Improving the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and all the other opportunities and services available at the school.

The SENDA 3-Year Plan covers both the Senior and Junior Schools. The SENDA Plan demonstrates Guildford High School's commitment to ensuring that students with physical disabilities can enter and leave the school premises in safety and comfort. The school is committed to ensuring that disabled pupils (current and prospective) are not treated less favourably and to taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education.

This policy applies to all sections of the school, including the EYFS setting. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties, including parents and parents of prospective or incoming pupils, on the school's website and on request from the School Office. Every year at the information evenings for each year group, and at the New Pupils' Day in June, attention is drawn to the provision for pupils with special educational needs, and to the school's policy. Parents are actively encouraged to contact the school if they have any concerns about their child's learning. A hard-copy of the Special Educational Needs & Disabilities Policy is available in school. Moreover, we expect and encourage parents to bring to the attention of the school any known or suspected conditions that might indicate an underlying educational need which may warrant further investigation, or which may need to be considered for an Educational Assessment.

AIMS AND OBJECTIVES

AIMS

Guildford High School aims to adhere to the Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years 2015 (SEND Code 2015). It is committed to supporting the right of all young people to have equal access to an inclusive, stimulating and safe environment, and a broad, balanced and relevant curriculum. The School endeavours to enable pupils in all areas including their development of knowledge, skills and understanding to achieve as high a degree of independence as possible within the school community and equip them for the next phase of their education, employment or training them to reach their full potential. As such, staff adopt a positive attitude towards all children's needs.

The aims of this policy are:

- To create an environment that meets the needs of each pupil
- To ensure that the needs of pupils are identified, assessed and provided for
- To make clear the expectations of all involved in this process
- To identify the roles and responsibilities of staff in providing for all pupils
- To enable all pupils to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our pupils and their parents have a voice in this process
- To ensure the safety of students with physical disabilities (e.g. in the event of a fire)
- To ensure that teaching rooms, furniture and fittings are appropriately designed and of an appropriate size for the number, age and needs of all students in the school (including those with special needs) to allow for effective teaching

By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

OBJECTIVES

This policy works towards eliminating disadvantages for pupils with SEND by:

- identifying and providing for pupils who have special educational needs and regularly assessing and reviewing the provision that we offer.
- using our best endeavours to ensure that a pupil with SEND (including those with medical conditions) gets the support they need to access the School's educational provision and are able to engage as fully as practicable in the activities of the School alongside pupils who do not have a SEND.
- having regard to the statutory guidance the SEND Code of Practice (2015), in so far as it applies to the School.
- appointing a teacher responsible for the coordination of SEND provision (SENCo) and ensure they have the relevant training and qualification to undertake the role.
- providing training, support and advice for all staff as often as is appropriate and necessary.
- ensuring that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- working in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- taking the views, wishes and feelings of the young person into account (in light of their age and understanding), and involve them as fully as possible in decision making about their own education.
- working collaboratively with external agencies and specialists including those from Social Care and Health.
- ensuring compliance with the School's Equality Act 2010 duties and not treating disabled pupils less favourably than their peers and making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- in conjunction with the Medical Policy, making arrangements to support pupils with medical conditions and where applicable, to have regard to statutory guidance supporting pupils with medical conditions.
- having regard to any other guidance issued by the United Learning Trust.

We expect all pupils to achieve the maximum possible for their ability and, to this end, teachers set suitable learning challenges and targets whilst responding to the pupils' diverse learning needs. We recognise that some children have barriers to learning that may mean they have learning difficulties or disability or an Educational Health and Care Plan (EHCP) and require particular action by the school.

We believe that identifying and supporting learning difficulties or disabilities involves a partnership between all staff, parents or carers, professional support agencies and the pupils.

The school is able to advise parents on a range of professional agencies and offers in-house assessment by an Educational Assessor, and further support by a Specialist Teacher. We are also happy to work with outside agencies for educational assessment, and it is a requirement that a suitably qualified assessor makes contact with the SENCo before the assessment takes place in order to establish a link with the school and to ensure that their assessment is carried out in light of

information from the school. This is particularly relevant where examination access arrangements may be recommended.

Recommendations made within Educational Psychologist, Educational Assessor, Specialist Teacher, Speech and Language, Optometrist, Occupational Health or other reports are implemented within school after consultation with the parents and, in the Senior School, the Head, Senior Teacher (Pupil Progress), SENCo and other staff involved in the care of the child as appropriate and, in the Junior School, the Head of the Junior School, the Special Educational Needs Coordinator and other staff involved in the care of the child as appropriate.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty, such as dyslexia, in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school; or
- Those pupils who suffer a mental disorder of any kind, congenital deformity, and/or who are substantially and permanently disabled by illness, injury or deformity, or
- Those pupils with English as an additional language, though, in practice, all students in the Senior school and Junior School are fluent in English on arrival, or
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them, or
- has an Education, Health & Care (EHC) Plan

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed. Guildford High School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

DEFINITION OF DISABILITY

'Disability' is defined in the Equality Act 2010 as: 'a physical or mental impairment' which has a 'substantial and long-term adverse effect on' a person's 'ability to carry out normal day-to-day activities'. It includes not only physical disabilities but also learning disabilities and mental health. There is a threshold in terms of impact on 'normal day-to-day activities' ('substantial' means 'more than trivial') and length of time ('long-term' is defined to mean 'lasting or likely to last more than one year').

The needs of pupils with learning difficulties, special educational needs or a disability are carefully considered. This necessitates communication with parents, teacher differentiation and, as required, SENCo, Specialist Teacher and outside agency intervention. The school nurse and the school doctor, outside agencies can be called upon to provide support.

Where a student has a significant learning difficulty, details of learning needs (Pupil Profiles) would be discussed with parents and added to the school iSAMS system. As a school, we have a commitment to the provision of details of appropriate provision being shared with staff, for students with significant difficulties or disabilities. It is important to note that a pupil who has a disability may not necessarily have a specific educational need. Not all disabled pupils have a special educational need.

IDENTIFYING AND SUPPORTING PUPILS WITH SEND

Guildford High School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information may be shared with parents as and when appropriate, for example at parents' evening. Where concerns are raised about a pupil's progress, despite support and high-quality teaching, the class teacher will seek advice from the SENCo or the Specialist Teacher. Slow progress and low attainment will not automatically mean a pupil has SEND. However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indicators that a pupil is not making expected progress, the School will do all that it is reasonable to support and consult with the parents and pupil as appropriate, to help determine the action required, including whether any additional support is needed, such as in-class support.

ACTIONING ANY ALERT TO SEND – SENIOR SCHOOL

STAGE 1:

When pupils experience learning difficulties, or display emotional and behavioural difficulties, relevant members of staff liaise (subject teacher, form tutor, HoY, SENCo, Senior Teacher (Pupil Progress), Deputy Head (Pastoral)) and a record will be made on the Pupil Information System. Action can take any of the following forms:

- Gathering information, observation, and advice to parents to undertake formal assessment. Currently, evidence from end of year examination performance, national tests (eg: MidYIS, Yellis, ALIS, Dyslexia Screener) are used in order to identify a discrepancy between underlying ability and current progress.
- A member of staff may flag a particular concern via the Pupil Information System as a result of a pupil's performance in classwork, homework, class tests or examination.

STAGE 2:

The key test for action is evidence that current rates of progress are inadequate in relation to the pupil's underlying ability and parents are asked to undertake a formal assessment, either by an external professional or by our Educational Assessor or a suitably qualified external assessor. A pupil with a formal diagnosis is placed on the SEND & EAL Register in iSAMS. A profile and summary of any report, including a description of the nature of the specific need and recommendations/actions which may be taken to offer provision for learning, are set up on iSAMS.

SEND Details are available in Pupil Registers section on iSAMS. If a pupil is diagnosed with a learning need at a point during the academic year, then the subject teachers are notified by the SENCo via an iSAMS-generated email. All subject teachers are responsible for meeting the needs of pupils with learning difficulties and for providing differentiation in the classroom as appropriate.

The School may recommend engaging external agencies and professionals to help assess the pupil's needs and advise on appropriate support. Where parents wish to request a formal assessment from outside of school, they should ensure the School is given copies of all advice and reports received. If this is from Year 9 onwards, parents should ensure that they have contacted the school well in advance of the assessment so that, in accordance with current JCQ guidelines:

- i) A link can be established between the school and the assessor
- ii) The assessor's qualifications/certificate can be held on record at the school
- iii) Information from the school is used to inform the assessment
- iv) The JCQ Form 8 can be signed and returned to the school from the assessor

Note: 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.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high

quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the School's SEND register.

The School recognises that some pupils with a special educational needs may also have a disability and the School will do all that is reasonable in order to meet the needs of pupils with disabilities.

At all times, the pupil is at the heart of the assessment process. In accordance with GDPR guidelines, pupils over the age of 13 will be asked for their permission before any of their school-based data is shared with an assessor. Additionally, pupils will also be asked to give their permission for the assessment report to be shared with the school and the details and recommendations to be shared with teachers.

SEND PROVISION

The provision offered to pupils requiring SEND Support will differ from pupil to pupil. A list of non-exhaustive examples include:

- an individual learning programme (eg: subjects may be dropped)
- evidence based interventions (eg: Heggarty Maths, touch-typing programs)
- additional support from the Specialist Teacher
- different materials, resources or equipment
- working within a small group
- use of alternative technologies (eg: Microsoft Edge as a reader)
- peer-to-peer support (eg: Reading Mentor Programme)

STATUTORY ASSESSMENT OF NEEDS (EHC PLAN)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the School can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Where a student with an EHC plan is registered at the school, the School is able to supply information to the responsible Local Authority as may reasonably be required for the purpose of an annual review of the EHC plan. Guildford High School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning. The School will always consult with parents before exercising this right to ask the local authority to make an assessment.

If the local authority refuses to make an assessment, parents have a right of appeal to the First-tier Tribunal (Health, Education and Social Care Chamber). The School does not have this right of appeal.

Where a prospective pupil has an EHC Plan, the School will consult with the parents and the local authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the local authority if the local authority is responsible for the fees and the School is named in the EHC Plan. In all other circumstances, charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010.

EDUCATION HEALTH CARE PLANS

The School will co-operate with the local authority to ensure that relevant annual reviews of EHC plans are carried out as required.

MONITORING AND EVALUATION OF SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND follows the School's assessment and monitoring calendar. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Learning Support staff speak to pupils regularly about their academic experiences and to ensure that guidance to staff is being implemented in lessons. Details from pupil meetings with Learning Support staff are added to iSAMS and any action points are taken forward by either Learning Support staff or the SENCo.

Pupil progress is tracked throughout the year by departments and annually by the Senior Teacher (Pupil Progress) and, where pupils are not making sufficient progress, additional information is sought and appropriate action taken, as set out in this policy. The Senior Teacher (Pupil Progress) will then liaise with the SENDCo in order to discuss further steps/testing.

JUNIOR SCHOOL - GENERAL

In the Junior School, pupils with learning difficulties, a disability, special educational needs and those with English as an additional language, have access to all aspects of the curriculum and the extracurricular programme.

In all these situations teachers respond to the pupils' needs by offering interventions that can be different from, or additional to, those provided as part of the school's usual working practices. They will keep the parents informed and draw upon them for additional information. The key test for action is that the child's current rate of progress is inadequate and a judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. The first step is to take additional or different action to enable the child to learn more effectively.

All staff are made aware of those pupils on the SEND register who will need tailored support during lessons via the shared drive, iSAMS and during staff meetings. Support is detailed in the

form of an Individual Education Plan (based on reports from Specialist Teachers or Educational Psychologists) or within an Education Health and Care Plan. Both documents are formulated in conjunction with parents. The Special Educational Needs Co-ordinator meets with form teachers to discuss individual girls with SEND in their class. All staff are also alerted to any practical and academic changes regarding individual pupils.

Lessons are adapted as necessary to provide the best opportunity for all learners according to their specific difficulties. The Special Educational Needs Co-ordinator liaises with staff to ensure all girls with IEPs and EHCPs are best supported during both internal and National Curriculum assessments and that extra time is provided where necessary.

JUNIOR SCHOOL - PUPILS WITH AN EDUCATIONAL HEALTH & CARE PLAN

In line with our curriculum policy any pupil with an Education Health and Care Plan is reviewed annually. Pupils with an EHCP receive the support as detailed in their plan. The school works closely with parents and the LEA to ensure that the needs of the pupil are met. It is very important that the parents' and pupil's views are heard when discussing provision. Parents, the Special Educational Needs Co-ordinator, relevant teaching staff, health professionals and carers meet at least once a term to review support for the individual child with an EHCP and any child on the SEND register. Informal meetings between the Special Educational Needs Co-ordinator and carers for pupils with EHCPs take place at least once a week to ensure the safety, health and happiness of the relevant pupils.

Risk assessments specific to pupils with EHCPs are put in place for both day and residential trips. Arrangements are made for carers to accompany those pupils to administer the necessary medicine and care at all times. Extra planning is put in place to ensure that any pupil with an EHCP is able to enjoy and benefit from all activities on the timetable. The Special Educational Needs Co-ordinator works closely with any professionals in the care of a pupil with an EHCP. Training for staff and carers (eg Postural training/ Diabetic training) is arranged throughout the academic year to ensure best support and a joined-up approach to a pupil's education, care and welfare.

The school will supply such information to the relevant local authorities as may reasonably be required for the purpose of the annual review of the EHCP. When there are pupils with an EHCP and funding that is partially or wholly provided by the Local Authority (LA), an account is sent to the LA and an annual review is provided. For any pupil in receipt of government funding, provision will be made.

JUNIOR SCHOOL – EYFS

Before children start at Guildford High Junior School Early Years teachers visit the new cohort in their current setting to discuss the girls' development and any potential concerns. If at this stage a

further discussion is required, teachers contact parents and discuss how best to support their child in their new setting.

Early Years teachers monitor and review the progress and development of all children throughout the early years. A Reception Baseline Assessment is carried out within the first few weeks of the Michaelmas Term to ascertain pupils' starting point on entry and to inform future planning. We then monitor and assess pupil progress and development using individual pupil trackers and Tapestry.

Early Years teachers particularly consider information on a child's progress in the three prime areas of learning:

- Communication and Language
- Physical development
- Personal, social and emotional development

When a pupil appears to be behind expected levels, or progress gives cause for concern, Early Years teachers consider all the information about the child's learning and development from within and beyond the setting. This will be in the form of formal checks, from teacher observations and from any more detailed assessment of the child's needs. The Special Educational Needs Co-ordinator will also be invited to observe the child and discuss the support that may be appropriate. From the outset we positively encourage parents to contribute their knowledge and understanding of their child and to raise concerns whenever they wish.

When identifying and assessing SEND for pupils whose first language is not English we look at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND.

Following discussion, and in consultation with parents, an intervention will be drawn up for the child. This will be in the form of individual or group support. It may also require the provision of different learning materials or special equipment. Staff training may be given as necessary to a Teaching Assistant to ensure effective intervention.

An Individual Education Plan may be drawn up by the Special Educational Needs Co-ordinator and the child's teacher in conjunction with parents if a child has had a formal assessment by an external agency, but in practice this is rare.

The effectiveness of all interventions on the pupil's progress is evaluated by the class teacher, Special Educational Needs Co-ordinator and parents regularly, taking into account the child's views when appropriate. Further interventions may be implemented in order to secure appropriate progress for the individual child.

Physical Education staff take primary responsibility for monitoring a child's development in the physical sphere. PE staff ensure observation of a child's gross motor skills during their lessons. If PE staff feel a child is not meeting developmental key performance indicators this information is

passed on to a child's form teacher and the Special Educational Needs Co-ordinator. Once physical needs are identified PE staff are made aware and additional support is provided in lessons. A child will be given appropriate differentiated tasks to complete during a lesson or may work 1: 1 with a PE Teaching Assistant. Fine motor skills are observed in the classroom by class teachers and support staff. Appropriate discussion takes place with parents if fine motor skills are proving a challenge and support is implemented.

If a child has a need or disability that requires special provision the Special Educational Needs Co-ordinator will apply for an Education, Health and Care Plan (EHCP) in conjunction with the Local Authority.

The EYFS policy is updated annually in September and when a new Statutory Framework comes into place.

SUPPORTING PUPILS AND FAMILIES

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the School endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Guildford High School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Parents/carers of a child with SEND support will have the opportunity to meet with the class teacher during Parents' Evenings. The SENCo is happy to meet with parents/carers at short notice, whenever possible.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

CHILDREN IN CARE

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

PUPIL VOICE

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age, understanding and ability). Pupils with SEND are able to share their views directly with their form tutors, any teachers, learning support staff and the Specialist Teachers or SENCo.

PARTNERSHIP WITH EXTERNAL AGENCIES

The School is happy to be supported by a wide range of different agencies and teams.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the School as a whole. In addition to the Governing Body, Head, Senior Teacher (Pupil Progress) and the SENCo, all members of staff have important responsibilities.

GOVERNING BODY

The Governing Body is responsible for determining school policy and provision for pupils with SEND. The Governing Body will ensure that the School:

- Uses its best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people's special educational needs.
- Ensures that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designates a teacher to be responsible for co-ordinating SEND provision – the SENCo.
- Informs parents/carers when they are making special educational provision for a child.
- Ensures that the School's educational provision (including in relation to admissions) prevents disabled children from being treated less favourably than others.
- Has an Accessibility Plan showing how they plan to improve access progressively over time.

THE HEAD – MRS KAREN LAURIE

The Head has responsibility for the day-to-day management of all aspects of the School's work, including provision for pupils with SEND. The Head will keep the Governing Body fully informed on SEND matters and the implementation of this policy in practice. The Head will work closely

with the SENCo and Senior Teacher (Pupil Progress) and with the Governor with responsibility for SEND.

In collaboration with the Head and governing body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

SENIOR SCHOOL – SENCo – DR KERRY GOODWORTH

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo, along with the Specialist Teacher provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with SEND.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for children with SEND (including those who have EHC Plans) and reporting on progress.
- Advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the CPD Co-ordinator in order to ensure there is adequate provision for SEND CPD.
- Ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting need.
- Overseeing the records of all pupils with SEND and ensuring they are up to date and that teachers are given necessary information relating to a child's learning support needs and/or disabilities so that teaching practices are appropriate.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as appropriate.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Providing staff with information about any pupil who may require learning support, through iSAMS, and ensuring that they are implementing the recommendations, where practicable, in conjunction with HoDs.
- Encouraging communication between the pupil, her teachers, parents and Educational Psychologist, Educational Assessor or Specialist Teacher.
- Suggesting pupils who may benefit from assessment based on data analysed by Senior Teacher (Pupil Progress) and staff recommendation.

- Receiving and filing concerns for any pupil in the school who may become a cause for concern in this area.
- Arranging for feedback from staff regarding any pupil who has been highlighted as an academic cause for concern in terms of her learning needs.
- Summarising the main details and recommendations in Educational Assessment reports.
- Monitoring the quality of teaching and standards of pupils' achievements.
- Collating evidence for further assessment and providing evidence for Form 8: Part 1.
- Ensuring that Form Tutors, Heads of Department and Heads of Year are kept informed of any pupils who become a cause for concern and of action taken.
- Liaising with the Director of Examinations and overseeing the submission of Access Arrangements requests to JCQ.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Head and the School governors to ensure that the School meets its responsibilities under the Equality Act (2010), including with regard to reasonable adjustments and access arrangements.
- Monitoring and tracking the progress of SEND pupils in RSE lessons.
- Monitoring the adaptations made for SEND pupils in school – for example, regarding behaviour/ discipline.

SENIOR SCHOOL - SENIOR TEACHER (PUPIL PROGRESS) – MR BRAD RUSSELL

The Senior Teacher (Pupil Progress) takes an overview of the data that the school has on the pupils. Through analysis and assessment of pupils' history and current needs, the Senior Teacher (Pupil Progress), in conjunction with the SENCo, develops effective ways of overcoming barriers to learning and sustaining effective teaching. The Senior Teacher (Pupil Progress) suggests pupils who may benefit from assessment based on data analysis and staff recommendation.

SENIOR SCHOOL - SPECIALIST TEACHER - MRS JOANNA BAYLEY AND LEARNING SUPPORT TEACHER, MRS NICOLA LEWIS

The Specialist Teacher and Learning Support teacher are responsible for the day-to-day support lessons with pupils. Their role is to:

- Meet with the pupils on the Learning Support register who have a recommendation from an educational assessment, in order to make sure they are supported and happy. Give them bespoke advice and practical sessions on how to access learning to maximise their potential, giving targets where appropriate.
- Pass on any relevant information directly to their teachers or to the SENCo.
- Help staff to meet the needs of these pupils, through the SENCo.

- Keep up to date with SEND policies and teaching strategies for SEND pupils in secondary schools.
- Suggest pupils who may benefit from assessment based on support lessons and staff recommendation.
- Be in school for a total of 18 periods each week (Specialist Teacher) and 1 day per week (Learning Support teacher) to meet with pupils and staff as necessary. Their work is overseen by the SENCo and the Senior Teacher (Pupil Progress).

JUNIOR SCHOOL – SPECIAL EDUCATIONAL NEEDS COORDINATOR – MRS JANE KINCH

The Special Educational Needs Coordinator oversees the provision for pupils with SEND. In consultation with the Head of the Junior School, she is responsible for:

- Keeping the Head of the Junior School informed of pupils giving cause for concern.
- Devising, implementing and evaluating systems for identifying, assessing and reviewing pupil needs, wellbeing and progress.
- Identifying, with subject and form teachers, those giving cause for concern and, as appropriate, undertaking more detailed assessment on an individual basis to identify more precise areas of difficulty.
- Monitoring the effectiveness of the teaching and learning of pupils with SEND and using the analysis to guide further improvements.
- Working with pupils, class teachers and Specialist Teachers to ensure that realistic expectations of achievement are set for pupils with SEND.
- Using data and recommendations within Specialist Reports for pupils (eg Specialist Teacher Assessments and Educational Psychologist Reports) to inform practice.
- Communicating test results effectively to the Head of the Junior School, appropriate staff and parents.
- Working closely with Specialist Teachers to formulate targets and monitor progress for girls receiving specialist support.
- Maintaining the SEND register ensuring that the name of any pupil identified as a cause for concern or with a special educational need is entered, along with any relevant documentation.
- Maintaining records of those pupils for staff information on iSAMS.
- Keeping up-to-date on relevant research and the implications for SEND.
- Liaising with external agencies.

JUNIOR SCHOOL – SPECIALIST TEACHER – MRS EMMA SMITH

The Specialist Teacher in the Junior School is responsible for support lessons with pupils. Their role is to:

- Meet with the pupils on the Learning Support register who have a recommendation from an educational assessment, in order to make sure they are supported and happy. Give them bespoke advice and practical sessions on how to access learning to maximise their potential, giving targets where appropriate.
- Pass on any relevant information directly to their teachers or to the SENCo.
- Help staff to meet the needs of these pupils, through the SENCo.
- Keep up to date with SEND policies and teaching strategies for SEND pupils in secondary schools.
- Suggest pupils who may benefit from assessment based on support lessons and staff recommendation.

EDUCATIONAL ASSESSOR – SARA WORRAKER & TAMMY JEANES

The Educational Assessor is able to assess pupils who have been identified in the above ways. This will be a private arrangement between the Educational Assessor and parents. She will, therefore:

- Be able to use GHS as a base to run assessments on GHS pupils who have been identified.
- Liaise with pupils/parents regarding assessment dates/time once initial contact has been made by the HoY and the SENCo.
- Assess the identified pupils and write their report and, where necessary, Form 8, Part 2.
- Feed back to parents and the pupil.

ALL TEACHING AND NON-TEACHING STAFF

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Class teachers will ensure that any pupil on SEND Support is provided with the required support

Each member of staff has access to iSAMS which has a confidential list of those pupils who require learning support and advice on how to teach them effectively. Staff will be alerted to any additions to the information held on iSAMS and should update their registers/work procedures accordingly.

Staff are expected to implement suggestions made about pupils as a result of the summarised EP/STA reports into their teaching, where practicable, to ensure that all members of their teaching groups can access the curriculum and achieve the maximum possible for their ability.

In the Senior School, Heads of Department must ensure that their departmental policies address the key elements of the Special Educational Needs & Disability Policy and the relevant provisions. They must also ensure that teachers in their departments collate end of year feedback for the SENCo so that a full picture of each pupil on the Learning Support register can gain evidence of their normal way of working.

Teachers will also advise on any new pupils whose examination performance did not match their underlying understanding. Additionally, feedback about whether or not an examination was completed on time is also passed on to SENCo.

The curriculum provision for pupils with specific learning difficulties is further achieved through:

- Making reasonable adjustments to a pupil's timetable with due regard for the location of classrooms
- Making arrangements for pupil documentation to be printed in large print on request
- Where appropriate, make arrangements for extra classroom support
- Extra time provision (usually 25%) in class tests for those pupils who have been awarded it as a provisional access arrangement. A change of pen colour is advised so that the extra time usage can be tracked. Pupils are encouraged to upload photocopies/scans/electronic copies of homework/tests/end-of-year examinations to their shared evidence file in order to build up a picture of their normal way of working.
- The needs of all pupils are carefully monitored and supported by Form tutors, subject teachers and Heads of Year as they progress through the school. These needs are discussed with the Head at weekly meetings with HOYs and/or circulated confidentially to staff by the HOYs or the SENCo.

INTERVENTIONS

SENIOR SCHOOL – SPAG CLINICS

The English Department runs weekly Spelling and Grammar Clinics (SPAG clinics) and a Reading Mentor Programme for those pupils identified as requiring extra support as evidenced by the Dyslexia Screener and MidYIS discrepancies in the various strands (and end of year examinations where appropriate), both of which are carried out in the Michaelmas Term. Not all pupils attending these clinics will have had other recognised learning difficulties.

JUNIOR SCHOOL – SUPPORT OR GRAMMAR, SPELLING, READING AND MATHS

All pupils who have been identified as requiring extra support in Grammar, Spelling, Reading and Maths attend small group teaching sessions led by teachers, out of curriculum time.

Strategies employed can include:

- Providing support and differentiated work for pupils who need help with particular skills or areas of the curriculum. In the Junior School, these particularly include communication, language, literacy and mathematics
- In the EYFS setting and the Junior School, providing individual and/or group support through the use of the classroom assistants
- Planning to develop the pupils' understanding through the use of all available senses and experiences
- Planning for the pupils' full participation in learning and in physical and practical activities
- Helping pupils to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning

PUPILS WITH EAL

Guildford High School keeps data on pupils who speak a language other than English at home. In practice for nearly all of these pupils English is their dominant language and if not their level of English is such that they do not require specific interventions by the school. Fluency in English is a necessary requirement of entry to the school.

However, the school recognises that some candidates who pass the entrance examination to the Senior School may still need some support with their English. Such pupils may be native or non-native speakers of English.

The support that is available for pupils who need help with their English is as follows:

- Spag classes (Spelling, Grammar and Punctuation) run by members of the English Department for KS3 pupils in need of extra support.
- Reading Mentor scheme, run by the English Department and staffed by Sixth Form students for KS3 pupils.

For older pupils, the support is as follows, and is available to non-native speakers who need additional support too:

- Subject clinics
- Academic mentoring
- Ad hoc or regular 1:1 support with subject teachers

Effective teaching strategies in the classroom will also support the very occasional pupil whose standard of English is potentially a barrier to fulfilling her potential:

- Teachers writing up key terms or difficult spellings on the board
- Teachers providing lists of key terms with definitions
- Teachers to extend their explanations or use synonyms to clarify any potentially challenging words, whether subject specific or not
- Teachers to sit the pupil near the front of the class so that they can easily seek clarification of any unfamiliar words or text
- Application for use of a dictionary in public examinations
- Encouraging the pupil to use a dictionary in class
- In the Junior School, teachers to create a Phonics/Reading programme in partnership with parents

EVACUATION PROCEDURES

There is a commitment to ensuring that emergency evacuations can be accomplished safely for all students, including those with SEND. If a student's disability is such that special arrangements might be needed to ensure her safe evacuation in the event of a fire, a separate risk assessment is carried out on the student's behalf by the Facilities Manager.

TRAINING AND DEVELOPMENT

Training needs are identified in response to the needs of all pupils. We have a number of staff who are able to provide training on learning needs such as Dyslexia and ADD.

Whole school inset on SEND occurs at the start of the school year on a rotational basis, currently about every three years.

Training on aspects of SEND is done in afternoon CPD slots on Mondays. Additionally, we have guest speakers deliver inset on SEND provision. The SENCo and/or the Specialist Teacher attend(s) the annual PATOSS/CommunicateED/Forum Business Training Conference given by the Head of Examination Services at JCQ.

SENCo reminds staff to look at the SEND Pupil Profiles of the pupils they teach at the start of each academic year so that staff can ensure that they are able to provide appropriate support throughout the year.

The School offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance. The Specialist Teacher liaises closely with the English Department.

RECORDING, STORING AND MANAGING INFORMATION

The School will record the progress of, and any support for, pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. Progress is reviewed against the whole cohort for Years 7-11 and per subject for all years. Progress is measured either against prior performance or from MidYIS, Yellis or Alis predictions.

The SEND Pupil Profile may be amended as and when circumstances change and at the request of the pupil, parent, teacher, or SENCo.

The Junior School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The pupil's form teacher or Jane Kinch will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Other pupil records and SEND information may be shared on a "need to know" basis with relevant staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Any paper copies of pupil SEND files or information are kept securely in a locked filing cabinet in the Curriculum Hub and all reports, copies of examination papers, feedback and ongoing tracking information in an electronic format is stored securely and confidentially on the school information management system (iSAMS) in the appropriate SEND Pupil Profile in compliance with our School Systems and Data Storage Policy. SEND Details is available in the Pupil Registers section on iSAMS.

COMPLAINTS

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher, Head of Year, or the SENCo if their child's progress or behaviour gives cause for concern.

Any concerns or complaints about the School's provision or organisation of SEND are managed in accordance with the School's Complaints Policy.

Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

ADMISSIONS

The School will treat every application from an SEND pupil in a fair, open-minded way. The School will always consider its obligations under the Equality Act 2010.

The School is academically selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities. The School will assess all pupils for

admission on the basis of its standard selection criteria from time to time. The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before they sit the School's entrance examination so that adequate provision can be made for them on the day. Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster day, as appropriate. An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

TRANSITION ARRANGEMENTS

Support for pupils with SEND includes the planning and preparation at key transitional phases of education. The individual needs of pupils, as detailed by parents and by the pupil's previous setting, are met on entry to the school through teachers and outside agencies working together with the pupil, the pupil's parents and, when required, external agencies.

For students arriving at Guildford High school, we have a comprehensive package of transitional support that is put in place.

This includes:

- Transition days
- Meet the Form Tutor days
- Orientation days

BULLYING AND BEHAVIOURAL ISSUES

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the school rules, and ASPIRE sessions, the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do

not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

ACCESS ARRANGEMENTS

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Guildford High School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCo works closely with all teaching staff and the Director of Examinations in order to make sure that examination access arrangements are appropriate and trialled in end-of-year examinations, mocks and, following application to the awarding bodies, terminal summer examinations.

GUIDELINES FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS – SENIOR SCHOOL

GENERAL PRINCIPLES

Full details of the most recent Access Arrangement and Reasonable Adjustments for candidates with disabilities and learning difficulties can be found at <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Access arrangements are agreed before an examination or assessment. They allow candidates with specific needs, such as 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. In order to qualify for access arrangements (e.g. extra time, word processing, breaks, readers, scribes etc.) there must be a clear justification.

We support pupils who have concerns about their learning and encourage them to discuss any aspects of their class-based learning with staff. In the event of a pupil wishing to undergo an Educational Assessment in order to determine a specific learning need, pupils and parents should contact the SENCo directly in order to discuss the process of assessment and the support available. Educational Assessment can be very useful in order to establish the learning profile of a pupil. The ability to ascertain their strengths and weaknesses through an Educational Assessment allows pupils to take more control of their learning. Additionally, an Educational Assessment may highlight some recommendations for examination access arrangements.

Candidates may not require the same access arrangements in each subject and specification. Applications should consider the need for access arrangements on a subject by-subject basis.

The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- 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
- In mock examinations

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENCo. The key principle is that the SENCo can show a history of need, support and provision and normal way of working. The arrangement is not suddenly being granted to the candidate at the time of their examinations. Approved access arrangements, or provisional access arrangements are put in place for internal school tests, mock examinations and examinations. This is particularly so where laptops will be used in examinations.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

All applications must be processed using Access Arrangements Online.

GCSE:

Applications for Access Arrangements in GCSE examinations will be made to JCQ or the awarding bodies when the following criteria have been met.

EXTRA TIME AS A RESULT OF A DIAGNOSED LEARNING DIFFICULTY

This can only be awarded following an educational assessment supported by a Form 8.

Points to note:

- i) The school MUST be involved from the outset in providing a picture of the need of the pupil to inform the Educational Assessment.
- ii) The Assessor must be suitably qualified and hold an up-to-date current certificate of assessment which must be shared with the school.
- iii) The Assessor must have an established working relationship with the school.
- iv) The SENCo must write the Form 8 and send it to the Assessor to inform the Assessment.
- v) The Form 8 must be signed and returned to the school from the Assessor and it must support the Access Arrangement.
- vi) 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.
- vii) Depending on JCQ guidelines, Guildford High School may not be able to accept a Form 8 from a previous school (for example in the case of a pupil joining the Sixth Form). That pupil may need to be reassessed by an Assessor who has an existing relationship with the school.
- viii) Extra time may not be appropriate in practical examinations.

EXTRA TIME BASED ON A MEDICAL OR MENTAL HEALTH NEED

A CAMHS, HCPC registered Psychologist, Hospital Consultant's letter should indicate how the medical need has a substantial and long-term adverse effect on the candidate's speed of working (in accordance with JCQ AA).

In both of the above cases for extra time, the following criteria must also be met in order to secure an application for Access Arrangements to JCQ.

- i) The Access Arrangement must have been trialled in the mock examination. It is unreasonable to allow a pupil to have Access Arrangements if they have not had the opportunity to trial it under similar conditions since this may put the pupil at a disadvantage.
- ii) The Access Arrangement must be (or become) the candidate's normal way of working. Evidence must be gathered of the normal way of working over a substantial duration of the course. It is unreasonable to allow a candidate to have Access Arrangements if they have not built up a normal way of working throughout a substantial amount of the course in classwork, homework, class tests and mock examinations.
- iii) The Access Arrangement must be supported by teaching staff. It is unreasonable to allow a candidate to have Access Arrangements if the evidence from staff suggests that they do not use their Access Arrangement in their subject.

OTHER ACCESS ARRANGEMENTS:

The list below is not exhaustive and all Access Arrangements at GHS are dealt with in a similar manner.

LAPTOP/WORD-PROCESSOR

The school will provide a word processor (laptop) with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate for use in their examinations where it is their normal way of working – see further details below.

Work on a laptop will only be allowed in an examination in the case of an established need identified in an Educational Assessment or as a result of a pupil's handwriting deteriorating under timed conditions, ratified by staff. A pupil cannot simply request a laptop because they prefer to use one, are faster when they use one, or because they have used one throughout their course. It is the expectation that the majority of examinations will be carried out using the examination paper and pen.

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 simpler answers are often easier to handwrite within the answer booklet. The candidate then avoids the difficulty of visually tracking between the question paper and computer screen.

Pupils who would benefit from word processing some examinations (non-exhaustive):

A candidate with:

- a learning difficulty (established by an Educational Psychologist, Educational Assessor or Specialist Teacher Assessment) which has a substantial and long-term adverse effect on their ability to write legibly;
- a medical condition, eg: long-term injury (ratified by a doctor's note);
- a physical disability (ratified by a doctor's note);
- a sensory impairment (ratified by a doctor's note);
- planning and organisational problems when writing by hand (identified by teaching staff or an Educational Assessment);
- poor handwriting – which has been an ongoing issue, addressed by a normal way of working on a laptop (identified by teaching staff).

Laptop use in the Senior School examinations can only be accommodated under the following circumstances:

- Permission given by the Head of Centre in consultation with the SENCo.
- Pupils may use a laptop in a school examination where it has been established as their normal way of working (eg: through classwork, homework and mock examinations) – Note: All pupils in school use iPads; some pupils have Bluetooth keyboards for use during lessons; some pupils use the on-screen keyboard or a bring-your-own-device. As stated, these are not reasons to have a laptop in an examination. All pupils who use a laptop in

their examinations are advised to continue to do longer pieces of homework on their laptop in order to help continue to establish a normal way of working.

- Spelling and grammar check facilities will be disabled (unless the access arrangement is such that it should be enabled).
- Examination papers must be printed out immediately after the examination on a School printer.
- Laptop users must sit with their screens visible to the invigilator at all times.

SUPERVISED REST BREAKS: ANXIETY

It is natural for pupils to experience anxiety during the examination season. In extreme cases of anxiety, supported by a doctor's note, a candidate may qualify for Supervised Rest Breaks. Additionally, in accordance with JCQ AA guidelines, these difficulties MUST be established within the centre and known to the SENCo, Form Tutor, Head of Year, Senior Teacher (Pupil Progress) and Deputy Head (Pastoral).

SUPERVISED REST BREAKS: PHYSICAL/MEDICAL NEED

In the case of a long-established physical need which has been ratified by a supporting doctor's letter, a candidate may qualify for Supervised Rest Breaks. In accordance with JCQ AA guidelines, these difficulties MUST be established within the centre and known to the Form Tutor, Head of Year, SENCo and Deputy Head (Pastoral).

If an injury occurs close to the examination time, Supervised Rest Breaks may be considered to be a suitable Access Arrangement. Again, this Access Arrangement should be ratified by a doctor's letter supporting the arrangement.

READ ALOUD (INCLUDING COMPUTER READER)

The Access Arrangement of Read Aloud must be supported by a recommendation in an Educational Assessment; it must become a pupil's normal way of working. It is unreasonable to allow a candidate to read aloud in an examination if they have not been identified as requiring this Access Arrangement by an Educational Professional. Note: this Access Arrangement could, under exceptional circumstances, be proposed by teaching staff where a pupil persistently struggles to understand what they have read. Details of subjects/papers where access arrangements of this type are, and are not, allowed can be found in the JCQ Access Arrangements and Reasonable Adjustments document.

SCRIBE

In the case of a long-established physical need which has been ratified by a supporting doctor's letter, a candidate may qualify for a Scribe.

MODIFIED PAPERS

In the case of a long-established physical need (eg: Vision Impairment) which has been ratified by a supporting doctor's letter or Optometrist, a candidate may qualify for a modified paper.

SEPARATE INVIGILATION

Separate invigilation is rare and would only be granted in the case of a long-standing need, such as certain types of medical need. Separate Invigilation would need to be discussed and agreed with the SENCo in good time before the examinations (or mocks) in order to ensure that a normal way of working can be established and evidenced. Any recommendations of separate invigilation made by educational assessors are covered by the JCQ regulations of smaller examination setting, such as in the word-processor room. A recommendation of separate invigilation made by an educational assessor will, therefore, not automatically result in the pupil gaining separate invigilation.

NOISE

Pupils are able to use ear-plugs or non-electronic ear-defenders if they are troubled by noise.

ACCESS ARRANGEMENT APPLICATION AND TIMING

The deadline for applications to Access Arrangements online for the summer public examination sitting is usually the end of the preceding January for Modified Papers, and within the last two weeks of the preceding February for ALL other Access Arrangements – Please see JCQ Access Arrangements and Reasonable Adjustment document for the exact dates.

In order for reasonable adjustments to be made and quality evidence to be gained in support of the Access Arrangements, it is advisable for an Educational Assessment to take place as early as possible in the course. Note: GCSE Sciences start in Year 9. JCQ regulations state that Access Arrangements should be in place for the duration of the course.

There is a lead-time between identifying the need for an assessment (and, therefore, contracting an Assessor) and the assessment being carried out. This can be of the order of 3 months, depending on how busy Assessors are.

TIMING OF ASSESSMENTS

FOR A YEAR 11 PUPIL:

Assessment towards the end of Year 9 or start of Year 10 is considered suitable in order to establish a normal way of working in order to apply for appropriate Access Arrangements in GCSE examinations in a timely fashion.

In the case of later identification, in order to get Access Arrangements in place in time for the Year 11 mock examinations in January, it is suggested that an Assessor is contacted soon after the Year 10 examinations. This is where the pupil, parents and the school feel that there is significant evidence of a need for assessment based on, for example, a discrepancy between a pupil's baseline potential and their Year 10 end of year examination results. Access Arrangements should be in place by the Year 11 mocks in order to help establish the normal way of working and allow the pupil the opportunity to trial the arrangement so that it is not detrimental to them.

All Access Arrangements remain provisional until ratified by JCQ. There is no course of appeal to JCQ in the case of an Access Arrangement being denied. The quality of the evidence needed to support an Access Arrangement is paramount so the earlier an assessment is carried out, the more evidence is available to support the application.

Clearly, a pupil's coping strategies may falter later than Year 10 but it is only in extreme cases where we would consider implementing a trial of provisional Access Arrangements as a result of late identification during the Year 11 mock examinations. In these cases it is extremely difficult to get an assessment carried out in a timely manner and the quality of the evidence available to the examination board may be limited.

AS AND A LEVEL

If not previously identified at GCSE, assessment in Lower Sixth Form is considered suitable in order to establish a normal way of working in order to apply for appropriate Access Arrangements in A level examinations.

Any pupil who has secured Access Arrangements at GCSE but has joined the school in the Lower Sixth form should declare this as part of the entry procedure. Their Form 8 may be rolled forward from their previous school, depending on JCQ guidelines, or they could be reassessed by a qualified assessor who has an established working relationship with Guildford High School. A new Form 8 would then be drafted and a normal way of working built up alongside staff evidence.

Pupils who have moved from Year 11 at GHS into the Lower Sixth form can have their Form 8s and Access Arrangements rolled forward and their normal way of working is re-established alongside staff evidence on their AS and A level courses.

Ideally, any pupil who wishes to undergo an Educational Assessment which may allow them to qualify for Access Arrangements in their summer public examinations should be assessed by the preceding November (in their Lower Sixth) year so that Access Arrangements can be ratified by JCQ in time for AS examinations or so that Access Arrangements can be trialled in internal mock AS examinations.

In extreme cases where a learning need is established as a result of an AS examination or an AS mock, then assessment should take place in the preceding November of their Upper Sixth year in time for the application to JCQ for their A level examinations in the summer.

GUIDELINES FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS – JUNIOR SCHOOL

KEY STAGE 2 NATIONAL CURRICULUM TESTS

In accordance with Key Stage 2 access arrangements guidance, 4.1, pupils automatically qualify for additional time if they:

- have an Education, Health and Care Plan (EHCP)
- use the modified large print (MLP) or braille versions of the tests

Pupils with an EHCP are automatically allowed up to 25% additional time.

Pupils who use the MLP or braille versions of the tests are automatically allowed up to 100% extra time.

In agreement with parents, children who are on the SEND register and whose reading fluency and speed may qualify them for extra time are tested by a Specialist Teacher. Following this, and for any other relevant reason which may warrant extra time (see guidance 4.1) the 7 questions on page 8 will be answered by the Junior School Special Educational Needs Co-ordinator in conjunction with appropriate staff and submitted.

POLICY REVIEW

This policy will be reviewed annually. It will be monitored by the SENCo and updated and revised if necessary during the annual cycle.

Owner	School Improvement Teams
Department responsible	School Improvement Teams
United Learning Independent Schools/Academics/Both	United Learning Independent Schools
Reviewed	Annually
Date Authorised	October 2023
Review Date	July 2024