



MILTON KEYNES EDUCATION TRUST

WALTON HIGH

**Special Education Needs
and
Disabilities Policy**

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*Special educational provision means educational provision that is **additional to**, or otherwise **different from**, the educational provision made generally for students of their age in schools maintained by the state.*

Introduction

At Walton High we aim to meet the needs of individual students through effective teaching and learning. We work in a flexible way to develop partnerships with students and their parents, staff and professionals to ensure that the school can meet a broad range of special educational needs. Our aim is to support students' academic progress and achievement by removing barriers to learning using a wide range of strategies.

All students at Walton High have individual learning needs that have to be met if they are to achieve their full potential. To ensure potential is realised a system of tutoring is in place to monitor the progress of individual students as they progress through Walton High. The Personal Tutor has a pivotal role to play in ensuring that no student underachieves.

This document is intended to give information regarding the ways in which we support all of our students, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

Aims and Objectives

This policy is in keeping with Walton High's ethos, aims and policies and practices for outstanding learning.

Walton High believes that all students, regardless of ability and behaviour, should be valued equally. SEND students are considered as part of the whole school approach which embraces the fun and fundamentals of learning. The needs of different students are, at the same time, recognised and met through varied and flexible provision throughout the curriculum.

All students, regardless of their SEND should have access to a broad and balanced curriculum which is differentiated to their needs.

All students, regardless of their SEND should be supported to achieve their best, become confident individuals and make a successful transition into adulthood.

All staff should demonstrate a positive attitude to supporting students with SEND to achieve their potential.

Identifying Special Needs

The SEN Code of Practice (2014) explains that a student 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. This could be because they have greater difficulty in learning than the majority of others of the same age or has a disability which prevents them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Many students who have SEN may have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes or cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a disabled student or young person requires special educational provision they will also be covered by the SEN definition.

There are four main areas of SEND which are:

- ☐ Communication and Interaction
- ☐ Cognition and Learning
- ☐ Social, Emotional and Mental Health Difficulties
- ☐ Sensory and or Physical Needs

Individual circumstances relating to a student may include the following but they do not necessarily imply that a student has a special educational need.

- A disability where this can enable the student to make expected progress
- Health and welfare which can include attendance and / or punctuality
- English as an Additional Language (EAL)
- Being eligible for Disadvantaged Student funding
- Being a Looked After Student (LAC)
- Being a student of service personnel

Roles and Responsibilities

At Walton High we believe provision for students with Special Educational Needs is a matter for the school as a whole; the Governing Body, Principal, Special Educational Needs Coordinator (SENDCo), Pastoral Managers and all members of staff have important responsibilities.

Role of the SENDCo

The SENDCo at both campuses have completed or are about to commence the Masters Level National award for SENDCOs. They have attended training sessions in a range of different interventions and specific learning difficulties. They keep up to date with the services offered through the Local Authority by attending the training sessions and meetings when they arise.

The SENDCOs, with the Principals, play a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of students with SEND including any additional resources that may be required.

At Walton High the principle responsibilities for the SENDCo include:

- overseeing the day-to-day operation of the SEND policy;
- co-ordinating provision and the timetables for the Learning Support Assistants (LSAs); liaising with and advising teachers;
- observing SEND students;
- reviewing and updating EHCPs annually;
- reviewing and monitoring the impact of one-to-one LSAs
- analysing the costs of interventions through provision mapping;
- analysis of the SEND data;
- supporting the specific learning delivered by LSAs;
- overseeing the records of all students with Special Educational Needs;
- the administration of reviews, and SEND Register;
- liaising with parents of students with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies, including LA support and Educational Psychology Services, Health and Social Services (via the hub system) and voluntary bodies;
- liaising with other relevant colleagues within MKET;
- supporting Children & Family Practice Support;
- ordering resources for SEND students, within appropriate budgets;

- monitoring a student's progress and, if requested, supporting the setting of targets;
- working with the Principals and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- liaising with potential next providers of education to ensure a smooth transition; ensuring that the school keeps the records of all students with SEND up to date.

Role of the Local Governing Body

The Local Governing Body, with the Principals and staff at Walton High, follow the school's policy and the procedures for meeting the needs of those students with Special Educational Needs.

The SEND Governor supports the school in ensuring that the needs of all students are met in line with the SEN Code of Practice (2014). They will meet regularly with the SENDCos to discuss the provision of Special Needs and the implementation of the policy and then report back to the Principal and Governors. It is the responsibility of the SEND Governor to ensure that:

- the SEND policy is reviewed and agreed on an annual basis;
- the school has appropriate provision and has made necessary adaptations to the needs of all students at the school, including those identified as SEN;
- regular visits are made to the school to monitor the SEN provision;
- SEND data is analysed and to challenge where necessary.

Teaching Staff

The SEN Code of Practice (2014 6.3) states that class teachers are responsible for the progress and development of all students in their classes. This means:

- identifying a student's special needs and ensure school programmes for individual students, in consultation with the SENDCo, are implemented and recorded;
- ensuring parents are aware of any concerns and information regarding these programmes;
- liaising with any LSAs with regard to planning and student progress employed to support a student with special needs.
- ensuring information about SEND students is shared with staff as appropriate.

This will be monitored by

- lesson observations by the staff and /or SENDCo
- review of progress made by students with SEND
- work sampling and scrutiny of planning to ensure effective matching of work to student need
- teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND.

Additional Support

The Local Authority Inclusion and Intervention Specialist Teachers Team can be requested to meet with specific teachers to review and plan for students with SEN. This team is available to offer further student-specific advice based on evidence from the school SENDCo.

There is also support from Educational Psychologists, Speech and Language Therapists and MKET Family Support Officer.

In addition, where a student is making inadequate progress despite the delivery of high quality targeted Interventions, the SENDCo may choose to seek parents' permission to make a referral to one of the following:

- Special Needs nursing team
- Physiotherapy
- Occupational Therapy
- Audiology
- Ophthalmology
- Children and Adolescent Mental Health Service (**CAMHS**)

Code of Practice Graduated Response

At Walton High, in accordance with the Code of Practice (2014), teachers are responsible and accountable for the progress and development of students in their classes including where students access support from a Learning Support Assistant, or specialist provider.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support does not compensate for the lack of good quality teaching.

The graduated response in the Code of Practice (2014) outlines a four part review cycle of Assess, Plan, Do and Review. This system is used by Walton High when looking at provision for SEND students.

Monitoring and evaluation procedures

At Walton High, all documentation regarding the support given to SEND students is collated and reviewed termly. All interventions, whether SEND or involving those students who are closer to national expectations of attainment for their year group are baselined and the students are reassessed to show progress after an appropriate time interval.

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the student and the peer group;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group;
- matches, or betters, the student's previous progress;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates an improvement in the student's behaviour.

The SEND Code of Practice (2014) uses with a single category 'SEND Support-K'. At Walton High we will continue to monitor all SEND students based on their needs using our agreed protocols for identifying and planning for SEND as outlined in this policy. The SEND Code of Practice (6.44, 2014) states that a four-part cycle through which earlier decisions and actions are revisited, refined and revised is linked with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

We will adhere to the following four-part cycle in order to support those students in need of SEND Support:

- Assess
- Plan
- Do
- Review

Assess

In order to meet the needs of individual students and gain additional support from other agencies, it is necessary for subject teachers to monitor the progress of the student closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the student.

The student's parents are kept informed of the teachers' concerns and are encouraged to contribute their knowledge and understanding of the student and raise any concerns. Knowledge of a student's strengths and weaknesses, intervention strategies used and concerns expressed must be maintained.

Using this evidence, a subject teacher might come to feel that the strategies in use are not resulting in the student learning as effectively as possible. In these instances, therefore, if a teacher concludes the student might need further support to make progress then:

- the teacher should seek help from the SENDCo;
- any additional information is sought from the parents;
- the school liaises with other external support agencies, if they are involved with the student.

The triggers for intervention could be the teacher's or others' concerns. This must be underpinned by evidence about a student who, despite receiving differentiated learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness;
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent, emotional or behavioural difficulties that are not ameliorated by the school's behaviour management techniques;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENDCo and subject teachers should decide on the action needed to help the student to make progress, consulting the Principal if extra resources are required.

Plan

This consultation might lead to the conclusion that the student requires help over and above that which is normally available within the class and known as SEND Support.

When the SENDCo identifies a student with SEND, intervention that is additional to, or different from, support provided as part of the school's usual differentiated curriculum. This may take place outside the classroom for a short time each week until the intervention schedule has elapsed. This allows for the student to be back in class for the remainder of the time. It is the personal tutor's responsibility to make sure that all other teachers and support staff who work with the student are made aware of student's additional needs and the strategies that are used within classes.

Do

Where further support is needed then this can be delivered either with support in lessons, one-to-one or small group teaching away from the classroom. The subject teacher should work closely with any LSAs delivering these interventions. It is the responsibility of the subject teacher to liaise with the LSA to ensure that the interventions are linked with classroom teaching. Any LSAs delivering one-to-one or small group interventions meet with the SENDCo on a half termly basis so that these sessions can be reviewed.

Intervention strategies could include:

- deployment of extra staff to enable small group tuition (this will depend on the financial resources and staff availability);
- provision of different learning materials or special equipment;
- staff development and training;
- subject teacher/ LSA's time spent on devising the nature of planned intervention;
- one-off or occasional advice from the MKC support services;
- advice from more than one external support agency. This will often be useful in the co-ordination of support for a student/family where there are social/medical needs as well as educational.

Review

The effectiveness of the support, interventions and their impact on the student's progress should be reviewed in line with the date agreed during the 'Plan' stage meeting. This will be usually within one term of the original meeting but may be sooner depending on the needs of the student.

Where students continue to make less than expected progress and interventions have had limited impact on the students' progress, the SENDCo may consider providing the student with SEN Support and will list the student on the school's SEND register.

If the decision is made that the student no longer needs SEND Support, the SENDCo will arrange to meet with subject teachers and parents one term later to review progress once SEND support has ceased.

SEND Register

At Walton High there are two descriptors for being on the SEND Register. A student will be placed on the SEND Register by the SENDCo. This may be following transition discussions with the primary school or following assessments and involvement from outside agencies such as the Educational Psychologist. Students will be added to the SEND Register after consultation with parents unless they were already on the register from primary school. In this case parents will be informed that their student remains on the SEND Register following transition.

Students on the SEND Register may be identified as SEN-K

This is characterised by involvement of external services including the Educational Psychologist or a Paediatrician. External support services will advise on support and appropriate targets where necessary. All students at SEN-K will have a 'Student Profile' which will be regularly updated by their tutors outlining support strategies and provision for that student. Students at SEN-K do not receive designated additional funding from Milton Keynes Council. Their needs are met by Walton High's SEND provision arrangement.

An SEN-K student may:

- ☐ have a hearing impairment
- ☐ have a visual impairment
- ☐ have a diagnosis of ASD or social communication difficulty
- ☐ have an emotional or behavioural problem which substantially impacts their learning
- ☐ be working at levels which are considerably lower than expected for a student of a similar age
- ☐ have a formally identified Special Educational Need and/or Disability

Education Health and Care Plan (EHCP)

Education Health and Care Plans (EHCP) replaced statutory statements of SEN and are based on a new co-ordinated assessment process focused around the planned outcomes written on the student's statement/plan. The school or parents could consider asking the Local Authority to carry out an

EHCP needs assessment of a student. This involves gathering evidence from relevant professionals and the school will co-operate with the Local Authority in this by providing the educational advice and information requested.

Students on the SEND Register who have a high level of additional need may have an Education Health and Care Plan. An Education Health and Care Plan is normally provided, where after a Statutory Assessment, the Local Authority considers that the student requires provision beyond what the school can offer without additional support. We recognise as a school that a request for a Statutory Assessment does not lead to an EHCP in all cases.

An EHCP will include details of outcomes for the student which are used to develop targets that are matched to the long and short term outcomes set in the EHCP, established through parental/student consultation, implemented in the classroom and delivered by the class teacher with appropriate individual support where specified.

A student with an EHC Plan will be identified by the letter E on the SEND Register.

Reviews of Education Health and Care Plans (EHCPs)

Reviews of Education Health and Care Plans take place on an annual basis within school. These are organised and chaired by the SENDCo. The following people will be invited to attend:

- ☐ The student's parent
- ☐ The student (if appropriate)
- ☐ The student's tutor
- ☐ Members of the Learning Support Team where appropriate
- ☐ Specialist Teachers where appropriate
- ☐ Any other person the SENDCo considers appropriate

The aim of the review will be:

- ☐ to assess the student's progress in relation to the outcomes on the EHCP
- ☐ to review the provision made to meet the student's need
- ☐ to consider the appropriateness of the existing EHCP and to amend as necessary
- ☐ to set new objectives and outcomes
- ☐ to update the Student Profile with additional information and strategies

Within the time limits set out in the SEND Code of Practice (2014), the SENDCo will complete the annual review forms and send them with any supporting documentation to the Local Authority. As a school we recognise the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

To provide provision for students with a statement/EHCP we will ensure:

- all staff working with students have read and understood the statement/EHC plan and any specialist reports;

- a clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice;
- co-production of a plan to address needs with agreed outcomes for all targeted provision;
- any additional training for teaching and support staff is arranged;
- teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed;
- the SENDCo monitors progress termly with all relevant staff, parents and students.

High Needs Funding

If, after the involvement of specialist external support and the existing provision arrangements within school, we are unable to meet the needs of an SEND student we can apply to the Local Authority for High Needs Funding. This can be applied for after discussion and consent from the student's parents. The application process includes details of a student's needs and demonstrates how advice from external agencies has been implemented and what impact this has had. Evidence is also submitted showing how the 'assess, plan, do and review' cycle has been implemented over at least two terms in school.

Local Offer

The Local Offer is a response from government to the desire of parents and carers to find out about all services, opportunities and access for students with special educational needs and disabilities in their area.

As outlined in the Code of Practice, local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available for students and young people in their area who have SEN, including those who have EHC plans.

The Local Offer should encompass all of the universal elements of services offered in localities – all schools, settings and colleges within the local authority border; and all of the services offered by health – from therapies and how to access them, to services for students with complex health care needs. The local offer should build on universal services and illustrate to families how to access additional targeted and specialist services.

More information about what the local offer means for Walton High can be found on our school website as well as within this policy.

SEND Information Report

The SEND Information Report can be found on the school website. It contains information regarding:

- the kinds of SEND that are provided for;
- policies for identifying students with SEND and assessing their needs;
- arrangements for consulting parents of students with SEND and for assessing and reviewing the student's progress towards outcomes;
- the approach to teaching students with SEND;
- the expertise and training of staff to support students with SEND;
- evaluating the effectiveness of the provision made for students with SEND;
- support for improving emotional and social development;
- how the school involves other bodies in meeting students' SEND;

SEND Funding

All mainstream schools are provided with resources to support those with additional need, including students with SEND and disabilities. Schools also have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount and it is for the school to provide high quality approach support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of students with SEND.

At Walton High we have access to a range of resources that can be used for one-to-one or small group intervention sessions. LSAs are either timetabled to support teaching and learning in classes across the school or are working in one-to-one or small group interventions with students who are identified in making less than expected progress.

Transition

Students with SEND are supported with transition to secondary school in the following ways:

- ☐ Meetings and visits between primary settings and Walton High
- ☐ Student Profiles completed to outline needs and strategies to support SEND students
- ☐ Open Mornings held in October prior to transfer in the following September
- ☐ Induction Evenings for Year 6 students and their parents
- ☐ A 'Meet a Teacher' event in the summer term prior to transfer which enables a one-to-one meeting
- ☐ Additional visits to Walton High for vulnerable students
- ☐ Visits to all new students in their primary schools from Walton High staff
- ☐ A two week summer school – SEND and Disadvantaged students are especially welcome
- ☐ Year 7 Parents' Lunch on their first day at Walton High

Reviewing the policy

The SEND Policy will be reviewed regularly in order to ensure that it is kept up to date and in line with any changes in law and legislation. The SENDCo will review this policy in conjunction with the SEND Governor and the Principal.

Exam Access and Reasonable Adjustments

Rationale

This policy provides guidance regarding the actions taken to ensure inclusion at Walton High to allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access assessment without any disadvantage and without affecting the integrity of the assessment.

This policy is written in line with the Joint Council for Qualifications (JCQ) Regulations document: "Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments."

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment in comparison to 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 (SEND): A candidate has SEN as defined in the Education Act 1996 if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Procedure

An application for exam concessions to the Joint Council for Qualification (JCQ) can only be made if the school can provide all of the following:

1. A history of need (clear evidence of need over a period of time)
2. A history of provision (what support has been provided in school over a period of time)
3. which may include: support in the classroom; working in small groups for reading and/or writing; literacy support lessons; literacy intervention strategies; support in internal school tests/examinations and mock examinations.)
4. A qualifying score from a recognised test carried out by a suitably qualified assessor (not required for all concessions).
5. In addition to this, evidence of need and provision can be provided through:
6. Diagnostic test results
7. Professional reports
8. Medical evidence
9. Examples of classwork / past exam scripts

Access arrangements should be processed at the start of the course prior to the beginning of the first year of a GCSE course. Walton High will have firmly established a picture of need and normal way of working for a student during Years 7 and 8.

For students with an EHCP, it is not a requirement for additional testing to be carried out or a Form 8 to be completed. Students with a diagnosis of Dyslexia will be automatically considered for testing although it should be noted that a diagnosis of Dyslexia is not an automatic guarantee of exam concessions.

Post 16

Students who have previously qualified for exam concessions at GCSE will need to have a roll-over form completed and may require additional assessment dependent on the chosen post 16 qualification.

In line with JCQ regulations, Walton High will make all final decisions with regard to access arrangements based on whether the candidate has a substantial and long term impairment and can demonstrate the access arrangement as being the student's normal way of working as evidenced by the teaching staff.

Checking the Qualifications of the Assessor(s)

Specialist assessors are used to conduct the assessments in line with JCQ regulations and guidance. It is the SENCO's responsibility to check the assessors are appropriately qualified to carry out the testing and evidence of the assessors' qualifications are held on file for inspection purposes.

Access arrangements may include:

Cognition and Learning Needs

E.g. General and/or Specific Learning Difficulties (such as Dyscalculia and Dyslexia) Candidates with learning difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen

- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.

Communication and Interaction Needs

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) Candidates with communication and interaction difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- modified language papers.

Sensory and Physical Needs

E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI) Candidates with sensory and physical needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a live speaker
- a Communication Professional
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

Social, Mental and Emotional Needs

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, mental and emotional needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- alternative site arrangement
- separate invigilation within the centre.

Processing applications for Access Arrangements

The SENDCO is responsible for completing the paperwork (Form 8) and supervising the processing of on-line applications to JCQ for both GCSE and GCE qualifications using the Access Arrangements On- Line tool.

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

It should also be noted that if the SENDCO or specialist assessor(s) consider that the access arrangements have ceased to be the student's normal way of working they reserve the right to withdraw permission for that access arrangement.

If a student prefers not to utilize their concession, they have the right to do so. Arrangements must always be approved before an examination or assessment.

Arrangements for Testing / Exams

Internal Assessments

All teaching staff are given access to the list of students qualifying for exam access arrangements (EAA). However, it is sensible to see this as a joint responsibility between the teacher and the student to ensure that the appropriate arrangements are in place for all internal assessment opportunities.

External Exams

It is the responsibility of the Exams Team, usually working in conjunction with the SEND Department, who take responsibility for organising the exam access arrangements for external exams

Further clarification –

1. Reader, Reading Pens or Computer Reader.
2. Scribe, SRT or Laptop

1. Readers, Computer readers and reading pens

The School's SENDCO must be satisfied that:
the candidate has an impairment which has a substantial and long-term adverse effect, which gives rise to persistent and significant reading difficulties.

Evidence for giving a reader, computer reader or reading pen.

At least one score of 84 or less The vast majority of candidates with a substantial and long-term impairment awarded a reader will fall into this category.	Two or more scores between 85-89. A small proportion of candidates will fall into this category.	A reading Age that is more than 3 years behind their chronological age.
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The school may determine that the use of a reader is not appropriate due to the following reasons:

1. The student does not use, access a reader as their normal way of working.
2. The student does not fit the criteria of 'disabled' within the Equality Act.
3. There is a lack of 'history of need'
4. There is a lack of teacher-based evidence to suggest that the student has a 'genuine need'

Computer reader / reader

Papers (or sections of papers) testing reading;

1. A computer reader will be allowed in papers (or sections of papers) testing reading.

A computer reader and a reader do not interpret text in the same way. A reader can add a layer of vocal interpretation (nuance and meaning). This could affect a candidate's response and therefore compromise the reliability of the qualification. A computer reader is an acceptable arrangement since it allows the candidate to independently meet the requirements of the reading standards.

(See pages 38-40 on the permitted use of computer readers in GCSE and GCE qualifications).

2. JCQ AA 5.5.7 - A reader will not be allowed to read questions or text in papers (or sections of papers) testing reading.
3. A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or section of a paper) testing reading may be granted up to a maximum of 50% extra time.

An approved application for a reader will allow the SENDCo to grant the candidate up to a maximum of 50% extra time in a paper (or a section of paper) testing reading. Where Reading and Writing is being assessed in the same paper, the maximum allowance of 50% extra time must only be allocated to the Reading section. Centres should calculate the total time allocated to reading based on the number of marks allocated to the Reading questions and add up to a maximum of 50% to that time. Advice from the relevant awarding body may need to be sought. In a paper (or section of a paper) testing reading, a reader may read back, upon request, what the candidate has written without any emphasis on errors. Where candidate is using a computer reader or an examination reading pen the SENDCo cannot grant up to a maximum of 50% extra time

Factors the centre must take into account

1. *JCQ AA 5.5.8 - The centre is responsible for ensuring that the candidate and reader cannot be overheard by, or distract, other candidates. (This will also apply if the candidate uses a computer reader.)*
2. *Where the candidate and reader are accommodated in another room, on a one to one basis, the invigilator may additionally act as the reader.*
3. *JCQ AA 5.5.9 - Readers may work with more than one candidate, but must not read the paper to a group of candidates at the same time, as this imposes the timing of the paper on the candidates.*
4. *Where candidates only require occasional words or phrases to be read, three or four candidates may share one reader. The candidate will need to put their hand up or use a prompt card when he/she needs help with reading. If the group is accommodated in another room a separate invigilator will be required. Each candidate in the group must meet the published criteria for a reader.*
5. *If the school does not feel that the student has a substantial impairment which is life-long and fits within the equality acts definition of disability (plus evidence of normal way of working) the school may agree to the use of a reading pen / or the facility to read aloud.*

There is not a requirement to process an application for Read aloud and / or the use of an examination reading pen using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. JCQ AA 5.6 - Read aloud and / or the use of an examination reading pen

Read aloud

JCQ AA 5.6.1 - It can make a significant difference to a candidate who persistently struggles to understand what they have read to read aloud. Where a candidate is reading a difficult text he/she may work more effectively if they can hear themselves read.

JCQ AA 5.6.2 - The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.

JCQ AA 5.6.3 - A candidate who reads aloud to himself/herself must be accommodated separately within the centre.

Examination reading pen

JCQ AA 5.6.4- A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility.

The use of an examination reading pen, provided by the centre, might benefit those candidates who wish to work independently. It may increase the independence of candidates who needed a reader for accuracy rather than comprehension. The use of an examination reading pen might also benefit those candidates who only require occasional words or phrases to be read to them. An examination reading pen may be used in papers (or sections of papers) testing reading. However, the candidate cannot additionally be granted up to a maximum of 50% extra time in place of the reader.

The rules – the use of a reader:

1. may enable a vision impaired candidate to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than the information which would be available on the paper for sighted candidates;
2. may read numbers printed ion figures as words (e.g. 356 would be read as three hundred and fifty six, but when reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 356 in words);
3. may decode symbols and unit abbreviations in Maths and Science examinations as this will not affect the integrity of the assessment;
4. may if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given;
5. may read back, when requested, what the candidate has written without any emphasis on any errors;
6. must read accurately;
7. must have appropriate subject knowledge in order to act effectively as a reader in Maths
8. and Science examinations, and decode symbols and formulae with accuracy;
9. must only read the instructions of the question paper and questions, and must not
10. explain or clarify;
11. must only repeat the instructions of the question paper or questions when a candidate
12. indicates a specific need for help;
13. must only read the instructions /rubric of a paper testing reading and must not read individual questions or text;
14. must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
15. must not advise the candidate regarding which questions top do, when to move on to the next question, nor the order in which questions should be answered;
16. must not decode any symbols in a Music examination.

2.Scribe, SRT or Word Processor

The centre will;

1. allocate the use of a word processor to a candidate with the spelling and grammar
2. check/predictive text disabled (switched off) where it is their normal way of working within the
3. centre
4. award the use of a word processor to a candidate where appropriate to their needs
5. For example, a candidate with:
6. a learning difficulty which has a substantial and long term adverse effect on their ability
7. to write legibly
8. a medical condition
9. a physical disability
10. a sensory impairment
11. planning and organisational problems when writing by hand
12. poor handwriting

Walton High only permit the use of a word processor where the integrity of the assessment can be maintained.

The Centre will not:

simply grant the use of a word processor to a candidate because they now want to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home.

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

1. in the event of 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.
2. where the curriculum is delivered electronically and the centre provides word processors to all candidates.

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in a room separate to the main exam venue- this may be as a single student or within a room where other students with the same access arrangements are seated.

In compliance with the regulations the centre:

1. provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise.
2. where a candidate is to be seated with the main cohort without the use of a power point, checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam.
3. ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01.
4. If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
5. ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6
6. ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet (or where possible, an IT technician will set up

'autosave' on each laptop/table to ensure that if there is a complication or technical issue, the candidate's work is not lost)

7. instructs the candidate to use a minimum of 12pt font and double spacing in order to make marking easier for examiners

The Centre will ensure the word processor:

1. is only used in a way that ensures a candidate's script is produced under secure conditions
2. is not used to perform skills which are being assessed
3. is not connected to an intranet or any other means of communication
4. is in good working order at the time of the exam
5. is accommodated in such a way that other candidates are not disturbed and cannot read the screen
6. is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
7. is cleared of any previously stored data
8. does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
10. does not include graphic packages or computer aided design software unless permission has
11. been given to use these
12. does not have any predictive text software or an automatic spelling and grammar check enabled
13. unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
14. does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
15. is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

The Centre will ensure:

1. the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
2. the candidate is present to verify that the work printed is his or their own
3. a word processed script is attached to any answer booklet which contains some of the answers
4. where an awarding body requires a cover sheet to be completed this is included with the
5. candidate's typed script (according to the relevant awarding body's instructions)
6. Centre specific processes
7. IT Technicians will be available in case of technical issues