DEVONPORT HIGH SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

Named person: Alan Thomas

Category: Statutory

Review: Annually or when there are significant changes

Date to be reviewed: Summer 2027

This policy has been reviewed with regard to the work/life balance of staff.

Ratified and Adopted at the Trustees' Meeting on: 29/06/2026

(This policy should be read alongside current DfE statutory guidance relating to Education, Health and Care Plans.)

Vision and principles

At Devonport High School for Girls we are committed to ensuring that all students, regardless of need or disability, are valued, included and supported to achieve their potential. We recognise that students with Special Educational Needs and Disabilities (SEND) are entitled to the same ambitious curriculum, opportunities and aspirations as their peers. Through high-quality teaching, effective support and strong partnerships with families, we seek to remove barriers to learning and participation.

The DHSG SEND Policy is based on the Code of Practice for Special Educational Needs (Sept 2014) applicable from age 0 to 25. It aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legislation under pinning this policy are The Children and Families Act 2014, The Code of Practice for SEN 2014, Managing pupils with Medical Conditions in Schools 2014, The Equality Act 2010 and Keeping Children Safe in Education 2026.

At DHSG we strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum.

- To adopt a whole school approach to SEND in which responsibility for students with SEND lies with all members of staff
- To ensure that all students have access to a broad, balanced and challenging curriculum that is suitably differentiated to meet their needs
- To provide opportunity for all students to achieve their highest possible level of success in a supportive learning environment
- To promote equal opportunities for all students
- To foster the highest levels of self-esteem amongst all students
- To fulfil the requirements of the 2014 Special Educational Needs Code of Practice

Definition of SEND

A student has a learning difficulty or disability if she or he:

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

or

has a disability which prevents or hinders her or him from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEND need:

Communication and Interaction: This can be summarised as speech, language and communication causing difficulty in communicating with others, or social interaction difficulties as caused by conditions such as ASC, Asperger's Syndrome and Autism.

Cognition and Learning: Summarised as students who learn at a much slower pace than their peers even with appropriate differentiation (including moderate and severe learning difficulties: MLD/SLD), as well as specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia.

Social, Emotional and Mental Health difficulties: Summarised as students showing isolated, challenging, disruptive or disturbing behaviours or having underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse or eating disorders. This policy recognises the strong link between SEND and mental health needs and aligns with DfE guidance on Mental Health and Behaviour in Schools.

Sensory and/or Physical needs: Summarised as students having a disability that requires special educational provision.

These can be age related and can fluctuate. For example, these could be vision, hearing or multi-sensory impairments.

Leadership and management of SEND
Ro**les and responsibilities**

The Head Teacher and the Trustees have delegated the responsibility for the day to day implementation of the policy to the SENCo and Deputy Head Teacher for Inclusion.

In line with the SEN Code of Practice (2014) all staff in school have a responsibility for students with SEND. Current Teaching and Learning protocols within school promote Quality First Teaching.

SEND support forms part of the Student Support Team offer at DHSG and is managed through a single point referral system coordinated by the Senior Leadership Team (SLT) lead on Inclusion. Please see the appendices for an overview of the team structure.

Teachers are responsible and accountable for the progress and development of all students in their class (this includes where students access support from teaching assistants or specialist staff), as such, it is recognised that all staff at DHSG are teachers of Special Educational Needs and Disability. High-quality teaching differentiated for individual students is the first step in responding to students who have or may have SEND.

All our teachers require the requisite knowledge and understanding of:

- categories of SEND as set out in the Code of Practice
- ways in which students' individual needs can be met within the 'day to day' remit of planning, teaching, learning and assessment
- how to access SEND related data and to use it purposefully so that it impacts on planning, teaching, learning and assessment
- how to realise more complex and challenging targets
- how best to use/deploy Support staff so that students' individual needs are met
- relational approaches to behaviour that support all students.

Where progress is still less than expected and it has been established that high quality teaching and differentiated support has been applied by the teacher to no effect, the class teacher should, working with the SENCo, assess whether the student has SEND.

The SENCo at DHSG is: Mrs Tayla Westlake-Brown

The SLT lead for Inclusion is: Mr Alan Thomas

The Trustee for SEND is: Mrs Ellen Blakeman

Trustees should ensure that:

- there is a designated, qualified SENCo and that sufficient time is allocated to execute the role
- there is a named Trustee that has specific oversight of SEND
- the school meets its' statutory obligation to publish a School Information SEN Report and that this is available on the website and updated annually in line with statutory requirements
- the school cooperates fully with the Local Authority in creating the Local Offer and managing personal budget planning
- all staff are aware of students with SEND
- teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs and are accountable for their progress

- staff are provided with opportunities for SEND CPD.
- a student with SEND or medical condition participates fully in the activities of the school so far as is reasonably practical and compatible in line with the Equalities Act 2010 and Children and Families Bill 2014
- the school reports to parents/carers on the implementation of the school's policy for students with SEND, this is carried out as part of the normal annual review process for students with an EHCP
- parents/carers are notified of a decision by the school that SEND Support is being made for their child – parents/carers should be involved from the outset in discussing their child's difficulties and notification of any provision being made should not come as a surprise to any parents/carers and this should be demonstrated through the SEND Policy
- the school is making reasonable adjustments for students with SEND in accordance with its legal duties under the Equality Act 2010 to ensure disabled students are not placed at a substantial disadvantage
- they are fully involved in developing and monitoring the school's SEND policy

- they are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is continually monitored

Deputy Head Teacher for Inclusion

The Deputy Head Teacher for Inclusion coordinates the work of the Student Support Team and will:

- work closely with the SENCo as part of this team
- act as a single point of referral for the team
- analyse whole school inclusion and progress data to monitor significant groups and vulnerable students
- use this information to drive team decisions
- hold regular team meetings
- through team consultation, allocate referred students for appropriate support programmes
- liaise with the Head Teacher and Trustees concerning statutory responsibilities, resources and student outcomes

SENCo

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND and medical conditions, including those who have EHCPs. They also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. In addition they will:

- engage with Collaborative Quality Assurance for SEND
- manage the day to day deployment of the Nurture Base Manager, Teaching Assistants and Higher Level Teaching Assistant
- lead on planning for supporting students with medical conditions, meeting with parents/carers and health professionals to produce a Health Care Plan to disseminate to staff
- advise on the graduated approach to providing SEND support
- lead with EHCP: requesting assessments, coordinating meetings and meeting statutory deadlines
- produce, review and update the School Information SEND Report annually
- work with the Local Authority on the Local Offer
- ensure that all records of students with SEND are accurate and up to date
- produce Pen Portraits for all teachers of those with SEND to guide differentiation
- contribute to staff training on SEND
- take a specific lead role with students who have ASC, ADHD, eating disorders or literacy difficulties/dyslexia
- administration of access arrangements and screening for specific learning disabilities
- analyse progress data after every Progress Review to identify patterns and implement targeted support for staff and students where progress patterns dictate
- meet regularly with the Deputy Head Teacher for Inclusion and contribute to the smooth running of the Student Support Team
- advise on the deployment of resources to meet students' needs effectively
- liaise with parents/carers of students with SEND

- liaise with external bodies, agencies and specialists being a key point of contact
- be a key point of contact and support for transitions of students with SEND providing enhanced arrangements as required
- work with the Head Teacher and school Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- liaise with the Designated Teacher for LAC/PLAC where students also have SEND
- be responsible for producing a SEND self-evaluation and development plan

Class Teacher

- be aware of the school's policy and procedures for SEND

- be accountable for the progress of all students in their classes, teaching students with SEND via appropriately adaptive teaching to meet their individual needs
- be responsible for seeking CPD for SEND where required
- where progress is less than expected despite quality teaching, make a referral to the Student Support Team
- work with the support of the SENCo, to decide the action required to assist students and meet with parents/carers
- work in partnership with parents/carers
- work with the SENCo to develop targets for students in their subjects
- work with the SENCo to collect all available information and be responsible for monitoring the impact of interventions with students, including those delivered by Support Team staff (interventions are additional to, not instead of quality first teaching)
- ensure they are always familiar with Pen Portraits of those SEND students that they teach.
- implement the school's behaviour systems, ensuring that the additional

Identification of SEND and the Graduated Response at DHSG

At Devonport High School for Girls, we are committed to the early identification of Special Educational Needs and Disabilities (SEND) and to providing timely, appropriate support that enables all students to achieve their potential. We recognise that students' needs may emerge at different stages of their education and therefore use a graduated approach to identify, assess and meet individual needs in accordance with the SEND Code of Practice (2015).

Transition and Initial Identification

Identification of SEND often begins prior to a student's arrival at DHSG. The school works closely with feeder primary schools to ensure that relevant information is shared as part of the transition process. The Head of House with responsibility for transition works collaboratively with the SENDCo to review information relating to students with identified or emerging needs. Where appropriate, the SENDCo may attend Annual Reviews, multi-agency meetings and transition planning meetings during Year 6.

Enhanced transition arrangements may be implemented for vulnerable students or those with SEND. These may include additional visits, bespoke induction activities, meetings with key staff and personalised transition plans.

All students complete literacy screening assessments, including reading and spelling assessments, upon entry to the school. Additional screening, classroom observations and information gathering may be undertaken where concerns are identified through transition information, parental feedback, staff observations or student voice.

Identification of Need

The school recognises that identifying SEND requires consideration of a wide range of evidence and should never rely on a single assessment or indicator. Concerns regarding a student's progress, attainment, communication, interaction, social, emotional wellbeing, physical needs or independence may be raised by:

- teaching staff;
- parents/carers;
- students themselves;
- previous schools;
- external agencies and professionals;
- assessment and progress data;
- attendance, behaviour and wellbeing information.

The school recognises that slow progress or low attainment does not automatically indicate SEND. Equally, high attainment does not preclude a student from having SEND. Consideration will always be given to the student's individual strengths, needs and barriers to learning.

Staff are also mindful of the additional safeguarding vulnerabilities that can be experienced by students with SEND and will act in accordance with Keeping Children Safe in Education guidance where concerns arise.

The Graduated Response: Assess, Plan, Do, Review

Where concerns are identified, DHSG follows a graduated response through the Assess, Plan, Do, Review cycle. This process ensures that support is evidence-based, regularly evaluated and responsive to individual need.

Assess

The class teacher is responsible for identifying concerns and gathering evidence regarding a student's strengths, needs and barriers to learning.

This may include:

- classroom observations;
- attainment and progress data;
- examples of classwork and assessments;
- attendance, behaviour and wellbeing information;
- discussions with the student;
- discussions with parents/carers;
- information from previous schools or external professionals.

Teachers are expected to demonstrate a history of need and document the support already implemented through high-quality adaptive teaching. Concerns regarding literacy should initially be addressed through the school's Literacy Intervention Referral Process before further referral is considered.

Where concerns persist despite appropriate classroom strategies and interventions, a Student Support Team referral may be submitted via the SEND tile on RM Unify.

Following referral, staff are required to complete the Post Referral Form, evidencing the Assess, Plan, Do, Review process already undertaken and the impact of strategies used.

Plan

Where referral thresholds are met, the SENDCo and Student Support Team will review the available evidence and work collaboratively with the student, parents/carers and teaching staff to develop an understanding of the student's strengths, needs and desired outcomes.

A meeting will normally be held with parents/carers and the student to discuss concerns, identify next steps and agree a period of support and review. The views, wishes and feelings of both the student and their family will form an integral part of this process.

Where it is agreed that additional SEND provision is required, parents/carers will be formally informed and a clear plan of support will be established.

Do

The agreed support will then be implemented.

High-quality adaptive teaching remains the first response to meeting SEND. Additional support may include:

- targeted classroom strategies;
- literacy or numeracy interventions;
- pastoral or wellbeing support;
- specialist assessment;
- reasonable adjustments;
- advice from the SENDCo;
- involvement from the Student Support Team.

Where appropriate, the SENDCo may undertake further standardised screening assessments to explore potential specific learning difficulties and to identify effective strategies and interventions.

All assessments undertaken by the SENDCo utilise recognised standardised assessment tools and contribute to a holistic understanding of the student's needs. Assessment outcomes may also contribute to evidence used for examination access arrangements where appropriate and in accordance with JCQ regulations.

Students identified as requiring SEND provision will be recorded on the SEND Register as either:

- SEN Support; or
- Education, Health and Care Plan (EHCP).

The SENDCo will update the school's management information systems accordingly and coordinate the development of a Pen Portrait to ensure staff are aware of the student's strengths, needs and recommended strategies.

Review

The effectiveness of support will be reviewed regularly through discussion with students, parents/carers, teachers and relevant professionals.

The progress of all students receiving SEND Support is reviewed at least termly. Reviews consider:

- academic progress;
- attendance;
- wellbeing;
- engagement with learning;
- effectiveness of interventions;
- progress towards agreed outcomes.

Provision is adapted, refined, continued or discontinued based upon the outcomes of the review process.

All staff working with the student will be made aware of agreed support strategies and any revisions to provision. Parents/carers of students receiving SEND Support will normally meet with the school on at least three occasions throughout the academic year, with reviews coordinated by the SENDCo where appropriate.

Specialist Involvement and Education, Health and Care Needs Assessments

Where a student continues to make less than expected progress despite relevant and purposeful support through the

graduated approach, the school may seek advice from external specialists.

This may include Educational Psychologists, Speech and Language Therapists, CAMHS, medical professionals or other specialist services.

Where evidence indicates that a student's needs may require provision beyond that which is ordinarily available through SEND Support, the school may, in partnership with parents/carers and the student, request an Education, Health and Care Needs Assessment from the Local Authority.

The school will continue to work collaboratively with students, families and professionals throughout this process to ensure that provision remains appropriate, effective and responsive to individual need.

Partnership with students and families

At DHSG we work in partnership with parents/carers to provide an education of the highest quality, which celebrates everyone's success in a stimulating and caring environment where all our differences are valued. We believe that the relationship between DHSG and its parents/carers is a partnership which involves a two-way process. DHSG provides an open door policy where parents/carers are encouraged to contact the school whenever they have a concern and a convenient time will be made for them to visit the school to discuss the matter further. We recognise and value the input of the family and believe that this has a crucial bearing on a student's educational progress and on the effectiveness of any action the school may take. By working with parents/carers we aim to provide the best opportunities for our students in a nurturing and safe environment where they feel listened to and respected.

We aim to ensure that parents/carers of students at DHSG are open and confident in working in partnership with us and with other professionals and we aim to ensure that we support parents/carers in this process.

Involvement of students

We recognise that all students have the right to be involved in decisions about their education and to have their views, wishes and feelings considered, in accordance with the SEND Code of Practice. We are committed to ensuring that students are active partners in their SEND journey and are supported to develop the confidence, independence and self-advocacy skills needed to participate meaningfully in decision-making. Students are encouraged to reflect on their strengths, aspirations, interests and areas of need, and to contribute to discussions about the support they receive. In addition, their views, experiences and ambitions are used to inform the assessment, planning, implementation and review of SEND provision.

All students receiving SEND Support or an Education, Health and Care Plan (EHCP) are actively involved in the planning and review process. Wherever appropriate, students contribute directly to meetings, reviews, SEN Pen Portraits, support plans and target-setting. They are encouraged to evaluate the effectiveness of strategies and interventions, identify what works well for them and help shape future provision.

Through this collaborative approach, we aim to ensure that students feel listened to, valued and empowered, enabling them to develop the skills and resilience required for success in education, adulthood and wider life.

SEND provision at DHSG

At Devonport High School for Girls, we are committed to ensuring that all students, regardless of need, can access a broad, balanced and ambitious curriculum. SEND provision is delivered through a graduated approach, with support tailored to individual strengths, needs and aspirations.

The majority of needs are met through high-quality adaptive teaching in the classroom. Where additional support is required, it is carefully targeted, regularly reviewed, and refined to ensure it improves outcomes and reduces barriers to learning.

Universal Provision (All Students)

All students benefit from:

- high-quality adaptive teaching
- an inclusive curriculum designed to meet a range of learning needs
- regular assessment and monitoring of progress
- pastoral support through tutors, Heads of House and the Student Support Team
- access to wellbeing and mental health support where appropriate
- reasonable adjustments to teaching approaches and resources

Teachers are responsible for the progress of all students and adapt teaching to meet individual needs.

Monitoring and Early Intervention

Some students may be placed on a monitoring pathway where concerns arise regarding progress, wellbeing, attendance, communication, literacy, social interaction or emotional regulation, and where SEND has not yet been identified.

Support may include:

- targeted classroom strategies
- short-term interventions
- literacy or numeracy support
- pastoral mentoring
- Student Support Team involvement
- additional monitoring of progress and wellbeing
- consultation with parents/carers and students

The Graduated Approach (Assess – Plan – Do – Review)

SEND support follows a four-part cycle through which earlier decisions and actions are revisited, refined and revised in light of a growing understanding of the student's needs and what best supports progress and outcomes. This is known as the **graduated approach**:

- **Assess** – identify needs using teacher assessment, data, and professional input
- **Plan** – agree outcomes, strategies and provision with staff, students and parents/carers
- **Do** – implement support through high-quality teaching and targeted interventions
- **Review** – evaluate impact and revise provision accordingly

Alongside academic progress, staff also consider attendance and wellbeing when evaluating the effectiveness of SEND support. Behaviour, attendance and exclusion data are monitored to identify and respond to any patterns or

disproportionality.

All teachers of students receiving SEND Support are made aware of individual plans so that provision is consistently applied across subjects.

Where students are still making less than expected progress, the school may involve external specialists or request an Education, Health and Care needs assessment. Parents/carers and students are always involved in this process.

SEN Support (K)

Students identified as requiring SEND Support are placed on the SEND Register and receive provision additional to, or different from, that provided through universal teaching.

This may include:

- personalised strategies outlined in a Pen Portrait
- adaptive teaching within lessons
- targeted intervention programmes
- literacy and numeracy support
- support with organisation, study skills and independent learning
- access to assistive technology (e.g. laptops and specialist software where appropriate)
- examination access arrangements in line with JCQ regulations and supporting evidence
- emotional wellbeing and mental health support
- mentoring and key adult support
- input from the Student Support Team
- specialist assessment by the SENDCo
- involvement of external agencies where appropriate

Parents/carers and students meet with the school at least three times per year, usually coordinated by the SENDCo, to review progress and agree next steps.

Education, Health and Care Plans (EHCPs)

Students with an EHCP receive provision in line with the outcomes and requirements specified in their plan.

The SENDCo coordinates provision and works closely with students, families, staff and external professionals to ensure needs are met effectively.

This may include:

- all elements of SEN Support
- bespoke intervention programmes
- specialist teaching or therapies
- individualised curriculum adaptations where appropriate
- enhanced transition support
- increased pastoral support
- multi-agency involvement and planning meetings

Annual Reviews are held in line with statutory requirements to evaluate progress, review outcomes and plan future provision.

Specialist Support and External Agencies

Where appropriate, the school works in partnership with external services, including:

- Educational Psychology Services
- CAMHS
- Speech and Language Therapy Services
- Communication and Interaction Teams
- medical and specialist health professionals
- Local Authority SEND Services
- Alternative Provision and Section 19 services

This collaboration strengthens understanding of need and supports effective provision.

Documentation and Further Information

We publish a detailed **SEND School Information Report** outlining our full SEND offer.

Further supporting documents are available in the appendices, including:

- Literacy Intervention procedure
- ICT support for SEND
- Student Support Team structure and provision

Preparing for Success

SEND provision at DHSG aims to develop confident, independent and resilient learners who can participate fully in school life and achieve positive outcomes.

Support is designed not only to promote academic progress, but also to develop wellbeing, self-advocacy, independence, examination readiness, successful transition, and preparation for further education, employment and adulthood.

- needs of students with SEND are recognised and that reasonable adjustments are made where appropriate.

Medical Needs

The school follows DfE guidance on supporting pupils at school with medical conditions, ensuring that students with medical needs are fully supported to access education.

Appropriate arrangements are made to ensure that students with medical conditions are properly supported so that they can participate fully in school life and achieve their academic potential. The school will work in partnership with parents/carers, students and relevant health professionals to meet individual needs.

Individual Medical Plans (IMPs) are used, where appropriate, to outline a student's medical needs and the support required in school. These plans are developed in collaboration with parents/carers, students and healthcare professionals, and are reviewed regularly.

All staff are made aware of students with medical conditions and their responsibilities in supporting them. Staff recognise that medical needs may change over time and respond flexibly to ensure appropriate support is in place.

Detailed procedures relating to the administration of medication, emergency responses, staff training and record keeping are set out in the school's First Aid Policy.
Where a student is unable to attend school due to medical or mental health needs, the school will work in partnership with parents/carers, the Local Authority and relevant professionals to ensure that appropriate education and support is in place.

The school is committed to maintaining contact with students during periods of absence and supporting their reintegration into full-time education as soon as it is appropriate to do so. Reintegration plans will be tailored to the individual and may include a phased return where appropriate.

Where necessary, the school will liaise with the Local Authority to secure suitable alternative provision in line with statutory duties.

Alternative Provision

In the rare circumstance where a student's needs are best served through the commissioning of a package of support from an alternative provider, the SENCO with the support of the Designated Safeguarding Lead and Inclusion Lead will ensure:

1. the alternative provision is fit for purpose and meets safeguarding, quality assurance and regulatory expectations in line with DfE Alternative Provision guidance;
2. The school will monitor attendance, progress, behaviour and safeguarding arrangements for all students accessing alternative provision.
3. is a registered provider or meets the standards of a registered provider through due diligence checking;
4. effective transitions and liaison with named staff at the provision.

DHSG will remain responsible for ensuring that the student is safeguarded whilst attending the alternative provision.

Dual Registration

Where support from the Local Authority (under a Section 19 application) is provided, students may be dual registered. DHSG will be the main school. DHSG will seek attendance records whilst students are at an alternative provider.

Part Time Timetables and Phased Returns

All students have a right to a full-time, efficient education suitable to their age, ability and any Special Educational Need or Disability (SEND)they may have. All students registered at school should receive full time education consistent as follows:

24 hours in Years 7 - 10
25 hours in Year 11

Circumstances in which a temporary reduced timetable will be considered

1. As part of a reintegration approach for students who have not attended school for a period of time. For example, due to illness, disability or mental health issues. It is accepted that a reduced timetable may be appropriate as part of a planned reintegration for students who have not attended school for a period of time.

2. As part of the transition arrangements for exceptionally vulnerable children
   For example, Looked After Children (LAC); children with an Education, Health and Care Plan (EHCP); children with disabilities and children at the point of transition from one setting to another.

3. As a strategy of last resort in managing students at risk of exclusion.

A risk assessment will be carried out for children where there are safeguarding concerns. We will risk assess as part of our considerations prior to deciding on a reduced time table. The risk assessment will take account of the safety and wellbeing of the student as well as the risk of the student engaging in risk taking behaviours when not attending school. Reduced timetables will only be used in exceptional circumstances and will not be used as an alternative to exclusion.

We have a duty of care for all students who are on our school roll. We will ensure that when a student is not expected to attend, there is a written agreement about who is carrying out the duty of safeguarding for each session. Parents/carers have responsibility for ensuring the safety and well-being of their child during the times they are not in school and also to support their child with any work set for when they are not in school.

All students have a right to full-time education. A reduced or part-time timetable will only be used in exceptional circumstances and for the shortest possible duration, in line with DfE guidance.

A reduced timetable will require an agreement between the student, parent/carer and school. Such arrangements are temporary, regularly reviewed, and must not be used as a long-term solution or as an alternative to appropriate SEND, behaviour or safeguarding support. The number of hours spent in school will only be reduced for a time-limited period of no more than six weeks. Once a reduced timetable has been agreed, the student will be marked using registration Code C for the part of the day they are not in school.

When considering placing a student on a reduced timetable, we will:

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the student. This will be informed by multi-agency discussions.
- have a robust plan for reintegration of the student back into full time education.
- Work in partnership with families.
- Provide a written plan to be signed by all parties (school/parents/carers and students) detailing the transition from part time to full provision over a maximum of six weeks.
- Review the plan every two weeks and evaluate progress.
- Complete local authority documentation including a parental agreement form

In exceptional circumstances we will consider an extension of a further six weeks dependent upon multi-agency advice and planning.

CPD

All staff undertake induction and on-going professional learning opportunities, CPD is available to support staff in their role in supporting students with SEND. CPD and expertise is cascaded throughout the school to enable all staff to work with a diverse range of needs, working in collaboration with outside agencies to maximise the support offered to students.

Resources

Staff are deployed to maximise the support for students with SEND. Effective, time limited and personalised programmes of support for both individual students and groups are offered. These are regularly reviewed and analysed to ensure all interventions are appropriate in meeting the needs of students.

Admission Arrangements

Students with SEND follow normal admissions procedures. The only criterion for priority is a student with an Education, Health and Care Plan that names DHSG.

Complaints

If parents/carers have a complaint this should be directed in the first instance to the SENCo. If there continues to be cause for complaint parents/carers should address their concerns to the Deputy Head Teacher for Inclusion. Please consult our Complaints policy for further information.

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Appendices

Guidance for teaching staff for the use of laptops by students with SEND

- The use of laptops for students with SEND is designed to reduce the barriers to learning for these students. Students with literacy difficulties often find that by the time they have copied down notes they don't understand what the work is actually about (as they have concentrated so hard on copying the work down correctly). Research has proven that this barrier to learning is significantly reduced through the use of ICT.
- In using the laptops as their normal way of working, students are then allowed to use them for assessments and in examination conditions if they meet the examination board regulations. If this is not the norm students may lose these access arrangements.

- All students are subject to the same rules about handing in work and behaviour marks should be given accordingly regardless of their identified SEND (unless there are specific circumstances as identified in the Pen Portrait or EHCP).

- It is the teachers' responsibility, as part of their differentiation to ensure that the work is provided as electronic copies for these students in advance of the lesson.

- Staff must also be aware that some students may need extra time to copy work as their typing may well be as slow as their written work.

- If the use of laptops is not appropriate for the lesson that has been planned, students should be advised of this prior to the lesson in order to avoid confusion e.g. group work.

Guidance for the use of ICT in examination conditions for students with SEND

The guidance for the use of ICT in examination conditions has been scrutinised to ensure that the recommendations used by DHSG follow those set out in the JCQ guidance booklet. The practices adopted in this guidance have been agreed by the Examinations officer, ICT team and the SENCo at DHSG. Please see the SENCo if clarification on any point is required.

- At the start of each cycle it will be the responsibility of the Head of Department (HoD) for each subject area to supply the SENCo with the planned dates for assessments.
- It is the responsibility of the HoD to identify any students in each group which have been identified as having SEND and those in need of ICT in the specified assessment.
- It is the responsibility of the class teacher to liaise with the SENCo at least 2 weeks prior to any assessment to ensure that the correct arrangements are in place to support the student.
- The SENCo will work with the class teacher and the ICT team to ensure that the ICT needs of the student are met in full for that assessment.
- Students will be provided with notepads or laptops that have been adapted to provide Word Pad only for these assessments and examinations.
- In assessments it will be the class teachers' responsibility to ensure that students have shared the completed assessment with them for marking

The SENCo will also:

- provide time for students to familiarise themselves with the relevant laptops/notepads.
- ensure that at least one of the examination computers will be held in the Learning Support Area at all times for students use.

Computer reader software and Reader Pens

A computer reader and reader pens will be awarded on account of:

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

For students with a disability or a learning difficulty a computer reader/reader pens may allow them to demonstrate their attainment effectively and independently and remove any barriers that may exist around reading proficiency and reading speed. However, a computer reader must be appropriate to the candidate's needs (spell checker disabled or enabled). It is a necessary requirement to ensure that sufficient time and training be provided to ensure the student is able to use a computer reader/reader pen effectively both in lessons 'as a normal way of working' and within examinations and assessments.

As an examination centre DHSG are required to provide evidence that use of a computer reader/reader pen is the students' normal way of working.

Where a student will have access to a computer reader in lessons, staff will be made aware to ensure the student can access this support as effectively as possible. The use of computer reader software will be coordinated by the SENCo who will liaise with the Examination Officer to ensure that access to a computer reader in examinations will be made available.

Examination Access Arrangements

Examination Access Arrangements are determined in accordance with the Joint Council for Qualifications (JCQ) regulations and guidance, which are updated annually. The SENCo is responsible for coordinating examination access arrangements, working in conjunction with the Examinations Officer and teaching staff to ensure that all arrangements are based on a clear evidence of need and reflect the student's normal way of working within the classroom.

The process for application for a student to gain examination concessions is as follows:

- requests for Examination Access Arrangements must be submitted in writing to the SENCo for consideration. Appropriate evidence of need, for example, medical information, teacher evidence and evidence from internal assessments.
- all applications must be supported by evidence that demonstrates the students' normal way of working in lessons and internal assessments
- the SENDCo will review all the evidence and where appropriate, coordinate further assessment in line with JCQ guidelines
- applications will only be approved where they meet the JCQ regulations
- requests relating to examination room arrangements (e.g. seating or supervised rest breaks) will be considered by the SENDCO in consultation with the Examinations Officer
- Our approach to access arrangements, ensures that classroom practice, assessment and examination provision are aligned all evidence and applications should be with the SENCo by the 1st January for that year's cohort to ensure compliance with JCQ submission deadlines
- medical evidence of on-going conditions must be the most recent medical reports available. Concessions on medical grounds must be backed up by such evidence annually.
- verbal requests and those not made through the correct procedure will not be considered.

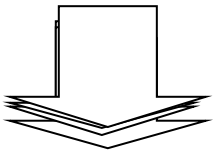
In relation to access arrangements for examinations, we are guided by the JCQ regulations as stated here:

7.3.5 The assessor should ideally be employed within the centre. Alternatively, the assessor is:

- employed at another centre, e.g. within an Academy Trust; or
- employed by the Local Authority; or
- an external assessor who has an established working relationship with the centre or, before an assessment, establishes a relationship with the centre.

7.3.6 A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements or to process an application using Access Arrangements Online."

Where a privately commissioned report is submitted, it will be considered as part of the wider evidence base; however, **it cannot be used in isolation to award access arrangements**. Where access arrangements are not agreed, the school will provide a clear rationale to parents/carers in line with JCQ guidance.



Post referral – Barriers to learning

Following your referral to the Students Support Team (SST) it is essential we get a deeper understanding of the process undertaken before a referral has been made. As a teacher it is essential to Assess, Plan, Do and Review in order to identify the needs of the student, in line with the requirements of the government guidelines set out in the SEN Code of Practice.



Assess The students understanding, performance and ability.

Plan From the outcomes of this assessment, plan specific support to help the student in areas identified.

Do Explain to the student what they need to do and ensure that the student is doing so on a regular basis. If there is no improvement teachers should work with the student to identify other strategies or methods that can work.

Review Revisit the difficulty and establish if the strategy/ support helped and enabled further progress, if progress has not improved refer to SST the evidence above.

Should the strategies and support not help and no progress is made, SST may get involved. Now you have decided to refer for SEN enquiry this detail needs to be captured. Please can you complete the section on the reverse of this document and return to the SENCo ASAP.

What SST/ SEND support can we offer? (Examples)

Type of support	Social, emotional and mental health	Communication & interaction	Sensory or Physical	Cognition & learning
Generic in school support for all needs	PEN Portrait Adaptive teaching Kooth PBAS Learning mentor support		Peer mentoring Subject peer mentoring Bespoke SST support 'Drawing and talking'	
Additional in school support	Counsellor	CAMHS triangulation	Adapted resources	EP
	CAMHS triangulation	EP	Adapted facilities	Child Development Centre support
		SST mentoring 1 to 1 support		
	Attachment support	Counsellor		
External support	CAMHS therapy	Child Development Centre support	Learning mentor support in lessons	Child Development Centre support
	Family Group Conferencing	Speech and Language support	Specialist support (NHS)	Speech and Language support
	SHARP	Communication Interaction Team support (outside agency)		
	Youth Worker			
	Application for EHCP or S19 support			

In order for us to access outside agency support we are required to document; what support we have provided, how teaching staff have differentiated to support the student and the history of need for the student, this document can help to provide this detail.

Students Name		**Tutor group**	
Name of referrer		**Date**	

Assessment – How did you identify this student as needing support?	**Outcomes – What was the result of your assessment? What evidence do you have/ what did you observe?**

Plan– What strategies and support have you tried with the student?	**Do – Is the student applying the strategies and accepting the support? (Observation).**

What are your ongoing concerns

School SEN Information Report

The School SEND offer for Devonport High School for Girls

1. What does having a special educational need mean?

The Code of Practice (2014) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for 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

- have 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.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

2. Who is the person responsible for children and young people with SEND at DHSG?

The SENCo at DHSG is Mrs Tayla Webster-Brown who will monitor, co-ordinate and evaluate provision for these students. She can be contacted at twebsterbrown@dhsg.co.uk

The SENCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEND and medical conditions, including those who have EHCPs. They also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies.

Key responsibilities include:

- **coordinating provision and support for students with SEND**
- **advising staff on the graduated approach (Assess, Plan, Do, Review)**
- **working with parents/carers and external agencies**
- **coordinating EHCP processes and reviews**
- **monitoring student progress and provision**
- **contributing to staff training**
- **ensuring records are accurate and up to date**
- **supporting transition into, within and beyond the school**

The Deputy Head Teacher for Inclusion (Mr A Thomas) oversees the Student Support Team and works closely with the SENCo to monitor outcomes, coordinate support and ensure effective provision across the school.

The Head Teacher Mr L Sargeant and Trustees oversee the strategic leadership of SEND and ensure that statutory duties are met. SEN Trustee: Mrs Ellen Blakeman

3. Who is responsible for my child's progress?

All teachers are responsible for the progress of all students, including those with SEND. The Subject Teacher provides high-quality teaching for all students, recognising this as the first step in responding to need.

They:

- monitor progress and identify any concerns
- implement appropriate support and adaptations
- follow guidance provided for individual students
- work with the SENCo where additional support is required

4. How does the school identify that a student has a special educational need?

The school uses a range of information to identify students who may require additional support, including:

- transition information from primary schools
- baseline assessments on entry to Year 7
- ongoing assessment and progress data
- teacher observations and concerns

Where concerns are identified, the school will use a graduated approach and may involve the Student Support Team and parents/carers in further planning.

5. How are students with SEND supported?

Students are supported through a graduated approach, known as Assess – Plan – Do – Review.

This means that:

- needs are identified and assessed
- support is planned and implemented
- progress is reviewed regularly
- support is refined as needed

Support is primarily provided through high-quality teaching, with additional interventions used where appropriate.

Where necessary, the school will work with external professionals to ensure that students receive appropriate support.

6. Who are the best people to talk to in this school if I think my child might have a special educational need.

At this school we operate a graduated approach to student need. The vast majority of concerns can be dealt with by the specific class teacher of Form Tutor who at DHSG is the first point of contact. If the concern persists the Form Tutor will signpost you to the most appropriate person or agency to support you. Within school this maybe the student's Head of House or the appropriate Head of Department, depending upon whether it is a pastoral or academic concern. If there are still concerns that needs are not being met or that progress is not being made, then any teacher can make a referral to the Student Support Team and seek guidance from the SENCo.

Specialist Individual support
This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the SENCo as needing a particularly high level of individual or small group support.

This may mean that your child will also need support in school from a professional from outside the school. This may be from:

- Local Authority central services such as the Communication Interaction Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language Therapy Service.

For your child this would mean:

- the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- after receiving the request to the Local Authority they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND support at school level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- the EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This type of support is available for students whose learning needs are:

- severe, complex and lifelong.

7. What training or specialist expertise do our staff have around SEND?

We place great value in the professional development of all staff. Our staff receive a comprehensive induction to working at the School and SEND training is part of this staff development.

The SENCo works closely with the Senior Leadership Team to ensure that a range of training opportunities are available to both teaching and support staff throughout the year. This training is adapted to ensure that it addresses the needs of current students. The school has ensured that staff are trained in providing support for students with Dyslexia and Autism, Visual Impairment, Hearing Impairment and the emotional well-being of students is regarded at all times. Trauma informed classroom practice.

8. What further external support may the school access to support students with SEND and their families?

Careers South West

Educational Psychologist
Communication and Interaction Team
CAMHS
Access Attendance Officers
Occupational Therapy
Young Devon Counsellor
Visually Impaired Advisory Service, Hearing Impaired Advisory Service,
Multi Agency Support Team (MAST)
Youth Offending Team
Family Matters
ACE
Accessibility and Inclusion Office
The Zone

In addition
Plymouth Information, Advice and Support for SEND, formerly The Plymouth Parent Partnership is an independent and impartial organisation who can support parents/carers with Statutory Assessments, preparing for and attending meetings and accompanying them on school visits. They are also able to support parents/carers to reach agreement when issues are faced at school. They can be contacted on 01752 258933.

Plymouth Early Help and SEND Advice
Further advise on a range of concerns can be sought via Plymouth.gov.uk/Plymouth-early-help-and-send-advice-line. This is a bookable service to talk to a Family Support Worker.

9. How are parents/ carers and students with SEND supported to share their views and concerns and work alongside the school?

DHSG recognises the need for parents/carers to be fully aware of their child's progress and parents/carers are:

- invited in to meet with the SENCo three times a year to discuss the targets set for their child and any changes in circumstance.
- parents/carers are emailed or contacted by telephone on a regular basis and are encouraged to contact the SENCo if they have concerns.
- we have a variety of SEND Parent Forums which will allow parents/carers to meet and share concerns, information and support

10. Who is the person I should talk to if I have a concern about the support being provided for my child at the school?

- Regular communication between home/school is essential and central to your child's progress. This might be in the form of a phone call, letter, text, or email and we would encourage you to make contact at the earliest opportunity to discuss concerns.
- Your child's Form Tutor, Subject Teachers and Head of House are available to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.
- If you are not happy that concerns are being managed, please contact the SENCo direct (Mrs Rhead) or the Deputy Head Teacher for Inclusion Mr Thomas.

- Any formal complaints should be made through the Complaints Procedure as detailed on the school website.

11. Where can I find information about the Local Authority's Local Offer for children and young people with SEND and their families?

The Local Authority's Offer for children and young people with SEND and their families is accessible through this link https://beta.plymouthonlinedirectory.com/

12. How does the school support students with SEND and their families when they join or leave the school?

We recognise that transitions can be difficult for a young person with SEND and take steps to ensure that any transition is as smooth as possible. We will liaise with feeder and local schools to offer additional meetings, visits and preparation for students who find transition more difficult. We will enlist the support of external agencies, particularly Careers South West to aid future planning at transition into post 16 and post 18 options.

DHSG ACCESSIBILITY PLAN – 2024 - 2028

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by DHSG.

Definition (Equality Act 2010)

"A person has a disability if he or she 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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'*substantial*'* means *'*more than minor or trivial'. *'*Long-term' means has lasted or is likely to last more than 12 months.
The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The DHSG Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe

and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- The development of resources and adaptive teaching for SEND and medical conditions
- Advanced planning for students based on good information from primary partners and the transition portal.
- Progression from Sixth Form to Higher Education and Russell Group Universities.
- Liaison with external services and regarding individual students (physical, sensory, behaviour)
- High quality Pen Portraits and Teaching and Learning profiles available to all staff
- Application of the graduated approach to SEND
- Applying an inclusive approach off site activities and accessibility

- Individualised careers advice
- Further enhance careers education, information, advice and guidance with the introduction of UNIFROG
- Staff are trauma informed and have an understanding of Adverse Childhood Experiences ACEs

Priorities for 2024-2028

- Providing a relational approach that is embedded in classroom pedagogy and practice Increase capacity within student support team to meet need
- Development of accessibility into alternative routes into further education, employment and training
- Implement strategies to ensure exemplary practice in the teaching of the three core strands OF Literacy: Vocabulary, Oracy and Writing.
- Implement consistencies to increase accessibility of classroom resources
- Investigate assisted technology

Physical Access – The Current Position

- A physical environment that is safe and welcoming
- The building is wheelchair accessible with a lift to facilitate movement between the floors, and
- Portable disabled ramps allowing access to building and classrooms.
- 2 Disabled Parking Spaces next to the disabled entrance to the main building
- Accessible toilet facilities are available throughout the school.
- Dedicated nurture base space to support students with their needs
- Fire Evacuation Chairs have been introduced on all staircases in the main building
- Handrails on stairs
- Clear visual signage
- All new buildings meet accessibility building regulations
- We have a number of defibrillators around the site and trained staff as required.

- Yellow edging and strips to highlight potential hazards.
- Annual review using the Local Authority's accessibility framework to address any areas for development arising from site inspections
-

Priorities for 2024-2028

- Keep left policy when moving around the site.
- To provide training for staff in relation to visual impairment and trauma-informed practice .
- Develop the catering provision further to cater for specialist diets.
- Update of ICT equipment to facilitate learning for the visually impaired.
- Maintain contrasting edging and visual signage to support the visually impaired.
- Investigate leasing an accessible minibus (for wheel chair use)
- Review and further expand the number and location of defibrillators across the site. Train additional staff

Written information -The Current Position

- Information from Parents' Information Evenings is placed on the website.
- Signers are used for parents/carers when required
- Translators and interpreters are available if required for meetings
- Private rooms are available for Parents' Evenings when required.
- Edulink facilitates communication

Priorities for 2024-2028

- Supporting students with planning skills
- Further develop communications via our improved website and use of social media.
- Access to provision via specialist access equipment for students with severe visual impairments e.g. Braille facilities, signage, talking/text (pen readers) and other reading facilities.
- Ensure key documents on website are not in PDF format so that families can translate them more readily
- Expand online platforms for setting homework and are responsive to need and accessible

SPECIAL EDUCATIONAL NEEDS PEN PORTRAIT

Name:	Advice from outside agencies	Areas of need	Teacher differentiation
Form:	•	•	
Date:			
Review Date:			
Specification Group			
SEN			
Agencies working with this student			
Description of SEND	Support currently provided in school	Strengths/Interests	SMART Targets
	•		

DHSG STUDENT MEDICAL PEN PORTRAIT (SEND) Confidential

Name:	Description of condition	MUST AVOID	Support currently provided in school:
D.O.B:			
Form:			
Review:			
Description of condition:			Teacher differentiation:
Any questions to SENDCo			

Word processor use in Assessments and Examinations at DHSG

DHSG fully support the use of word processors in assessments and examinations in line with JCQ regulations and recommendations as follows:

5.8.1 Centres are allowed to provide 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.

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. (This also extends to the use of electronic braillers and tablets.)

5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

N.B. 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. The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

DHSG Word Processor Statement

Use of a word processor in examinations is a centre-delegated arrangement. This statement about the use of word processors has been prepared to be shared with stakeholders. Principally, a word processor cannot simply be granted to a candidate because he/she now **wants to** type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

It is not a reasonable adjustment for a candidate to request use of a word processor because they can type faster than they can handwrite. The use of a word processor will be as a result of a **well-established SEN need/illegible handwriting which has been identified and evidenced over time.**

Students and their parents/Carers are at liberty to request permission to use their own word processor/laptop/i-pad in school at their own risk. This request will be considered by the SENCo and will be granted if it is agreed it will benefit the student. A school word processor agreement must be signed before this arrangement can begin and the device has to be PAT tested before it can be used in school. Personal devices brought into school are the responsibility of the student at all times and the school cannot be held liable for any loss or damage. **Permission to use a laptop/device in class should not be taken to imply permission to allow this arrangement in assessments/exams.** These decisions are taken at the start of the GCSE/A Level courses following testing and consultation with staff.

Permission to use a word processor in an exam may well be granted for a candidate with:

- 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. Each case will be considered on its merits and a decision will be made by the SENCo.

Examples - Word processor

1. A candidate who cannot write legibly because she has significant learning difficulties asks to use a word processor in her examinations. **It is her normal means of producing written work within the centre** because her teachers cannot read her writing. She is very proficient in using a word processor. The SENCo allows her to use a word processor in her examinations.

2. A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor. This is granted by the SENCo because **it reflects his normal way of working within the centre**.

3. A candidate wishes to use a word processor since this is her normal way of working within the centre. However, the candidate additionally wishes to use the spelling and grammar check facility. Given that she does not meet the published criteria for a scribe, the candidate cannot use the spelling and grammar check facility. The SENCo allows her to use a word processor in line with the regulations as set out in the JCQ 'ICE' booklet.

4. A candidate taking a GCSE Computer Science paper wishes to use a word processor with the spelling and grammar check facility enabled. However, the paper is testing his ability to proof-read a document. The SENCo refuses the use of the spelling and grammar check facility. He uses the word processor with the spelling and grammar check disabled (switched off).

5. A candidate who has significant learning difficulties has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by the SENCo. The use of a word processor allows him to correct text, sequence his answers and **reflects his normal way of working within the centre**.

6. A blind candidate asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed. These arrangements are permitted when using a word processor in his examinations. **However, if the candidate also wants to use predictive text and/or the spelling and grammar check facility he must meet the published criteria for a scribe, with an approved application in place.**

Examples - Word processor and 25% extra time

1. A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her **normal way of working within the centre**. When typing she can produce her written work effectively and at a speed equivalent to an average handwriting rate. She has no further learning difficulties. The SENCo awards the use of a word processor as it removes the barrier presented by her slow handwriting, and only awards 25% extra time when she writes by hand such as in GCSE Mathematics examinations.

2. A candidate with significant learning difficulties has a below average speed of handwriting and below average scores in areas of cognitive processing and reading speed. As using a word processor is his **normal way of working within the centre** he has been able to improve his typing speed to match the equivalent average handwriting rate. However, he has **persistent and significant difficulties** in interpreting questions and formulating his typed answers. He is given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to his needs.

Computer reader software and reader pens, Voice activated software

A computer reader will be awarded on account of:

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

For students with a disability or a learning difficulty a computer reader may allow them to demonstrate their attainment effectively and independently and remove any barriers that may exist around reading proficiency and reading speed. However, a computer reader must be appropriate to the candidate's needs (spell checker disabled or enabled). It is a necessary requirement to ensure that sufficient time and training be provided to ensure the student is able to use a computer reader effectively both in lessons 'as a normal way of working' and within examinations and assessments.

As an examination centre DHSG are required to provide evidence that that use of a computer reader is the students' normal way of working.

Where a student will have access to a computer reader in lessons, staff will be made aware to ensure the student can access this support as effectively as possible. The use of computer reader software will be coordinated by the SENCo who will liaise with the Examination Officer to ensure that access to a computer reader in examination will be made available.

EXAM ARRANGEMENT REQUEST FORM		
Pupil Name:	Form:	Exam No:
Reason for request:		
Evidence of need (copy of external agency document) please list:		
Is this the student's normal way of working? Yes/No As of : / /	Date of request: / /	Request accepted /declined Date: / /
Signature of SENDCo:	**Please note that all requests must be submitted before January 1st, along with paper work evidence**. In cases submitted after this date except for in extreme circumstances or if testing has taken place after this date the request will not be considered.	