



NOTTING HILL & EALING
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Senior School

SEND, ALN, EAL & Access Arrangements Policy

2024-2025

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Definitions of key terms

Special Educational Needs are defined in the Children and Families Act 2014:

20.1 A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

20.2 A child of compulsory school age or young person has a learning difficulty or disability if he or she:

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Disability is defined under the Equality Act 2010. A person has a disability if s/he “has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Abbreviations

- SEND: Special Educational Needs and Disabilities
- ALN: Additional Learning Needs. A distinction is made between students who have a formal diagnosis of a SEND and those who are recognised through a need for additional support. The latter group come under the category ALN.
- SENDCo: Special Educational Needs and Disabilities Coordinator.
- EAL: English as an Additional Language.
- EALCo: English as an Additional Language Coordinator.
- SEMH: Social, Emotional and Mental Health.
- SpLD: Specific Learning Difficulty.
- ASC: Autism Spectrum Condition.
- ADHD: Attention Deficit Hyperactivity Disorder.
- HOY: Head of Year
- HOD: Head of Department

Legal framework

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Strategy
- GDST and the School’s Admissions Policies
- GDST Exclusion Policy
- The School’s Safeguarding and Child Protection Policy
- The School’s Behaviour Policy
- The School’s Anti-Bullying Policy

Key colleagues

- Deputy Head (Academic)
- Deputy Head (Pastoral)
- SENDCo
- SEND-specialist teachers
- Learning Support Assistants



Identification of SEND/ALN (Assess)

The school recognises the importance of early identification of any SEND or ALN in order to ensure that each individual's learning needs are met as well as to avoid the risk of other possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND and ALN:

- Identification at admission: through communication with prospective parents, any previous school, and use of the admission information which prospective parents should complete fully.
- Identification at transition - Junior to Senior school: Junior and Senior schools liaise closely on pupil transfer to the Senior school; the SENDCo meets with students in year 6 during the Summer term, Pupil Profiles, academic concerns and pastoral issues are shared during a transitions meeting attended by Y6 teachers, Year 7 HOY and the SENDCo. The SENDCo completes learning walks during the first half of the Autumn term, looking at students' work and observing them in class to identify any students who may require additional support or assessment.
- Identification on progression through the Senior School:
 - Identification by HOY or Tutor Team: HOYs monitor pupils' progress at each transition point as students move up through the Senior School, meeting once each term with the SENDCo to discuss any students who are causing concern. Internal examinations are carefully scrutinised by all teachers to identify potential SEND or ALN. SEMH difficulties are likely to be identified and addressed through the school's pastoral system – tutors, Heads of Year, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff, who may then make a referral to the SENDCo.
 - Identification by Subject Teacher: Subject Teachers make regular assessments of progress for their pupils, sharing any concerns with their HOD and the HOY, using the referral system detailed below. This may then trigger a referral to the SENDCo.
 - Identification at each reporting point in meetings with HOY and Academic Team looking at 'value-added', achievement and effort grades, reviewing support accordingly.
 - Identification through subject Department meetings as each has a regular SEND slot for discussion in their Agenda.
 - Identification through pupil/parent concern: The school recognises that parents and the pupils themselves have a unique perspective on their child's learning. These concerns feed into the referral system detailed below.

Referral System and assessment

A concern is raised by contacting the student's Form Tutor, HOY, copying in SENDCo. A record is made on CPOMS. The HOY will decide if further investigation is appropriate and may ask the student's Tutor to gather feedback from teachers and other staff. This may trigger a referral to the SENDCo, who will coordinate a graduated response to assess the level of need. This may involve some or all of the following:

- Monitor the student's progress, looking at samples of their work.
- Discuss difficulties with the student's teachers.
- Observe the student in class.
- Arrange to meet with the student to discuss their difficulties.
- Discuss these difficulties with parents.

These actions may allow the SENDCo to establish the pattern of support that will meet the student's needs. In some cases, the SENDCo may recommend further assessment, either:

- Academic Profiling - combining observations and a short assessment to provide insight into areas of strength and weakness.



- Diagnostic Assessment - Where a student and their parents agree that a diagnosis of a SPLD would be beneficial, the SENDCo may recommend that a student is formally assessed. The school's SENDCo as a Specialist Assessor can undertake this assessment, or the assessment may be provided by a suitably qualified professional external to the school.
- Further Diagnostic Assessment - Where a student is seen to be experiencing a more complex difficulty, perhaps indicating an underlying Neurological difference such as ADHD, ASC, SEMH difficulties, or medical condition, the SENDCo alongside the Pastoral team will support the family in this lengthier assessment process with the necessary external professionals.

Patterns of Support (Plan & Do)

Having established the learning needs of the student, the SENDCo works with them, their teachers, Tutor team and parents to decide on a package of support to meet those needs.

In class:

The SENDCo and Specialist SEND Teacher work in collaboration with class teachers to establish a pattern of adapted teaching strategies for in-class support. This may include:

- Adapted resources or templates.
- Additional materials and approaches to using them, e.g. highlighters.
- Particular approaches to working supported by the subject teacher.

Supported Individual Study Sessions:

Students may be invited to attend a regular pattern of individual sessions with either the SENDCo or the Specialist SEND Teacher.

- These sessions are planned and guided by a Pupil Profile. Targets are created with the student using data gathered through observations, teacher feedback and any assessments that have taken place.
- The sessions will be as frequent as best suits the individual needs of each student, varying from one per term to weekly sessions.
- These sessions take place during the timetabled day. Students never miss a core subject in order to attend, and the sessions rotate around their other subjects to ensure that they do not fall behind in any subject area.

Record Keeping (Review)

Pupil Profiles

Students who attend regular Learning Support Sessions have Pupil Profiles. All pupil profiles are accessible to all academic staff via the Provision Map. Each document provides a formal summary of the students' individual strengths and needs alongside adapted learning strategies for teachers on how best to support them in class. Targets are set with pupils at the start of each term and reviewed at the end of each term. Profiles are updated regularly and distributed to All Academic staff each week. Pupil profiles can be shared with the student's parents on request, and discussed in individual parent meetings with the SENDCo.

SIMS

SIMS illustrates details of any SEND, ALN and/or EAL plus associated exam access arrangements allowing staff to access this information via the student database. Data for SEND students is input by the Learning Support Department and regularly updated.

Tracking and Monitoring

The SENDCo meets with HOYs and Deputy Head Academic to review data for each year group at each reporting point. Any pupil concern is discussed/reviewed and an action plan for support implemented. Individual pupil targets are reviewed in Learning Support sessions and adapted accordingly.

The SEND department maintains a log for each student following every Individual Supported Study Session.



Post summative exam results, analysis of performance from SEND students is illustrated through a comparison table. Results are reviewed in relation to a student's project level of achievement with the Senior Leadership Team and SENDCo.

Students with an EHCP

Students with an EHCP follow the same pattern of assess, plan, do and review as all other students with SEND or ALN, informed by the same record keeping and assessments. In addition to this, students with an EHCP also have a more detailed EHCP that records their particular strengths and needs and illustrates their outcomes for each academic year.

Annual reviews with the appropriate local education authority are held with the student, parents and a representative from the local authority invited. Outcomes are reviewed and adjusted accordingly. For students in transitional year groups, these reviews are held in autumn term to allow time for adaptations.

Admissions arrangements

The SENDCo assists the Admissions team in reviewing any applications from students with an identified SEND, ensuring that the school can make reasonable adjustments to support their needs and ensuring that each student has the Access Arrangements they need to complete the entrance exam and interview.

Examination Access Arrangements

Access Arrangements are examination arrangements for pupils with special educational needs, additional learning needs, medical conditions, SEMH, physical disabilities or temporary injuries. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

'Reasonable adjustments' are made where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. Schools and examination boards are required to take reasonable steps to overcome that disadvantage. An example might be providing an enlarged paper for a visually impaired pupil. Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the individual needs of the pupil;
- the effectiveness of the adjustment;
- the cost of the adjustment and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs
- involves unreasonable timeframes or
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

Evidence Required for access arrangements

The Equality Act 2010 definition of disability is very important in helping us make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for girls. To quote the Act, disability means, '**limitations going beyond the normal differences in ability which may exist among people.**' Any arrangement or reasonable adjustment we consider has to be evidenced, with the extent and type of evidence required depending on the nature of the access arrangement. All schools are bound to follow the regulations for Access Arrangements, Reasonable Adjustments and Special Conditions set by the Joint Council for Qualifications that are reviewed each year. Any changes to these regulations are distributed to the Academic Staff by the SENDCo at the start of each academic year.



The most complex, but most common request we make to the exam boards is for supervised rest breaks or once trialled and inappropriate awarding 25% extra time. In order to award supervised rest breaks **for learning differences** the school must have teacher evidence that shows the needs of the pupil are significantly and persistently impacting their learning. One of the following documents can then provide evidence of need:-

- **A Statement of Special Educational Needs** or **Education, Health and Care Plan** relating to secondary education which confirms the candidate's disability; or
- **An assessment carried out no earlier than summer term of Year 9 by a specialist assessor** confirming a learning difficulty relating to secondary education.

So as not to give an unfair advantage, the specialist assessor's report must confirm that the candidate has **at least one below average standardised score of 84 or less and one low average standardised score of 85-89** which relates to an assessment of:

- Speed of reading; or
- Speed of reading comprehension; or
- Speed of writing; or
- Cognitive processing measures which have a substantial and long term adverse effect on speed of working

The assessor's report must be presented in the prescribed format (Form 8) and section C must be hand signed and dated by the assessor.

Where a student has a medical diagnosis, neurodevelopmental condition, SEMH, sensory & physical needs, speech, Language and communication difficulties, and/or an Education, Health Care Plan a Form 9 should be used. This detailed information will be supported with, for example:

- a letter from CAMHS, a clinical psychologist, a hospital consultant; or
- a Speech and Language Therapist; or
- a letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
- a **Statement of Special Educational Needs (EHCP)** relating to the candidate's secondary education which confirms the candidate's disability.

A doctor's letter is not regarded as sufficient evidence.

All applications for additional time, reader, scribe, modified papers, personal assistants must be made via the Access Arrangements Online (AAO) portal. GDPR forms are signed by the students to provide permission to share their details with AAO.

In addition to this core evidence, **the school may collate a portfolio of evidence of the normal way of working** for the candidate, clearly demonstrating the need for specific exam access arrangements. This may include, but is not limited to: unfinished mock examinations or other timed assessments or comments from teaching staff; a significant improvement in legibility or quality of language when extra time is applied. Extra time may not be appropriate in practical examinations where the impairment has a minimal effect on the assessment (e.g. Art, Drama). All exam access arrangements are required to be reviewed as a pupil transfers from Year 11 to Sixth Form to check if they are still appropriate e.g. where a student moves from text-based subjects to study solely science and maths.

Identification of pupils who may require exam arrangements, and the application process

Pupils on the school's SEN register in Year 9 will automatically be considered for assessment for access arrangements by the SENDCO, who will have established a picture of need and normal way of working in Years 7-9. Otherwise a pupil may be identified through the Lucid Exact Cognitive Screener in spring term Year 9 or through referral by a parent or teacher. In normal circumstances the application will be made at the start of a GCSE or A level course.



In all cases, the following steps will be followed to ensure that the required evidence is collated and the correct application procedure followed:

- 1) Teachers will complete a 'Normal way of working' questionnaire
- 2) The SENDCO will meet with the pupil to discuss her needs
- 3) The SENDCO will collate the information and decide whether or not to assess and which areas of assessment are required
- 4) The SENDCO will complete Section A of the JCQ Form 8/Form 9.
- 5) Assessments will take place
- 6) The assessor will assess the pupil and complete, hand sign and date Section C of Form 8/Form 9.
- 7) Section B of Form 8/Form 9, making recommendations for access arrangements, must be completed by the SENDCO following the assessment
- 8) The pupil must sign the Data Protection Notice
- 9) The SENDCO will make an application for access arrangements to the JCQ through *Access Arrangements Online*. Applications must be processed and approved no later than the JCQ published deadline. Late applications are only permitted in very specific circumstances and may be subject to scrutiny
- 10) The pupil, parents, teachers and the Examinations Officer will be notified of the outcome and implications for school work and internal tests (see below)

Evidence will be kept on file for inspection by the JCQ inspector, including the original copy of Form 8/Form 9, the signed Data Protection Notice, confirmation of approval of the access arrangement and the portfolio of evidence of need/normal way of working. Evidence must be kept in hard copy format and be available on request. All evidence is to be kept in a locked cabinet.

Types of Access Arrangement

A number of access arrangements are available. Their use depends upon the pupil's needs, her normal way of working, the type of examination and the current JCQ regulations. This means that different arrangements might be allowed in different examinations, and SENDCOs are required to consider the need for access arrangements on a subject-by-subject basis.

Most commonly used access arrangements used at the school include:

- Supervised rest breaks;
- Use of a word processor (with spelling and grammar check disabled);
- 25% extra time;
- Alternative Rooming

Other types of access arrangement are available and may be considered depending on the exact nature of a pupil's needs. Details of such possible arrangements can be found in the JCQ regulations.

Supervised Rest Breaks

Supervised rest breaks (SRB) must always be considered before making an application for extra time. The SENDCO is allowed to provide a supervised rest break if it is the candidate's normal way of working. The SENDCO must be satisfied that there is a genuine need for the arrangement due to a candidate's disability.

Supervised rest breaks may be given to girls to take account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, emotional and mental health needs.

At the start of the SRB, the timing of the examination will be paused and then restarted when the candidate is ready to continue. The time lost will be added onto the end of the exam time. The student can take as many rest breaks as they need and for as long as they need. The average time is around 5 minutes. They are permitted to leave the exam



room but must be accompanied at all times. No rest breaks can be taken during the last 15 minutes of the exam. The student will not have access to the examination for the duration of the SRB.

25% Extra time

25% extra time may be granted to candidates diagnosed with learning differences, or for other difficulties such as sensory, physical or mental health and emotional needs. The documentation supporting an application for 25% extra time must make a compelling case and present a clear and detailed picture of current need (see section on evidence of need below).

When a candidate progresses from GCSE to A-level qualifications, whilst an assessment conducted no earlier than the start of Year 9 recommending 25% extra time for GCSE examinations will be valid for A-level examinations, an application for extra time must be re-submitted in relation to A-level examinations, and the school must have available detailed evidence that 25% extra time is still needed and continues to be the candidate's normal way of working.

Bilingual Translation Dictionaries

Bilingual translation dictionaries may be used by candidates whose first language is not English, Irish or Welsh as long as this reflects their normal way of working in the centre. There are certain examinations in which the dictionary may not be used, e.g. English Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary. The dictionary may be paper or electronic but must be a standard dictionary, i.e. not contain supplementary information such as pictures or explanations of words. Dictionaries to be used in examinations must be held in the centre and checked thoroughly before use.

In addition, 10% extra time may be awarded to a candidate for use of the dictionary where the candidate entered the UK within 3 years of the examination with no prior knowledge of the English Language. In such cases the SENDCo or EALCo must compile evidence to demonstrate the candidate's eligibility for this arrangement.

Alternative Rooming

Where a student is diagnosed with a neurodevelopmental condition, sensory needs, SEMH and/or medical condition and is impacted by the environment they may request to sit their exams in an 'alternative room'. This is separate space to the main Exam Hall and will have a maximum smaller number of students. No separate rooms are available unless in exceptional circumstances.

Laptop Policy and Provision

All students at NHEHS use chrome books computers to support their learning. Laptops are approved for some students to use in examinations, where it is their 'normal way of working' to use a laptop. A laptop cannot simply be granted to a student because she now wants to type rather than handwrite in examinations, or because she uses a laptop at home. The use of a word processor must reflect the candidate's 'normal way of working' within the centre and the school must hold evidence demonstrating the reasons why the use of a word processor has been awarded. It is recommended that a student has completed a touch-typing course before moving onto a laptop as their normal way of working so that the skill is automated and proficient. Although not an exhaustive list, students are permitted to use their laptop for all longer writing tasks where one or more of the following apply:

- They have a learning difficulty or disability which has a substantial and long-term adverse effect on their ability to write legibly
- They have a medical condition that impacts on their ability to write by hand accurately or at speed
- They have a physical disability that impacts on their ability to write by hand accurately or at speed
- They have a sensory impairment that impacts on their ability to write by hand accurately or at speed
- They have difficulties with planning and organisation when writing by hand
- They have very poor handwriting
- They have very poor spelling
- Slow handwriting speed



Teachers provide evidence that a student is working more effectively using their laptop for all longer writing, before this is approved as an arrangement for examinations. It is permissible for a student using a word processor in an examination to type certain questions, i.e., those requiring extended writing and hand write shorter answers. Examinations that 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 students will frequently need to type. Some students use a laptop for examinations where medium length writing is a component, if this is their 'normal way of working'. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet, so that the student avoids the difficulty of visually tracking between the question paper and screen.

Internal Examinations: Once a student is using a laptop in a particular subject as their normal way of working, they will also use an exam laptop (not connected to the internet) for the internal tests or examinations in that subject.

External Examinations: Where using a laptop in class and in internal examinations has become the normal way of working for a student, they will be eligible to use a laptop in their external examinations. It is recommended that any student who is thinking about using a laptop for an external GCSE, IGCSE or GCE examination should have used a laptop for at least one end of year or 'mock' examination before then so that they are practised in how the exam laptop functions. In exceptional circumstances a student may be allowed to sit an external examination using a laptop for any subject if they have not already completed at least one internal examination using a laptop. For example, injury to the wrist or hands or another condition physically affecting the student's ability to write by hand.

A list of which students will use a laptop and for which subjects is maintained in a document showing Exam Access Arrangements for all students. The students will also be illustrated through their ALN/SEN code on SIMS e.g. SEN25L.

These regulations apply to all exam boards except for Cambridge Board that requires schools to hold diagnostic evidence of need to use a laptop in examinations and a formal application is made directly to Cambridge Board. A 'Detailed Assessment of Speed of Handwriting' may be carried out internally in school.

If a student uses an exam laptop, she must do so with the spelling and grammar check facility/predictive text disabled (switched off) unless the student qualifies for a 'scribe' exam access arrangement that has a separate criteria for qualification laid out in current JCQ regulations..

Scribe exam access arrangement

Some students may also qualify for an exam access arrangement described as "scribe (spellcheck applied)". This will apply where the school holds evidence of:

- a below-average standardised score in spelling, and/or a diagnosed learning need that illustrates their ability to spell accurately is compromised also,
- feedback from teachers that difficulties in spelling accuracy persistently impact (a) the student's ability to write cohesively, and/or (b) the legibility of their work.

This "scribe (spellcheck applied)" arrangement can only be used where a candidate is not sufficiently competent or confident in using a word processor with the spelling and grammar check or predictive text facility disabled.

This may only be applicable in certain subjects. The arrangement will be agreed in discussion with the student and subject teacher so it is clear what marks for spelling and grammar may be lost.

The 'scribe' arrangement may also be a responsible adult in an examination but not in a Speaking Test, who types or writes a candidate's dictated answers to the questions. The 'scribe' is not a practical assistant, prompter or reader. However, if the student qualifies for a practical assistant, prompter, or reader, the scribe may also act as this person.

Internal Exams, Assessments and Tests

For those pupils requiring access arrangements, the following steps will be followed in relation to internal examinations and assessments:



- Departments will be informed of which pupils are eligible for access arrangements, and individual departments will then coordinate this with guidance from the SENDCO as necessary.
- Exam access arrangements will be put in place for end of year school assessments, mock examinations and summative examinations. For in-class assessments, it may not always be possible for teachers to accommodate a pupil's access arrangements within the time constraints of a lesson. Therefore, teaching staff will use their discretion as to how to allow for a pupil's needs in the classroom either by allowing some form of access arrangement or accounting for the conditions of the test when recording the result.
- For formal internal assessments, pupils with extra time are to write in their normal way and to participate within normal exam conditions. However, they should change their pen colour when their 25% becomes available. Pupils use the coloured pen until the 25% extra time is finished, or when they have finished – this contributes to providing essential evidence of need.
- Teachers may, under guidance from the SENDCO, mark exam scripts or other assessments with and without the 25% extra time and comment on the qualitative differences with 25% extra time, e.g. Has a pupil's work moved into an A grade from a B grade or vice versa?
- Teachers should supply the SENDCO with copies of exams scripts where 25% extra time has been used; scripts should be accompanied by teachers' comments, i.e.: the qualitative differences AND comment on how extra time affected exam performance.
- Pupils may use a laptop for internal assessments if this has been their normal way of working. If a laptop is used, this will be used with the internet, spelling and grammar check disabled.

Public Examinations and Access Arrangements

For all public examinations, the school follows the Joint Council for Qualifications (JCQ) Access Arrangement and Reasonable Adjustments regulations¹. These are accessible via the following link: https://www.jcq.org.uk/wp-content/uploads/2024/08/JCQ-AARA-24-25_FINAL_2024.pdf. Failure to comply with these regulations may constitute malpractice, which could in turn affect a candidate's result(s).

Decisions to apply for access arrangements will always be made in discussion with the student and teaching staff by the school acting for and on behalf of the awarding bodies. The school will be guided by a thorough understanding of a pupil's learning needs over time and in a range of circumstances, assessments by the SENDCO conducted from Year 9, recommendations from external reports (where the private assessor has consulted with the school prior to the assessment taking place), and the school teachers' own knowledge of the pupil's needs and her normal way of working both in school and at home. A portfolio of 'evidence of need' will be put together by the SENDCO to support any application for access arrangements; this will include teacher feedback and evidence of a pupil's work.

Pupils on the school's SEND register in Year 9 will automatically be considered for assessment for access arrangements by the SENDCO, who will have established a picture of need and normal way of working in Years 7-9. Otherwise a pupil may self-refer or be referred by a parent or teacher. In normal circumstances, the application will be made no earlier than summer term Year 9 in line with JCQ Regulations. In all cases, the following steps will be followed to ensure that the required evidence is collated and the correct application procedure followed:

- In the autumn term, the SENDCO identifies any students in year 10 who may qualify for EAA.
- The parents of these students will be contacted for permission to assess them where relevant, and to make an application to the JCQ on their behalf if they are found to be eligible for EAA.
- The SENDCO collects data and feedback from all teachers. Using this feedback along with details of the support that the student needs at school, the SENDCO then completes Section 1 of the JCQ form 8.
- The school's specialist assessor completes an assessment with the student, and uses this data to complete Section 2 of the form 8.
- All eligible students complete a Data Permissions form.

¹ A small number of external examinations are not subject to JCQ regulations – for example International Baccalaureate and Cambridge Pre-U examinations. In these cases, NHEHS follows the JCQ principles but ensure that the separate procedures specific to the examination board are followed.



- The SENDCo completes Section 3 of the form 8, and the application is submitted to the JCQ via Access Arrangements Online. Applications must be processed and approved no later than the JCQ published deadline. Late applications are only permitted in very specific circumstances and may be subject to scrutiny.
- The SENDCo will inform the student and their parents of the outcome, updating SIMS and the shared list of students with EAA for staff.
- Evidence will be kept on file for inspection by the JCQ inspector, including the original copy of Form 8 and/or other appropriate form, the signed Data Protection Notice, confirmation of approval of the access arrangement and the portfolio of evidence of need/normal way of working.

Temporary Access Arrangements/Special Consideration

Temporary Access Arrangements and applications for special consideration can also be made in certain situations. These arrangements can be processed as the need arises. An example could be, a Year 11 pupil has fallen off her bike and broken the wrist of her writing hand. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the pupil can access the exam but is not given an unfair advantage. As with all applications, the school is required to ensure that the appropriate documentation is held on file to support any arrangement made.

Roles and Responsibilities for Examination Access Arrangements

The Head Teacher as Head of Centre is responsible for ensuring that all public examinations held at the school are administered according to the JCQ regulations, and must therefore be familiar with the JCQ Access Arrangements and Reasonable Adjustments document. The Head is also responsible for the appointment of assessors, and ensuring that they have the required level of competence and training. This may be the SENDCo in the Centre.

The SENDCO is responsible for leading the access arrangements process within the centre. This includes:

- Liaising with parents and external assessors (in cases where assessment is not carried out in school). If an assessor is used, the SENDCO must provide background information on the pupil before the assessment takes place, and work with the assessor to ensure a joined up and consistent process.
- Managing the application procedure, ensuring that full supporting evidence is available before starting the application
- Maintaining a portfolio of all the required documentation, including evidence of need, updating this as required (e.g. transfer into the sixth form). This evidence must be available for JCQ inspection
- Keeping evidence of the qualifications of any assessor used by the centre: this must be available for JCQ inspection.
- Liaising with the Examinations Officer to ensure access arrangements are applied correctly for all relevant examinations
- Liaising with Heads of Department and teaching staff to ensure that they know which pupils are entitled to access arrangements, that these should correspond to the pupil's normal way of working, and that access arrangements should also be made for internal school texts, examinations and mock examinations.
- Update and maintain all the required documentation that relates to Exam Access Arrangements for students in Senior School ready for the annual inspection by JCQ.
- Deliver training to invigilators on the appropriate use of exam access arrangements in setting in line with JCQ regulations.

The examinations officer is responsible for the practical application of access arrangements in public examinations. This will involve:

- Being aware of which pupils are eligible for access arrangements, and any particular conditions (e.g. arrangements being appropriate in some examinations and not others)
- Putting access arrangements in place according to the regulations
- Making practical arrangements, e.g. for extra rooms, extra invigilation etc.

HODs and teaching staff support the SENDCo in determining and implementing appropriate access arrangements. This involves:

- Being aware of which pupils are eligible for access arrangements
- Ensuring that access arrangements are made for these pupils in internal tests, examinations and mock examinations



- Collaborating with the SENDCO to provide evidence of pupils' normal way of working.

Parents of pupils from Year 9 who feel that their daughter should be assessed for access arrangements due to learning difficulties, should contact the school SENDCO as early as possible, bearing in mind that access arrangements are only made for pupils who have difficulties which amount to a substantial impairment. NHEHS does not advise parents to commission a private assessment without prior consultation, as these cannot be used to award access arrangements.

English as an Additional Language (EAL)

First Language

The DfE definition of First Language is: "First language is the language to which the child was exposed during early development and continues to use in the home or in the community. If a child was exposed to more than one language (which may include English) during early development the language other than English is recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school consults with the pupil or parent to determine which language should be recorded."

The GDST intends that all schools collect data in relation to First Language according to this definition.

Meaning of First Language: the language to which a child was exposed in early development and continues to use in the home or the community. If English is the only language to which a child has been exposed, this language would be English. If your daughter was exposed to multiple languages, please select a language other than English, irrespective of your daughter's proficiency in English.

Why Data Collected: to celebrate the range of languages which pupils use at home and to identify pupils who may be proficient in non-English languages and/or benefit from support with English.

English as an Additional Language (EAL)

The DfE definition of EAL is: "A pupil is recorded to have English as an additional language if they are exposed to a language at home that is known or believed to be other than English."

The GDST intends that all schools collect data in relation to English as an Additional Language according to this definition.

Meaning of EAL: a pupil has English as an additional language (EAL) if they use a language other than English for a significant number of interactions at home or in the community.

Why Data Collected: to identify pupils who may be proficient in languages other than English and/or benefit from tailored provision.

Home Language: This is no longer a required data field from the DfE's perspective. The GDST wish to record this information for all students where Yes has been chosen in answer to the EAL question above. This allows schools to not only identify students who may need support but to also inform future curriculum choices/offering potentially.

The definition agreed by the GDST is:-

"A home language is the language, or languages, that families use for most interactions at home. Maintaining and developing students' home language(s) is important for many reasons such as culture and identity, cognitive benefits and learning other languages."

The GDST intends that all schools collect data in relation to Home Language according to this definition.

Meaning of Home Language: the language (or languages) that the pupil uses most often to communicate at home.

Why Data Collected: to celebrate the range of languages which pupils use at home and to ensure that languages provision within the curriculum is appropriately tailored.

EAL students are identified during the admissions process or during their first half-term at NHEHS, when information is gathered about pupils' linguistic background and their competence in other languages. Most pupils do not have difficulties arising from their linguistic backgrounds. All speak English to a high standard, enabling them to pass the rigorous entry test.



A very small number struggle to progress with the development of grammatical competence and with the fluency of their written expression, which can cause the quality and depth of their English skills to 'plateau', preventing them from reaching their full academic potential.

EAL provision aims to:

- Identify girls with EAL at the earliest possible opportunity
- Enable girls with EAL to achieve their full potential, through interventions in the classroom, and additional EAL support where appropriate
- Liaise with parents of girls with EAL in decision-making
- Celebrate the cultural and linguistic diversity in the school and create an environment where this is valued in its richest sense

The needs of EAL students are usually met within the classroom environment. A selection of useful texts is available, including dictionaries, grammars, textbooks and reference books for EAL students and for staff guidance. However, where there is a concern that more support may be needed, this will be flagged by a teacher, or on admission to the school through school intake surveys. The EALCo will then arrange for the student's level of English to be assessed using the GDST Framework.

Where additional support is required in the senior school this is arranged, in discussion with parents, by the EALCo, and the student's needs are reviewed regularly.

If a student is below the required level in any Key Stage, the 'EAL Support' code will be used in SIMs.

Most EAL pupils who need support with English do not have specific learning disabilities. However, should a specific learning disability be identified during assessment, EAL pupils will have equal access to school Learning Support provision, in line with equal opportunities for all pupils.

Links to other policies

- [Curriculum Policy](#)

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Next Review July 2025

