St. Nicholas Catholic High School
SEN Information Report 2020

Introduction

St. Nicholas Catholic High School is an inclusive learning community which endeavours to take all practical steps to ensure that the curriculum, environment, and facilities are accessible to all pupils, staff and visitors.

All pupils, regardless of circumstance, should have access to the entire breadth of the curriculum and teaching which is appropriate for their needs and abilities. This includes physical access, within the constraints of the buildings and technical features to support, for example, visual and hearing impairment. There is also provision for the appropriate, safe, respectful and suitably supported environments for all activities for all pupils. We aim to put in place the necessary resources to enable pupils to participate and achieve, regardless of their personal challenges.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia, dyspraxia;
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy;
- Moderate/severe/profound and multiple learning difficulties.

Admission arrangements

St. Nicholas Catholic High School will admit pupils with already identified SEN as well as identifying and providing for those not previously identified as having SEN.

Facilities for SEN Pupils or Pupils who are Disabled:
The school is working with students with physical disabilities and their parents and carers to enable them to participate in school life as fully as possible. The School has wheelchair access and works with relevant organisations and agencies to adapt the environment and curriculum to ensure continuing access.

Contact details of support services for parents of pupils with SEN

CHAPs http://www.cheshireautism.org.uk/
Information, Advice and Support Service iasservice@cheshirewestandchester.gov.uk
VISYON http://www.visyon.org.uk/
YPS CWAC http://youngpeoplesservice@cheshirewestandchester.gov.uk

St. Nicholas Catholic High School
SEN Information Report 2020

The local authority local offer

Our local authority's local offer is published here: The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

http://www.westcheshirelocaloffer.co.uk

http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities

https://worcestershirelocaloffer.org.uk

Identifying pupils with SEN and assessing their needs

Identification can come in many forms including; transition information passed on from previous schools, KS2 SATs results, baseline tests, from feedback and referrals from staff, learning walks, pupil premium interventions and self-referrals from students, P-scales, teacher assessments, screening tests, Teaching Assistant assessments, reading/spelling tests, phonological awareness tests and behaviour observations. A range of diagnostic tests are also used as appropriate.

St. Nicholas Catholic High School follows the SEND Code of Practice 2015 graduated approach with regard to the identification, assessment and review of students with special educational needs. The four key actions are:

Assess: The subject teacher, Subject Leader, Year Leader and SENCO will clearly analyse a student's needs before identifying a child as needing SEN support.

Plan: Cares and concerns must be notified whenever it is decided that a student is to be provided with SEN support.

Do: The subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

The approaches to teaching pupils with SEN at St. Nicholas Catholic High School include; Quality First Teaching which means high-quality inclusive teaching, where all the learner's needs are catered for and are a part of school and classroom planning and target-setting. This can involve the following:

- Teachers are required to: identify pupils in their class with SEND; look up the pupils on the SEN register for a brief outline of needs and strategies to be

implemented in teaching and class work; look if pupils have a One Page Profile, print it and refer to and implement strategies wherever possible in lessons.

- Additional adult support where appropriate, to complement the work of the teacher;
- Reduced class sizes where appropriate and the use of small group work
- Personalised provision where appropriate through targeted, time-limited programmes.
- Personalised provision through adapted resources and interventions.

Students receive a differentiated curriculum and those who fail to make the expected progress are initially identified by subject teachers and subject leaders who will put in place intervention strategies.

The school has a system whereby any member of staff can raise concerns/issues with the SENCO or about a child with potential SEN or other barrier to learning. The SENCO will arrange for assessment of the child's needs. We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning. Students who fail to make sufficient progress after Quality First Teaching interventions have taken place will be monitored by the SENCO who will also involve the parents and carers.

At this stage, the 'next steps' will be decided with the consultation of the parents/carers where possible. Where necessary advice may be sought from external agencies to inform effective interventions. The student monitoring process allows for close monitoring of progress towards short-term outcomes which are agreed with student and parents/carers and reviewed regularly. If a student fails to make the expected progress advice may be sought from external agencies which may include social and well as educational services. At this stage, an SEN may be identified.

We will assess pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class/ subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- ✓ Is significantly slower than that of their peers starting from the same baseline;
- ✓ Fails to match or better the child's previous rate of progress;
- ✓ Fails to close the attainment gap between the child and their peers;
- ✓ Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN**.**

Determining the level of support required

After identification and information gathering, a decision whether to take the referral further will be made.

Step 1: Consult with referrers

St. Nicholas Catholic High School
SEN Information Report 2020

Step 2: Consult with teachers and other internal staff

Step 3: Consult with parents

Step 4: Consult with outside agencies where needed

Step 5: Decision: The student is SEN and will be placed on the register.

Step 6: Inform parents of the outcome

Step 7: Assessment for EHCP

Step 8: For EHCP Students: Consultation with outside agencies and parents to agree the EHCP.

Student identified as cause for concern by referrers, who will be either teachers, other school professionals, parents or outside agencies and details passed to SENCo.

↓

Information gathering and meeting with SENCo, Head of Year and other relevant parties.

↓

Decision: Is the student SEN or not? at what level?
Inform parents

↓

Appropriate support put in place and detailed on provision map
Level 1 Support:
Provision Map to raise awareness where appropriate and advise on classroom strategies
SEN Support:
Pupil centred planning with parental involvement
Additional SEN Interventions (Small group/ one to one support)
Medical/physical support where necessary
EHCP
SEN Interventions planned in conjunction with External Agencies

↓

Regular monitoring of progress and review of support
Is the student responding to the level of support given?
Do we maintain, withdraw, increase or decrease SEN support?
Should alternative (none SEN) support be given instead?
Should student be exited from SEN support?

St. Nicholas Catholic High School
SEN Information Report 2020

Parents' Right of appeal:
Parents have a right to appeal about a decision made by the LA to the Special Needs Tribunal.

The following reasons may be used by parents to appeal:

- Refusal to make a formal assessment of the child's SEN
- The LA has refused to issue an EHCP

Parents may value independent advice and support when their child is being assessed for a possible EHCP. This can be sought from IAS Service (previously Parent Partnership).

Roles and responsibilities

The SENCO

The SENCO is Mrs Sarah Hilton s.hilton@st-nicholas.cheshire.sch.uk . She will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor is Jenny McQuade – (c/o clerk of governors) K.Johnston@st-nicholas.cheshire.sch.uk . She will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher Is Mr Richard Woods r.woods@st-nicholas.cheshire.sch.uk. He will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class/ subject teachers

Each class/ subject teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

Special arrangements for pupils with SEN for examinations

Pupils with Special Educational Needs may need special arrangements to ensure access to public examinations. Pupils may need to be assessed and their needs identified as follows:

- Access arrangements will be identified at the start of each academic year through the SEN register, EHCPs, Provision Maps, the pastoral team, teachers and parents.
- Investigations and assessments will be conducted, where appropriate, using external assessment where necessary.
- The SENCO will liaise with the examination officer to ensure that necessary applications are made and arrangements are put in place.

For further details see Appendix 3.

St. Nicholas Catholic High School
SEN Information Report 2020

Transition arrangements for students with SEN

In the normal course of events our transition arrangements are such that all students who will be attending St. Nicholas Catholic High School will, in the summer term of Year 6 meet, in their Primary School environment, a key member of staff from the school. Students then attend St. Nicholas Catholic High School for two Induction Days. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Days or following Induction Days and in response to any issues that are identified.

Transition information is arranged when staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and the SENCO may be required. For some students, additional work may be needed, e.g. extra transition visits, particularly for students who are on the Autistic Spectrum. All SEN documentation is transferred from Primary Schools late in the summer term.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- We invite parents of SEN students to visit the school during Year 5 and meet the SENCO at this stage to discuss their child's needs.
- Where possible the SENCO will attend the Year 6 transition review for those students who have an EHCP. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc. in addition to the transition days undertaken by all students.
- SEN students that are moving between key stages will have transition reviews in conjunction with EHCP annual reviews in Year 9.
- SEN students will have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support they need in moving to post16 education.
- School invites vulnerable students to attend summer school before they officially join the school in September.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We will also provide the following interventions:

St. Nicholas Catholic High School
SEN Information Report 2020

Adaptations to the curriculum and learning environment

To enable access to the curriculum for students with SEND, the school provides:

- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment
- Teaching Assistants
- Specialist teachers
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school was built in the 1950s and it has, over the years, improved the accessibility of the school for students with SEND. These include:

- Installing lifts in the main building and the sports hall making all facilities accessible.
- Making the school more accessible to the visually impaired with clearer delineation of stairways and obstacles.
- Installing two disabled toilets.
- Specialist room to support a student with specific needs.
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing

There are facilities for small group/individual teaching in the Learning Support Rooms. All members of the school community, including students, are invited to inform the school of any disability they have. The Autism Resource is divided into two rooms. These rooms are for teaching and supporting the students during unstructured times.

Additional support for learning

We have 13 teaching assistants in the mainstream school and 5 in our Autism Resource centre who are trained to deliver interventions. Teaching assistants will support pupils on a 1:1 basis when an intervention is specific to them. They will also support pupils in small groups when being in a group is crucial, for example Social Skills.

Expertise and training of staff

Our SENCo has 10 Years' experience in this role and has worked as a Special Needs Coordinator for students aged 4 to 18 years. She has work extensively with pupils who have a wide variety of needs including Social and Emotional needs, Physical and Sensory needs, ADHD, ASD, Dyspraxia and Dyslexia.

St. Nicholas Catholic High School
SEN Information Report 2020

We use specialist staff for Precision teaching, 1 to 1 consolidation, typing skills, handwriting skills, social skills, homework support for SEN pupils, literacy and numeracy support. We have 5 Learning Mentors, one for each year group, who support pupils with their social, emotional and mental health needs. We also have a part-time dyslexia specialist.

Evaluating the effectiveness of SEN provision

The provision and progress of students with SEN are evaluated by using summative and formative procedures. In lessons teacher will use student tracking procedures and homework tasks as measures of achievement and progress. This will identify whether the interventions implemented for a specific student are having the desired impact.

The effectiveness of the provision and progress of students with SEN is reviewed by the SENCo using external and internal data sets for comparison, e.g. Raise Online, Fischer Family Trust etc. The effectiveness of the SEN department is also reviewed through analysis of outcomes, observation of lessons and other provision, student voice and feedback from parents and carers. This is then reported to SLT and the Governing Body. We also evaluate effectiveness of SEN provision by using pupil questionnaires and provision maps to measure progress.

Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology Service
- Sensory Services (hearing/vision impaired students)
- Therapy Services (Speech and Language, Occupational Therapy, Physiotherapy)
- The Autism Team
- The SEN Assessment and Monitoring Team
- The School Nurse and specialist Nursing services
- Education Welfare Service
- Information, Advice and Support Service
- Special Schools
- Specialist Inclusion Services
- Children and Adolescent Mental Health Service (CAMHS)
- Family Case Workers
- Primary Schools
- Childrens' Social Care
- Local Authorities
- Other High Schools
- Young Peoples Services

St. Nicholas Catholic High School
SEN Information Report 2020

Contact details for raising concerns

If you need to raise concerns about your child's SEN needs please contact first their Form Tutor and subject teachers. If you do not get a satisfactory response then please contact the SENCO. All can be reached on the school phone number 01706 706000

Complaints Procedure

The school aims to be sensitive to the needs of the students and their parents. The SENCO is open to seeing parents at mutually agreed times to discuss the needs of their children and the school's provision for them, including aspects such as health, progress, behaviour at home and at school; factors contributing to difficulties pupils may be facing and further steps the school might take.

Informal complaints may be made through the child's Form Teacher, Head of Year, Subject Teacher, Teaching Assistant, SENCO or the Senior Leadership Team will be acknowledged and a response given or a meeting arranged for further discussion as soon as possible. More formally the Headteacher will receive and investigate complaints and seek to resolve problems. Parents who have a concern which they feel has not been properly addressed may put their concern in writing to the Governing Body.

This Information Report has been written in light of the Children's and Families Act 2014 and the SEN Code of Practice that is contained within The Act. SEN policy at BHSA is also guided by the demands and guidance contained within the Disability Equality Act 2010.

S. Hilton 2020

St. Nicholas Catholic High School
SEN Information Report 2020

Appendix 1:

Further Information about the Four Areas of Special Educational Need

1) Cognition and Learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being. This may be through small group work on social skills, through peer group support and through regular and positive feedback on their progress.

A child or young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

2) Social, Emotional and Mental Health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make

and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties**.** Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

3) Communication and Interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy. Interventions might include creating rich oral language environments, individual support and augmentative and alternative means of communication.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition, they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

4) Sensory and/or Physical Needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. The Department publishes guidance on these duties.

Some children and young people require special educational provision, it is this group that should be identified as having a SEN.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

St. Nicholas Catholic High School
SEN Information Report 2020

Appendix 2

SEN Staffing

Mrs S. Hilton	SENCo
Mrs J. Milborne	Assistant SENCo (ARC Manager)

Teaching Assistants

Miss J. Goward	HLTA	
Miss J. Ball	TA	
Mrs R. Barnes	TA	
Mrs R. Birch	TA	(ARC)
Miss L. Catherall	TA	(ARC)
Miss S. Capstick	TA	
Mrs S. Cross	TA	(ARC)
Mrs A. Keeling	TA	
Mrs P. Lyons	TA	
Mrs L. Mason	TA	
Mrs A. McCormick	TA	
Miss M. McPhillips	TA	
Miss K. Moore	TA	
Mrs M. Orlowska	TA	
Mrs K Patel	TA	
Mrs K. Rose	TA	(ARC)
Mr. Jan Smetka	TA	
Mrs G. Wakefield	TA	(ARC)

Appendix 3

Access Arrangements Policy 2020

Introduction

The aim of this policy is to clearly define the role and responsibilities of those staff in school that have dealings with the Access Arrangements for our students during examinations, both in planning and preparation and also ensuring that correct and accurate procedures are in place prior to the start of any exam.

Background

The school implements a range of access arrangements and reasonable adjustments in accordance with the Joint Council for Qualifications guidelines. These include:

- Supervised rest breaks
- Extra time of up to 25%
- Use of a word processor, electronic reader or scribe
- Rest breaks
- Other arrangements for candidates with disabilities

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and to show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

The Equality Act 2010 requires us to make reasonable adjustments 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.

St. Nicholas Catholic High School is required to take reasonable steps to overcome that disadvantage. An example might be an enlarged paper for a visually impaired person. Whether an adjustment will be considered reasonable will depend on a number of factors which will include:

- The needs of the disabled candidate/learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment on the candidate and other candidates

St. Nicholas Catholic High School
SEN Information Report 2020

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. The most complex but most common request we make to the exam boards is for extra time. In order to award extra time of up to 25% the school must assess the needs of the student based on one of the following documents:

- An Education, Health and Care Plan (EHCP) relating to secondary education which confirms the candidate's disability; or
- An assessment carried out from the start 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 also confirm that the candidate has:

At least one below average standardised score of 84 or less 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

In addition to this core evidence, we must paint a picture of the normal way of working for the candidate, clearly demonstrating the need for extra time of up to 25%.

Once this evidence has been gathered, the SENCo must:

- Provide relevant information/evidence of the nature and extent of the disability or difficulty; i.e. the candidate has an impairment which has a substantial and long term adverse effect on their speed of processing
- Confirm that the candidate has persistent and significant difficulties when accessing and processing information show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time of up to 25%
- Confirm that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage
- Confirm that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability.

It is expected that this information is supported with, one of the following:

- A letter from CAMHS, a clinical psychologist, a hospital consultant;
- Application of access arrangements required in classwork, homework or school exams;
- A report or letter from the specialist assessor (SENCo) at St. Nicholas Catholic High School;
- A Speech and Language Therapist;
- A letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service;
- An EHCP relating to the candidate's secondary education which confirms the candidate's disability.

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 student has fallen off her bike and injured her writing hand. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the student can access the exam but is not given an unfair advantage. As with all applications, the school must ensure that the appropriate documentation is held on file to support any arrangement made.

The use of word processors

The use of word processors will be permitted when:

- A pupil demonstrates difficulties with handwriting, either in speed or legibility
- A pupil has a medical impairment that prevents them from using a pen
- A pupil is able to type quicker than they can write and it will speed up their processing
- An electronic reader is being used
- Use of a word processor is the normal way of working for the pupil.

Word processors will have the grammar and spelling checks disabled in these circumstances. The SENCo will approve all uses of word processors in examinations.

Roles and Responsibilities for Access Arrangements

Miss G. Hardman – Exams Officer (GH)

Several months before the examinations are due to start; GH will make the arrangements and prepare timetables for all students requiring Access Arrangements. Any member of staff who has a question or query with any of the written instructions must see GH in the first instance who will then deal accordingly. Access arrangements are provided for specific students in accordance with JCQ Guidance and any problems or issues are discussed and addressed with GH in advance. GH will work with ICT

technical staff to ensure all laptops are set out and working correctly well in advance of the start of the exam.

Mrs S. Hilton – SENCO (SH)

To ensure that GH has relevant testing information and Form 8 reports to apply for Access Arrangements for pupils requiring them. To consult with pupils as to what arrangements will enhance their examination and inform pupils and parents what support they are eligible for.
To regularly liaise with GH in the lead up to examinations to ensure that staff are fully aware of all access arrangements required for individual students and to discuss changes as they may arise.

Miss J. Goward – HLTA (JG)

To liaise with SH in collating information for Form 8s and supporting pupils with access arrangements.

ICT Technician

Following instructions from GH, to ensure that the exams invigilators are provided with working, fully functional laptops well in advance of the start of an exam – the day before would be the recommended timescale.
They will be available for the Lead Invigilators on the morning or afternoon of an exam to be able to assist quickly with any problems that may arise with the laptop provision.
Additionally, technicians will:

- Ensure prior to the start of any exam that the exam printer is ready and working to allow the Lead Invigilators to print out exam scripts as soon as the exam has finished.
- Make regular checks on the laptops to ensure that they are in full working order and fit for purpose and that all upgrades have been run in advance of any exams.
- Ensure that certain functions have been disabled on laptops for specific exams eg. spell check or the calculator function.

S. Hilton 2020