



## Abbey Gate College

### POLICY: Special Educational Needs & Disabilities (SEND)

Scope	Whole College
Responsibility	Head of Learning Enrichment
Review & Update	November 2021
Governor Approval	Andrew Grime

#### CONTENT HYPERLINKS

[Policy Statement \(1\)](#)

[Policy Statement \(2\)](#)

[Key Personnel](#)

[Practice \(1\) - Identifying Special Educational Needs](#)

[Practice \(2\) - A Graduated Approach to SEND Support](#)

[Practice \(3\) - Management of SEND Pupils' Needs on the SEND List](#)

[Practice \(4\) - Supporting Pupils and Families](#)

[Practice \(5\) - Supporting Pupils with Medical Conditions](#)

[Practice \(6\) - Monitoring and Evaluation of SEND](#)

[Practice \(7\) - Training and Resources](#)

[Practice \(8\) - Role of the Governors](#)

[APPENDIX 1 - Glossary of Terms](#)

[APPENDIX 2 - Identification of Need for the Senior School](#)

[APPENDIX 3 - Roles and Responsibilities](#)

[APPENDIX 4 - Contact Details](#)

[APPENDIX 5 – EAL \(English as an Additional Language\)](#)

[APPENDIX 6 – AA \(Access Arrangements\)](#)

[APPENDIX 7 – Use of Word Processor \(WP\)](#)

## Policy Statement (1)

At Abbey Gate College we believe that children with Special Educational Needs and Disabilities (SEND) may need extra support to address one or more barriers to learning within the categories of:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs.

Many pupils will have a learning difficulty of some kind at some point during their education.

The guiding principles which underpin our approaches to the education of pupils with SEND are:

- All pupils are equally valued.
- Each pupil is given the opportunity to achieve their personal best and to become a confident learner.
- All pupils have the right to learn, achieve and participate fully in education and are entitled to have access to a broad, balanced, relevant and challenging curriculum, appropriate to their individual talents and personal qualities.
- All pupils have the right to an education that facilitates a successful transition into adulthood, enabling them to live a fulfilling life.
- All teachers are responsible for identifying pupils with SEND and will use their best endeavours to provide appropriate support, in collaboration with the Learning Enrichment (LE) Department.
- The College aims to take into account the views, wishes and feelings of the pupil and the pupil's parents in relation to a pupil's needs.

The aims of this policy are to promote good practice in our identification and management of special educational needs and additional learning needs, and to explain the support we can provide for pupils who have learning difficulties.

All teaching staff look to raise the aspirations and expectations for all pupils with SEND, providing a focus on outcomes, so that all pupils are able to achieve well and develop both as individuals and members of the community.

To this end we aim:

- 1) To identify and provide for pupils who have special educational needs and additional needs
- 2) To operate a 'whole pupil, whole school' approach to the management and provision of support for special education
- 3) To provide a Special Educational Needs Co-ordinator (SENDCo) to manage SEND provision
- 4) To provide support and advice for all staff working with SEND pupils

Abbey Gate College is aware of the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015) and this policy been written with reference to the following guidance:

- Children and Families Act 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- Disability Discrimination Act (DDA) 1995
- National Curriculum

- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created to include recognition of the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill of 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1 September 2014.

As an independent school, inspected by the Independent School Inspectorate, the College does not have a statutory obligation to comply with the Code of Practice, but chooses to be guided by it. This policy has been created by the College's SENDCo (Head of Learning Enrichment) in liaison with the Head, Governors, Leadership Team and teaching staff, with due regard to the input of pupils with SEND and their parents.

### **Policy Statement (2)**

- 1) This policy applies to all members of the Abbey Gate College community, including those in our EYFS setting.
- 2) Abbey Gate College implements this policy through adherence to the procedures set out in the rest of this document.
- 3) This policy is made available to relevant parties on the College website at [www.abbeygatecollege.co.uk](http://www.abbeygatecollege.co.uk). This policy should be read in conjunction with the College's *Admissions, Curriculum, More Able Gifted & Talented* and *Safeguarding* policies.
- 4) Abbey Gate College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the College's *Equal Opportunity* policy document.
- 5) This policy is reviewed at least annually, or as events or legislation changes require, by the College Leadership Team and the Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.
- 6) The most recent updates were made on account of personnel changes.

### **Key Personnel**

- 1) Craig Jenkinson: Head
- 2) Paul Carter: Head of Learning Enrichment (SENDCo, MA (SEN) PG (SEN) Dyslexia, PAPAA)
- 3) Andy Green: Director of Studies (line manager for Head of LE)
- 4) Marie Hickey: Head of Infant & Junior School
- 5) Angela Owen: Examinations Officer
- 6) Damian Stenhouse: Designated member of the Governing Body for SEND

### **Practice (1) - Identifying Special Educational Needs**

A pupil has a learning difficulty or disability if they:

- 1) have a learning difficulty or disability which calls for special educational provision to be made for them,
- 2) have a significantly greater difficulty in learning than the majority of others of the same age, or

- 3) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The College will seek to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.

A pupil must not be regarded as having a learning difficulty solely because the “language or medium of communication of the home is different from the language in which they will be taught” (Education Act 1996 Section 312 (1) and (2). (Ref. EAL provision)

We identify special educational needs within the context of the usual differentiated curriculum within the College. Pupils are identified as having SEND if they are not making appropriate progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to pupils’ diverse learning needs;
- c) aims to help pupils overcome potential barriers to learning.

Additional learning needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

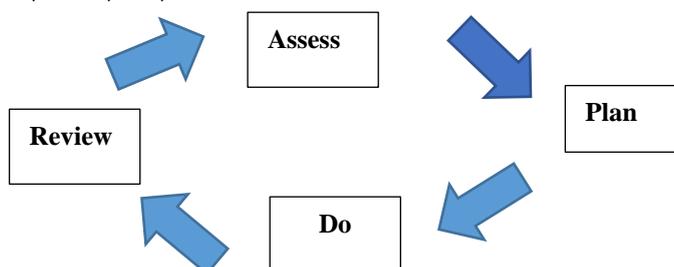
- Disability
- Attendance and Punctuality
- Health, Welfare & Wellbeing
- EAL

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a pupil’s behaviour will be described as an underlying response to a need which the College has recognised and identified clearly.

### **Practice (2) - A Graduated Approach to SEND Support**

At Abbey Gate College, all teachers are responsible and accountable for the progress and development of pupils in their class, including pupils with SEND. “Quality first” teaching (QFT) is a priority of the College. The quality of teaching is regularly monitored through internal observation processes and annual reviews. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as SEND if they do not make adequate progress, once they have had the appropriate intervention/adjustments and good quality whole class teaching. As part of this process, the SENDCo meets weekly with the Director of Studies to review the needs of pupils with SEND.

The graduated approach to SEND support at Abbey Gate College is based on the four-stage cycle of Assess, Plan, Do, Review in accordance with the new SEND Code of Practice.



The pupil's progress is reviewed (Assess). If a pupil is not making expected level of progress, the teacher, SENDCo, parents and pupil as appropriate agree interventions and the levels of support required (Plan). This is implemented and the subject/class teacher remains responsible for working with the pupil on a daily basis and assessing the impact of the plan (Do). The impact of the intervention is considered along with the views of the pupil/parents (Review). The plan is revised in light of the findings and the cycle may begin again if further support is required, or if the pupil has made sufficient progress SEND support is no longer required. Flowcharts illustrating the procedures can be seen in Appendices 2 and 3.

### **Practice (3) - Management of SEND Pupils' Needs on the SEND List**

Abbey Gate College has a 'Learning Enrichment' list. This records pupils at the different levels of intervention within the College, which are described in Appendices 2 and 3. It comprises 5 stages:

- 1) Monitoring
- 2) Targeted Teacher Intervention
- 3) Targeted Teacher Intervention with Specialist Teacher guidance
- 4) Specialist Intervention via a Specialist Teacher And/or outside agencies
- 5) Education Health and Care Plan (EHC plan)

The SENDCo or SEND teachers have responsibility for the removal of a pupil from support on the SEND List. This decision will be dependent upon appropriate progress being made and is made in conjunction with appropriate input from Leadership Team/teaching staff/outside agencies and parents. A record will be kept of pupils who have been removed from the SEND list for reference.

### **Practice (4) - Supporting Pupils and Families**

Abbey Gate College is an independent school; therefore, it does not receive SEND funding from the Local Authority. Comprehensive local information, advice and support for families on the Local Offer provided by Cheshire West can be found on the following website [www.westcheshirelocaloffer.co.uk](http://www.westcheshirelocaloffer.co.uk). This website includes information from a range of local agencies, including education, health and social care.

The admission of pupils with SEND will be considered as part of the normal admission criteria and such pupils should not be disadvantaged because of their special needs. Please refer to the *Admissions Policy* for further information.

When a pupil with SEND joins the College, parents are requested to provide copies of all necessary assessment reports/diagnostic information regarding their child's identified learning needs. The Learning Enrichment department can then ensure that teaching staff receive guidance regarding the learning needs of the individual pupil and any special provision that may be necessary.

Pupils requiring concessions for public examinations as a result of their SEND (e.g. reader, scribe, extra time) must have appropriate evidence of need. This evidence will be submitted to the examining board on behalf of the pupil by the Learning Enrichment Department. The examining board will agree such concessions if the evidence meets their set criteria.

### **Practice (5) - Supporting Pupils with Medical Conditions**

Abbey Gate College recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and, where this is the case, the College will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a Statement or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014/15) is followed.

The Lead First Aider at the Senior School is responsible for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of pupils with medical conditions. The Paediatric first aiders at the Infant and Junior School are responsible for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of pupils with medical conditions. Please refer to the *First Aid Policy* for supporting students with medical conditions for more detailed information.

### **Practice (6) - Monitoring and Evaluation of SEND**

The College regularly and carefully monitors and evaluates the quality of provision offered for all pupils. This is part of a continual process of review and improvement for all pupils as detailed in the *Assessment Policy*.

The views of pupils, parents and staff are also collated and monitored and kept as evidence to support the effectiveness of the policy and identify any shortcomings.

The Governors oversee the provision of SEND provision and plan strategically to increase support, where necessary, for pupils with SEND. The Head of Learning Enrichment provides updates to the Governors (via the Governors' Education Committee) on a termly basis.

### **Practice (7) - Training and Resources**

All professional and development needs are identified through the College's Annual Review system, self-evaluation and quality assurance processes and the College Development Plan.

- 1) The Deputy Head oversees the provision of CPD for all teaching staff. The Learning Enrichment Department is in continual dialogue with the staff as a whole to enable the two-way flow of information regarding pupils with SEND and SEND related issues.
- 2) The Head of Learning Enrichment may identify the SEND training needs of staff in conjunction with the Deputy Head and all staff are encouraged to undertake training and development, for example through INSET.
- 3) Newly appointed teaching staff and where appropriate, support staff undertake an induction programme which includes a meeting with the SENDCo to explain systems and structures in place around the College, SEND provision and practice and to discuss the needs of individual pupils.
- 4) The SENDCo and SEND teachers regularly attend local and national groups and forums in order to remain up to date with developments in SEND.
- 5) The SEND teachers are members of PATOSS (Professional Association of Teachers of students with Specific Learning Difficulties).
- 6) The SENDCo and SEND teachers are specialist teachers (Postgraduate Cert. SpLD)

- 7) There are two designated Learning Enrichment Classrooms at the Senior School (Cottage 1 and Cottage 2) and one at The Infant and Junior School (The Gallery).

### **Practice (8) - Role of the Governors**

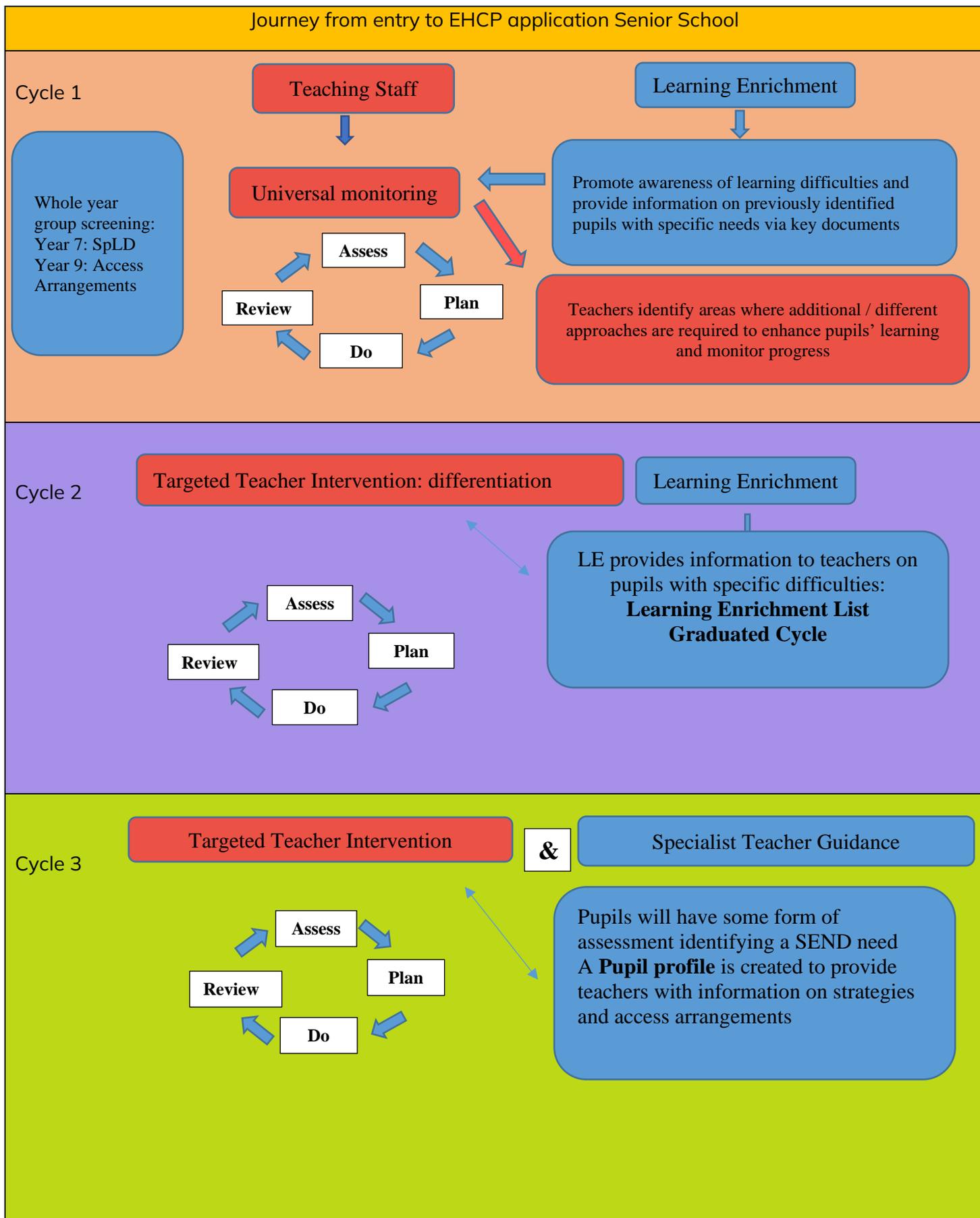
The College's Governing Body commits to:

- 1) Identify a Learning Enrichment link governor to consider Learning Enrichment issues and attend appropriate INSET.
- 2) Monitor the work of the Learning Enrichment Department on a regular basis.
- 3) Be involved in policy review on a regular basis.
- 4) Plan strategically to improve access to College premises and the curriculum for pupils with SEND.
- 5) Plan strategically to increase support where necessary for pupils with SEND.

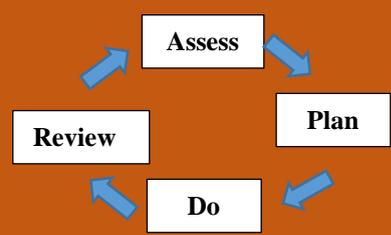
## APPENDIX 1 - Glossary of terms

- **Access Arrangements:** Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.
- **Annual Review:** the review of an EHC plan which the local authority must make as a minimum every 12 months.
- **Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.
- **Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.
- **Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- **Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.
- **Independent school:** A school that is not maintained by a local authority and is registered under section 464 of the Education Act 1996. Section 347 of the Act sets out the conditions under which an independent school may be approved by the Secretary of State as being suitable for the admission of children with EHC plans.
- **Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

- **Maintained school:** For the purposes of this Code, schools in England that are maintained by a local authority – any community, foundation or voluntary school, community special or foundation special school.
- **National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.
- **Special Educational Needs (SEND):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- **Special Educational Needs Co-ordinator (SENDCo):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.
- **Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help pupils with SEN or disabilities to access the National Curriculum at school.
- **Specific Learning Difficulty (SpLD):** refers to a difference / difficulty pupils have with particular aspects of learning. Dyslexia, Dyscalculia, Dyspraxia, ADHD etc are all types of SpLD



Cycle 4



Specialist Teacher Input/Intervention  
Possible 1-1 or small group teaching  
Liaison with teachers and parents



- Reading accuracy
- Reading comprehension
- Handwriting
- Numeracy
- Memory
- Processing
- Concentration
- Time management
- Exam technique
- Organisation – self & task
- Processing speed

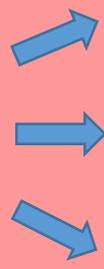
Targeted Teacher Intervention

Cycle 5

Subject Teachers & Specialist Teacher

Review of pupil progress:  
**Progress Monitoring system**  
**Internal exams**

Pupil to moves to



Cycle 3: Subject Teacher Differentiation

Assessment and pupil profile required

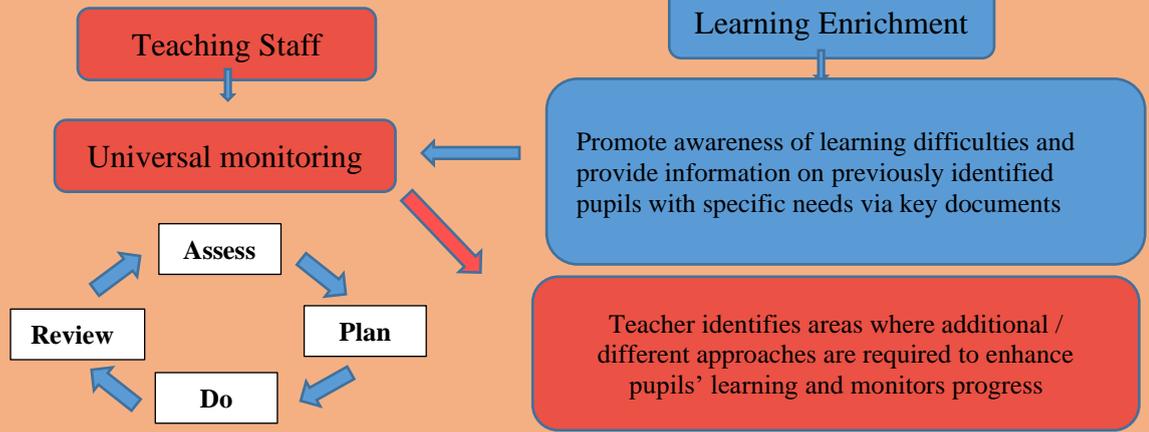
Cycle 4: Specialist Teacher Input and subject teacher differentiation

Cycle 5: Outside Agency Input (eg GP, SALT, EP)

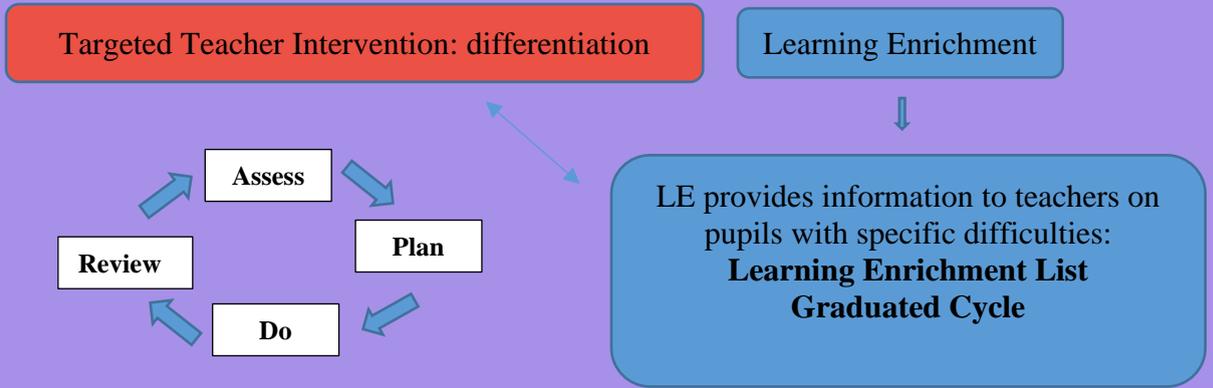
EHCP Requests?

Journey from entry to EHCP application Infant and Junior School

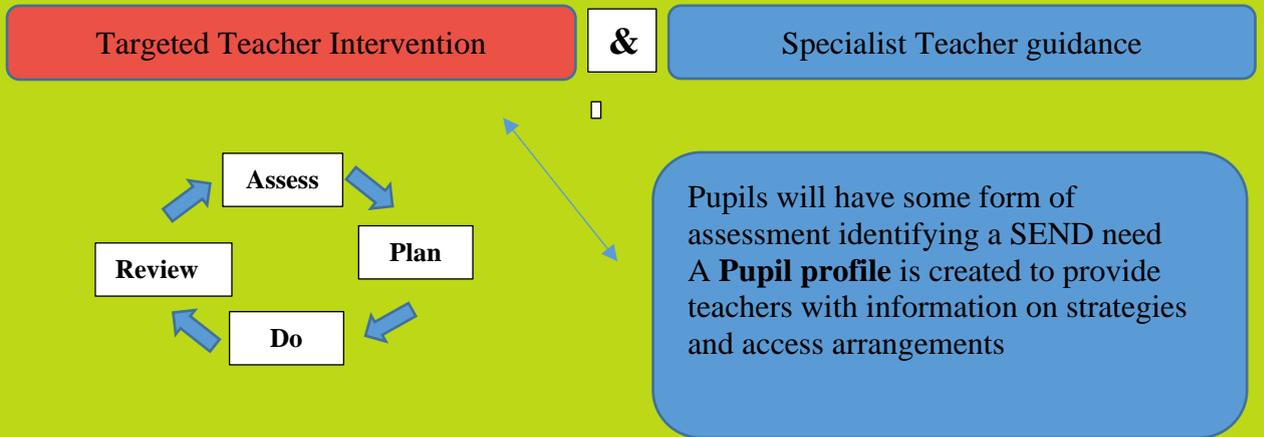
Cycle 1

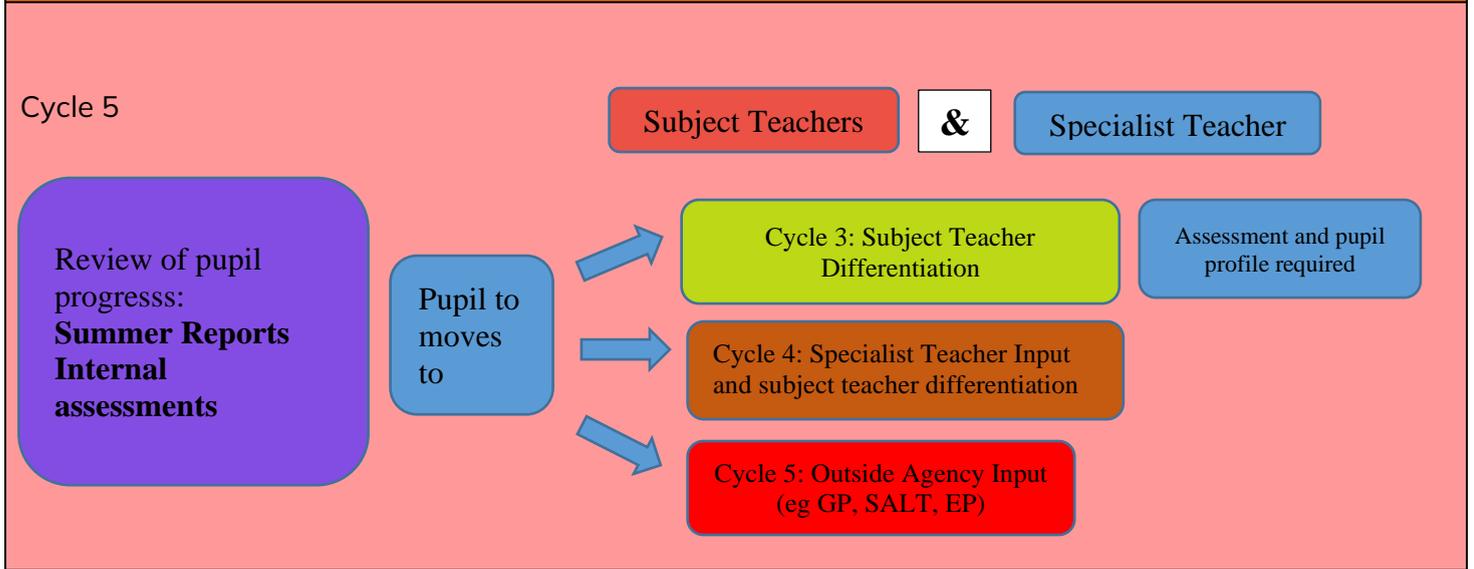
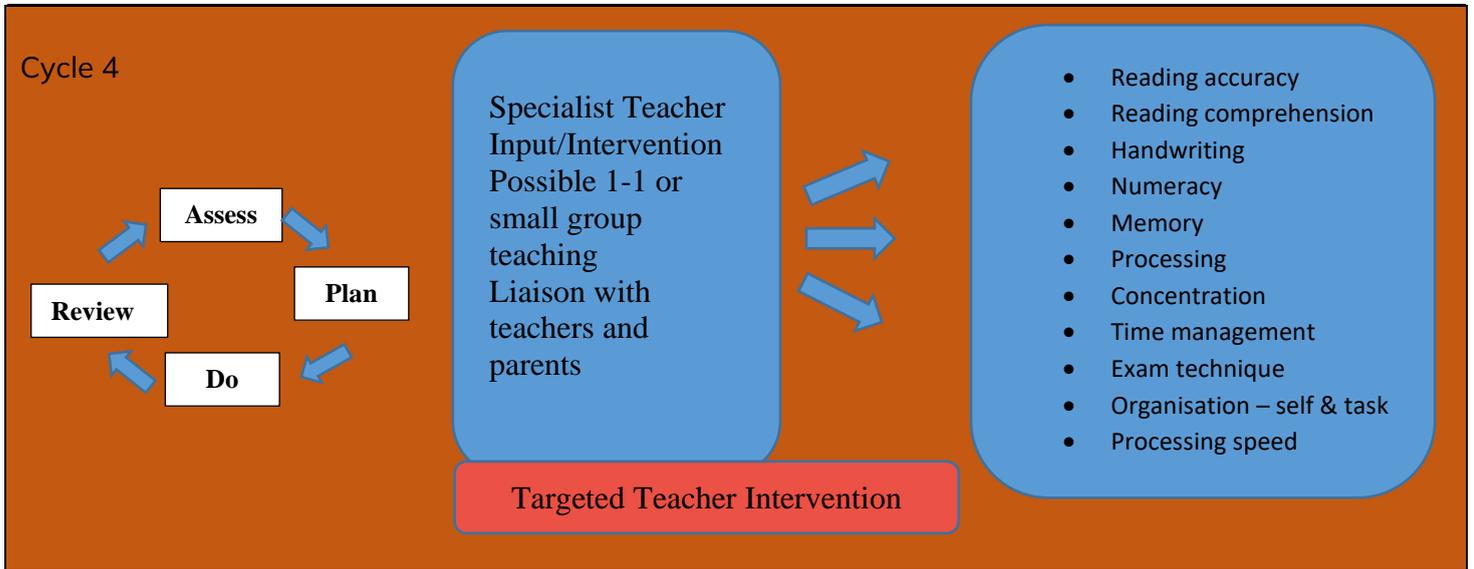


Cycle 2



Cycle 3





## APPENDIX 3 - Roles and Responsibilities

**Pupils** have a vital role to play in their learning. The College seeks to involve the pupil and to consider the pupil's wishes during the support process encouraging them to take responsibility for their own progress. Abbey Gate College aims to enable the pupil to become an independent learner through challenging them, within a nurturing environment, to develop the skills that they will need to succeed in life.

**The subject/class teacher** is responsible for those pupils in his or her class who may have SEND. Excellent quality teaching, which is differentiated for individual pupils, is essential, in partnership with additional intervention and support from the Learning Enrichment department.

**The Pastoral Team** liaises with subject teachers and the Learning Enrichment Department to monitor pupils with individual needs.

**The Head of Department** provides support and guidance to the class/subject teacher in responding to pupils with SEND and ensures that there is a whole departmental approach to Learning Enrichment matters.

**The Leadership Team** works with the Learning Enrichment Coordinator to support and guide the class/subject teacher in responding to pupils with SEND and ensures that there is a whole departmental approach to Learning Enrichment matters.

**Parents** are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. Parents can share partnership with the College in supporting their child.

### The Learning Enrichment Department

#### Assessment

- Screening for SpLD
- Assessment for Access Arrangements
- Monitoring and Reviews
- Support for internal assessments

#### Administrative

- Maintenance of the Learning Enrichment list
- Writing and distribution of pupil profiles / pupil passports
- Writing of reports for access arrangements
- Updating of both online and paper-based records
- Provision of written updates on pupil progress/issues as appropriate
- Allocation of resources for specific needs

#### Communication/Liaison

- Professional development
- Liaison with outside agencies
- Liaison with local SpLD groups

- Liaison with Independent School SENDCo Forum
- Liaison with Parents/staff/pupils
- Liaison with feeder schools

#### Input/Teaching

- Support and guidance to teaching staff
- Development and dissemination of teaching strategies (CPD)
- Observations
- Individual / small group specialist teaching
- Study skills / exam technique
- Working Parties / Training for Parents

## APPENDIX 4 - Contact Details

### Senior School

The SENDCo and SEND teachers are available at parents' evenings and in addition to this, parents are welcome to contact the Learning Enrichment Department, via school reception should they wish to discuss a particular aspect of their child's additional learning need.

### Infant and Junior School

The Infant and Junior Assistant Head and LE teacher are available at parents' evenings and in addition to this, parents are welcome to contact the Learning Enrichment Department, via school reception, to arrange a mutually convenient meeting time.

## APPENDIX 5 – EAL (English as an Additional Language)

Abbey Gate College is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language (EAL), such that their level of linguistic competency in English is a direct barrier of some degree to the pupil's ability to access the curriculum as they otherwise may be able to. Flexibility in our provision is of significant importance in order to deliver the most appropriate and beneficial support to a pupil with EAL.

We aim to ensure that all EAL pupils are supported to:

- Use English confidently and competently
- Use English as a means to learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

### Identification

The DfE define a pupil with EAL as someone 'who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or the community'. EAL is usually identified during the admission process. Upon entry to Abbey Gate College, parents are asked to declare if their child has English as an additional language.

Establishment of the extent of EAL Proficiency at the Examination stage is advantageous.

Pupils on admission to the College will undertake an EAL Profile of Proficiency assessment. If a pupil is identified as not having a strong grasp of English language, staff will explore the pupil's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay. If at a later date a teacher becomes concerned that a pupil may be experiencing difficulties related to EAL they will liaise with the Head of Learning Enrichment and discuss and action appropriate strategies.

### Provision

All pupils are encouraged to follow the full school curriculum. Support for pupils with EAL is usually provided through in class support by the teacher. Additional support may be provided either as part of a small group or on an individual basis by the Learning Enrichment Department. If extra tuition is necessary, parents will be advised.

### School/class Ethos

Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities. We recognise the child's mother tongue, as may be applicable, and look to boost the child's self-esteem. We recognise that pupils with English as an additional language will need more time to process and answer both orally and in written format. Extra time and support in exams will be awarded if appropriate. We provide newly arrived pupils with time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained). We explain how speaking and writing in English are structured for different purposes across a range of subjects. We ensure that there are effective opportunities for talking, and that talking is used to support writing

### Foundation Stage

In the EYFS pupils learning of English as an additional language will be supported by building on children's experiences of language at home, and in the wider community, so that their developing use of English and of other languages support each other. We look to provide a range of opportunities for children to engage in speaking and listening activities in English with peers and adults. Support is

provided to extend their vocabulary. We look to provide a variety of writing in the children's home language as well as in English, according to their needs. Opportunities for children to hear their home languages as well as English can be provided as appropriate.

### Assessment

We carry out on-going recording of attainment and progress in line with agreed school procedures.

### Responsibilities

The Admissions Officer obtains, collates and distributes to the Assistant Head of the Infant and Junior School, Director of Studies and Head of Learning Enrichment, information on new pupils with EAL including the language(s) spoken at home and information from the previous school on the level of English studied/used. In order to maintain a consistent approach, the English department will assess all new pupils (EAL) on entry using the 5-Stage Model below (A-E) to determine the competency of pupils and will inform the Learning Enrichment department of the level of need.

The Director of Studies monitors the standards of teaching and learning for pupils with EAL and ensures that all involved in teaching such pupils liaise regularly, and share relevant information. Training in planning, teaching and assessing of EAL learners will be arranged for staff as appropriate.

The Learning Enrichment Department provides guidance and support, including writing Pupil Profiles, as appropriate. The Specialist Teachers can also look to identify learning difficulties that may be masked by EAL. However, there is a clear delineation between SpLD and EAL. EAL pupils should not be considered to have a special educational need. Tracking of subject knowledge and language acquisition is carefully considered.

The teachers are knowledgeable about their pupils' abilities and needs. They use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping.

### Support for EAL Pupils

Teachers are advised to access the following link in order to view a number of important documents, which provide guidance on how to support EAL pupils.

<http://hv-sharepoint/Home/EAL/Forms/AllItems.aspx> - EAL help sheet  
Booklet of Support Strategies, EAL pupil list, EAL Toolkit, Pupil Profiles

Practical actions for staff to support pupils include:

- Form Tutor to identify a buddy for Form time at Senior School and Class Teacher to identify a buddy at the Infant and Junior school.
- Pupils to be provided with, or have access to, laptops/tablets/phones in order to use Google Translate.
- Use Google Translate with pupils and explain tasks via this. Pupils can cut and paste work into a word document and save it onto a pen drive.
- Discussion of Pupil Profiles with appropriate member of the MFL Department if necessary in order to facilitate pupil understanding.
- Key subject specific vocabulary translations to be provided to pupils.
- Bilingual and technical dictionaries to be provided as necessary.
- Direction to relevant Apps.
- Periodic evaluation of EAL pupil progress.

- Just as all English-speaking pupils have their own individual learning needs, so too do EAL pupils. It's crucial that staff remember that the fluency of EAL pupils in speaking, reading and writing English does not necessarily reflect their cognitive ability. Be very careful not to create a 'one size fits all' model of provision for these pupils.
- Carry out some basic research into the cultural and personal backgrounds of the EAL pupils in your classes.
- Ensure that the pupils are comfortable in the classroom. Possibly have them seated at the front so that they can easily access pictures and texts and where it is easier to make regular eye contact with them.
- Ensure that each lesson is started by explaining the key vocabulary being used. Make sure the pupils are provided with a visual version of the glossary of terms to put into their books.
- As far as possible, allow each EAL pupil to sit next to a reliable pupil who can act as a translator.
- Identify any cultural content that may be unfamiliar to EAL pupils and be prepared to explain this, perhaps drawing parallels with other cultures.
- Make sure instructions and requests are repeated, but be careful not to vary language too much repeating as this might result in the pupil spending unnecessary time working out if there are any differences between the two messages. Moderate the speed of delivery to meet the needs of these pupils.
- Wherever possible give practical demonstrations to EAL pupils. Supporting words with actions is a highly effective way of conveying a message to them.
- However, be highly sensitive to the fact that body language and gestures vary in meaning between cultures.
- If teaching English, use dual textbooks where possible.
- If there is a bilingual teacher in the school who can help, ask them for help in producing worksheets in the pupil's own language.
- Do not over-correct the mistakes of EAL pupils as this will soon cause them to become demotivated. Have a specific focus when assessing pupils' work and when setting targets.
- Encourage risk-taking within a safe and secure environment. Create a can-do culture within the classroom and have high expectations of your EAL pupils. Expect them to succeed.
- When providing work for EAL pupils make sure that you differentiate. For example, single-word answers are acceptable from a pupil who is new to English but, with increasing experience, pupils must be encouraged to expand their answers and use full sentences.
- Find opportunities to use role play and drama.
- Make use of writing frames but only if pupils have had the opportunity to talk through their work prior to the written task.

### Proficiency in English

From September 2016 the DfE will require maintained schools to include details of their pupils' EAL proficiency in English as part of the school census data. This will then be part of the annual census each spring. This does not include independent schools.

## 5 Stage Model

The scale has five-stages that describe different levels of skills, against which progress can be measured from the EAL learner who is new to English through to full fluency in both social and academic language. This is an abbreviated version of the descriptors.

**A**

### **New to English**

May use first language for learning and other purposes. May remain completely silent in the classroom.

**B**

### **Early acquisition**

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes.

**C**

### **Developing competence**

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent.

**D**

### **Competent**

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity.

**E**

### **Fluent**

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.

The above model will be used by the College as a guide to identifying pupil level of need.

## APPENDIX 6 – Access Arrangements

Abbey Gate College's practice with regard to Access Arrangements and Reasonable Adjustments is managed in line with the Joint Council for Qualifications (JCQ) Regulations document:

**'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'** – with effect from September 2021.

Abbey Gate College adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies and the Federation of Awarding Bodies (FAB) in Annexe 1.

In line with JCQ regulations, Abbey Gate College will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Abbey Gate College – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available at Abbey Gate College for inspection. The College will:

- 1) Provide relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long-term effect (history of need/history of provision/intervention strategies)
- 2) Provide evidence that the difficulties are persistent and significant (history of need-assessment results/provision/intervention strategies)
- 3) Show evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (intervention strategies – assessment results – history of need/provision – staff observations)
- 4) Confirm that the candidate would be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment (history of need/provision/staff observations)
- 5) Confirm that the access arrangement is the candidate's normal way of working within the college as a direct consequence of their disability (history of need/provision/intervention strategies/staff and observations).
- 6) Ensure that the arrangement (s) put in place reflect the support given to the candidate in college, for example:
  - In the classroom; or
  - In the Learning Enrichment Department
  - Additional support from teaching and/or support staff
  - In internal College tests and mock exams

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects for one candidate whereas another candidate may need support in all their subjects. The key principle is that the specialist assessor can show a history of support and provision.

If a candidate never makes use of the arrangement granted to them – then it is not their *'normal way*

*of working'* and the arrangement should not be awarded for examinations or indeed it should be removed.

The only exception to this is where an arrangement is put into place as a consequence of a temporary injury or impairment.

For most common access arrangements refer to Annexe 2.

As per JCQ regulations certain applications may need to be supported with for example:

- A letter from CAMHS or a clinical psychologist or psychiatrist; or
- A letter from a hospital consultant; or
- A letter from the Local Authority Educational Psychology Service; or
- A letter from the Local Authority Sensory Impairment Service; or
- A letter from a Speech and Language Therapist (SALT).

## Assessment

- 1) For those students potentially requiring access arrangements, screening, further assessment and application to JCQ are carried out in Years 9 and 10 for GCSE and reviewed and updated in Year 12. Standard assessments may also be carried out at other points, where necessary in exceptional circumstances. When granted, access arrangements are valid for 26 months.
- 2) Any student with scores indicating a substantial impairment will be considered for access arrangements in accordance with JCQ guidelines, which may vary from one year to the next.
- 3) Specialist assessments for access arrangements will be carried out in College by an appropriately qualified assessor who attends regular update training. The specialist assessor is available for an appointment at each year group parents' evening.
- 4) Independent assessments cannot be used as primary evidence for access arrangements; 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 Arrangement Online. Where a privately commissioned report, or a report from an external professional, is rejected by the College, the Head or a member of the Leadership Team should provide a written rationale supporting their decision to the parent/carer.
- 5) At Abbey Gate College, the Examination Officer, the Learning Enrichment Department and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.
- 6) NB: All of the above are implemented following Government advice and guidelines regarding Covid-19. Adjustments may be made in line with Government guidance.

## Annexe 1 - Definitions

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

**Reasonable Adjustments:** The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired person who could read Braille. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate/learner;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidates.

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

**Duty to make a reasonable adjustment:** The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

**Definition of disability:** Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

**Definition of special educational needs:** A candidate has 'special educational needs' as defined in the Education Act 1996 if they have a learning difficulty which calls for special educational provision to be made for them. A candidate has a 'learning difficulty' if:

- 1) They have a significantly greater difficulty in learning than the majority of children of their age; OR
- 2) They have a disability which either prevents or hinders them from making use of the educational facilities of a kind generally provided for children of their age in colleges within the area of the local authority.

The existence of a medical diagnosis or physical disability in itself does not evidence that the candidate in question has special educational needs.

Use of a word-processor or laptop in college does not automatically entitle the student to use one in assessments. Students may be advised to use a laptop in assessments if writing is illegible, or there is a diagnosis of a specific learning difficulty which would be ameliorated by the using such an access arrangement (please refer to Word Processor Policy for further clarification).

## Annexe 2 – Common Access Arrangements

- 1) Supervised rest breaks
- 2) Extra time
- 3) Reader/Computer reader
- 4) Reading pen
- 5) Read aloud
- 6) Scribe/Voice Activated software
- 7) Word processor or other ICT provision
- 8) Prompter
- 9) Noise cancellation headphones and/or 'white noise' ear plugs
- 10) Language Modifier
- 11) Modified Language Papers
- 12) Live speaker for pre-recorded examinations components
- 13) Sign Language Interpreter
- 14) Practical Assistant
- 15) Alternative accommodation away from the centre
- 16) Other arrangements for candidates with disabilities: amplification equipment; Brailers; closed circuit tv; colour naming by the invigilator for candidates who have colour deficiency; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation within the centre\*.

*\* Please note that whilst every student's circumstances will be taken into consideration, we have limited space to facilitate examinations and therefore it is not always possible to 'room' with separate invigilation.*

## APPENDIX 7 – Use of Word Processor

The use of word processors (desktop computer/laptops/tablets) in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ (Joint Council for qualifications) <https://www.jcq.org.uk/exams-office> regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments Instructions for conducting examinations.

References to “AA” relate to JCQ *Access Arrangements and Reasonable Adjustments 2021/2022* [https://www.jcq.org.uk/wp-content/uploads/2021/08/AA\\_regs\\_21-22\\_v11.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/08/AA_regs_21-22_v11.pdf) and ICE to JCQ *Instructions for conducting examinations 2021/2022* [https://www.jcq.org.uk/wp-content/uploads/2021/08/ICE\\_21-22\\_v6.pdf](https://www.jcq.org.uk/wp-content/uploads/2021/08/ICE_21-22_v6.pdf)

### Purpose

The centre manages and administers the use of word processors (including desktop computers, laptops and tablets) in examinations and assessments. The policy also contains a written statement on the centre criteria for the allocation of word processors as required by JCQ.

### Principles for using a word processor

Abbey Gate College (AGC) complies with Chapter 5.8 ‘JCQ Access Arrangements and Reasonable Adjustments’ as follows:

- 1) Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- 2) The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- 3) Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- 4) The use of a word processor is considered and agreed where appropriate at the start of the course. The majority of candidates requiring the use of a laptop/word processor will have been identified within the College **and will** have been placed on Cycle 2 (or above) of the College’s Graduated Approach to SEND. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- 5) Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework).
- 6) The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - a. in the classroom; or
  - b. working in small groups for reading and/or writing; or
  - c. literacy support lessons; or
  - d. literacy intervention strategies; and/or
  - e. in internal College tests and Internal Pre-Public Examinations (PPEs)
- 7) All other candidates will be reminded that they are responsible for producing legible writing. The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

- 8) The use of a word processor/laptop will not be granted to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.
- 9) The principles within this policy apply to internal and external examinations

### Allowing the Use of Word Processors in Examinations – Pupils with SpLD

Pupils will be allowed to use a word processor in examinations under the following conditions:

- 1) They have a diagnosed learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- 2) A need has been established and its use is recommended by an Educational Psychologist or by a specialist assessor approved by the College.
- 3) A candidate has been using a word processor as their normal way of working in any subject where they intend to use a word processor in an examination and has had specific practise and rehearsal in the use of a word processor under examination conditions (e.g. Pre-Public examinations).

### Allowing the Use of Word Processors in Examinations – Pupils without SpLD

The use of a word processor must reflect the candidate's normal way of working (in the classroom, Pre-Public Examinations and in College tests) within the centre and be appropriate to their needs. Only candidates with the following conditions who would benefit from the use of a word processor may be considered:

- 1) A medical condition affecting the speed or legibility of handwriting;
- 2) A physical disability affecting the speed of legibility of handwriting;
- 3) A sensory impairment;
- 4) Illegible handwriting
- 5) Planning and organising problems when writing by hand
- 6) Temporary medical condition e.g. broken bone(s) in hands or arm(s).

### The use of a word processor (including brailers and tablets)

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

- 1) Provides a word processor with the spelling and grammar check facility/predictive text disabled.
- 2) Only grants the use of a word processor to a candidate where it is their normal way of working (see 3.7 above) within the centre.
- 3) Only grants the use of a word processor to a candidate if it is appropriate to their needs for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.
- 4) Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification.
- 5) Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- 6) Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more

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

- 7) In all cases, ensures that a word processor cover sheet (JCQ Form 4) is completed and included with each candidate's typed script.

### Word processors and their programmes

AGC complies with ICE 8.8 *Word processors* instructions by ensuring:

- 1) word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- 2) word processors have been cleared of any previously stored data, as must any portable storage medium used
- 3) an unauthorised memory stick is not permitted for use by a candidate
- 4) where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- 5) word processors are in good working order at the time of the examination
- 6) word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- 7) where a candidate using a word processor is accommodated separately, a separate invigilator is used
- 8) word processors have the facility to print from a portable storage medium
- 9) documents are printed after the examination is over
- 10) candidates are present to verify that the work printed is their own
- 11) word processed scripts are inserted in any answer booklet which contains some of the answers
- 12) word processors are used to produce scripts under secure conditions
- 13) word processors are not used to perform skills which are being assessed
- 14) word processors are not connected to an intranet or any other means of communication
- 15) candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- 16) graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- 17) predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed JCQ scribe cover sheet and include), or the awarding body's specification permits the use of automatic spell checking
- 18) voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- 19) word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### Desktop computers, laptops and tablets

AGC further complies with ICE 5.8 instructions by ensuring:

- 1) desktop computers, laptops and tablets used during examinations/assessments are connected to the mains electricity supply for the duration of the examination. Laptops and tablets can run on battery supply for an extended period of time if the mains supply is interrupted

- 2) the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- 3) candidates utilise a pre-populated word template for examinations and are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header. A footer is pre-populated with the page numbers
- 4) candidates are instructed to use a minimum 12pt font and double spacing
- 5) invigilators remind candidates to save their work at regular intervals
- 6) candidates are present at the end of the examination when their script is printed off so they can sign and verify that this work is their own and is complete

### Responsibilities and Tasking

- 1) Exams officer and LE Department will regularly review the number of candidates requiring laptops and will liaise with ICT Department to ensure we have suitable numbers available.
- 2) Exams Officer will include laptop script requirements as part of the exam briefing given to candidates at the start of all exam seasons.
- 3) Learning Enrichment Department will provide details to the Exams Officer of all candidates who need to use laptops in examinations.
- 4) Staff using exam laptops for classroom assessments etc. will ensure their return at the end of each school day.
- 5) The Director of ICT and the Exams Officer will ensure word processors/laptops and software comply with JCQ AA and ICE instructions. This also extends to memory sticks.
- 6) Exams Officer will provide training for invigilators covering their role in upholding this policy.
- 7) On exam days the Exams Officer and ICT Department will:
  - a. Ensure laptops are fully charged and in good working order
  - b. Ensure laptops are clear of any previously stored data
  - c. Provide laptop cables in case of laptop battery problems
  - d. Provide cleared memory sticks to the exam invigilators
  - e. When appropriate remind candidates prior to entering the exam venue of laptop script requirements
  - f. Print scripts in secure environment
  - g. Complete relevant section of JCQ Form 4
  - h. Ensure JCQ Form 4 is sent with the script (if applicable) JCQ AA Regs 5.8.4
- 8) The candidate must be present when the scribe writes or types their dictated answers.
- 9) On exam days the Exam Invigilators will:
  - a. Ensure laptop screens cannot be seen by other candidates
  - b. Regularly remind candidates to save their work
  - c. Provide cleared memory sticks to the candidates to save their work
  - d. Ensure that scripts are printed off in a secure environment
  - e. Ensure candidate complies with script requirements, once printed, as detailed in this policy
  - f. Ensure candidate verifies the printed script is their own
  - g. Ensure the candidate signs each page of their script
  - h. Complete relevant section of JCQ Form 4 if applicable (See screenshot below). [Form 4-Word Processor Cover Sheet.docx \(2\).docm](#)

## 8.0 Word Processor Cover Sheet

The following Form 4: word processor cover sheet has now been withdrawn. Awarding bodies will inform centres as to whether they require a cover sheet to be completed.

JCQ/WP  
Form 4

### Word Processor cover sheet

Please read the attached notes before completing this form.			
Examination series	[ ]		
Centre No	[ ]		
Candidate No	[ ]	Candidate name	[ ]
<i>Examination for which a word processor was used</i>			
Awarding body	Specification title	Specification entry code	Unit/ component
[ ]	[ ]	[ ]	[ ]
Comments (if appropriate): [ ]			
Some questions were answered in the answer booklet. (Please select the appropriate response)			
<input type="radio"/> Yes <input checked="" type="radio"/> No			

### Notes on the completion of the Word Processor cover sheet

#### Centre:

- **Examination scripts:** Please refer to the relevant awarding body's instructions when completing this form.
- The script **must** be produced in accordance with the regulations in **Chapter 14, section 14.25, of the JCQ publication *Instructions for conducting examinations*. Failure to comply may constitute malpractice which could lead to the disqualification of the candidate.**
- The information required in the boxes on the form **must** be correct and complete.
- In the box marked **Comments** please indicate whether any problems were experienced with the production of the script which should be drawn to the attention of the examiner.

Page 2 of 2

NB: All of the above are implemented following Government advice and guidelines regarding Covid-19. Adjustments may be made in line with Government guidance.

### Annexe 3A - Statement on the criteria AGC uses to allocate word processors

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

The only exception to this is where an arrangement is put in place due to a temporary injury or impairment.

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

### Awarding word processors

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

Exceptions might include where a candidate has, for example:

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

This list is not exhaustive.

These awards will only be made with appropriate medical evidence in place or after centre handwriting tests results confirm the candidates need.

### Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the Exams Officer in liaison with the Learning Enrichment Department.