



## KING EDWARD VI SCHOOL, SOUTHAMPTON

### Curriculum Support (SEND) Policy

<b>Rationale:</b>	This policy, which comprises the School's Offer to Parents, has been set out paying due regard to the regulations as defined by the SEN and Disability Code of Practice 2015, the Children and Families Act 2014 (Part 3) and the Equality Act of 2010.
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<b>Owner:</b>	Deputy Head (Academic)
<b>Endorsed by Governing Board:</b>	12 November 2020 (next review November 2021)
<b>Revised:</b>	October 2020
<b>Date of next full review:</b>	October 2021
<b>Reviewed:</b>	Annually
<b>Date(s) of interim amendments:</b>	n/a

<b>Category:</b>	Statutory
<b>Circulation and publication:</b>	Public/ Website

NOTE: This document is sent to all new parents. This is for information and does not form the basis of any contractual agreement between the School and parents.

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This policy pays due regard to/complies with the statutory requirements of the SEND Code of Practice 0-25 years and has been written referencing the following documents:

- SEND Code of Practice 0-25 years
- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on supporting pupils at school with medical conditions
- Safeguarding Policy
- GDPR Policy
- Accessibility Plan.

The aim of this policy is to promote inclusivity and good practice in identifying and supporting students with Special Educational Needs and Disabilities (SEND) through specialist and bespoke assessment and intervention.

The Head of Curriculum Support (SENCo) is responsible for:

- ensuring that school practice pays due regard to / meets the statutory requirements of the SEND Code of Practice 0-25 years.
- assessing and monitoring the progress of SEND students.
- evaluating the suitability, effectiveness and integrity of intervention programmes.
- facilitating access to the curriculum for SEND students through the delivery of professional training opportunities
- collating evidence to support SEND students applications for exam access arrangements.

## Introduction

- 1.1 As an 11-18 School all King Edward's pupils enjoy in principle equal access to the School's curriculum, notwithstanding any particular medical circumstances or identified learning difficulties, known, as special educational needs and/or disability (SEND) as per the Code covering children and young people from 0-25 years.
- 1.2 The SEND Code of Practice defines SEND as 'a learning difficulty or disability which calls for special educational provision'.
- 1.3 The SEND Code of Practice defines special educational provision as provision different from or additional to that normally available to pupils of the same age.
- 1.4 It is, however, recognised that for some pupils participation in certain activities, e.g. physical education or games, may be restricted by their individual circumstances. The School aims to minimize any such restriction.
- 1.5 In cases where a pupil has an Education Health and Care Plan (EHCP), the school will provide an education that matches the requirements of the agreed provision. If King Edward's is named on an EHCP, the local authority is responsible for meeting the full cost of the provision. If King Edward's is not named on the plan the local authority may contribute towards costs to assist parents but they are not obliged to do so.
- 1.6 King Edward's Head of Curriculum Support is an accredited Special Educational Needs Coordinator (SENCo).

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## Medical/health needs

- 2.1 A confidential medical questionnaire is sent to all parents prior to their child joining the School: this must be completed and returned to the School Nurse. With parental consent a medical list is compiled of pupils who have short- or long-term medical or health needs which may have an impact on their participation in School life. Teaching staff are informed appropriately to enable them to support those pupils.
- 2.2 Parents are reminded termly through the School bulletin to inform the School of any changes to medical or health needs. The School Nurse amends the medical information list as required and liaises with the appropriate staff.
- 2.3 For information and advice on medical or health matters please contact the School Nurse.
- 2.4 Mental health difficulties such as anxiety or depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained, will be dealt with by pastoral staff but when special educational provision (*defined in 1.2*) is required the SENCO will be informed.

## Learning Difficulties

- 3.1 Parents must inform the School at the time of their child's admission, of any history of recognised learning difficulties or of any formal assessment of such difficulties that has been carried out.
- 3.2 The School will take account of a formally recognised specific learning difficulty in the classroom and in assessment procedures.
- 3.3 The School will endeavour to recognise those pupils who need support to enable them to derive full benefit from the curriculum. This may be through analysis of the results of literacy tests carried out in the First to Third Years or by referral by subject teachers of individual pupils to the Head of Curriculum Support/ SENCo.
- 3.4 All members of the teaching staff are made aware by means of a regularly updated list of those pupils requiring support or particular attention in the classroom and of the nature of the support or attention required. They are also provided with a checklist of strategies and of indicators of potential learning difficulties in the form of specific student recommendations, and, where appropriate, in the form of Teacher Recommendation Sheets. Parents are given the opportunity to be regularly involved in the formulation of this checklist of strategies in conjunction with a member of the Curriculum Support Department, the student's tutor and / or the Head of Year.
- 3.5 Members of the teaching staff are not qualified to make a formal assessment of specific learning difficulties or dyslexia. If parents believe that it is in the interests of their child to have a formal assessment made, they must choose a chartered Educational Psychologist or another suitably qualified practitioner with whom the School has an established relationship, particularly regarding possible recommendations of special arrangements for examinations. This is in order for the school to comply with the requirements of the Joint Council for Qualifications. A list of such professionals is available to parents on request from the Head of Curriculum Support/ SENCo. Any reports commissioned by parents and conducted by professionals who do not have a working relationship with the school are unlikely to meet Joint Council for Qualifications requirements. Consequently the student may need to be

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reassessed if examination access arrangements are to be sought by the School. In order for the School to establish prior 'evidence of need' for possible access arrangements in public examinations as required by the JCQ, parents must consult with the School *before* making arrangements to have their child assessed by an Educational Psychologist or similar.

- 3.6 Learning support lessons are provided for pupils in the Lower School whose performance in the diagnostic testing suggests that they would benefit from them. These interventions are provided by Curriculum Support teachers and take place on an individual or small group basis over a period of time sufficient to ensure that the pupils are able to benefit fully from the curriculum without additional support. The lessons are by extract from other subject periods, but a rota system avoids a pupil's absence from more than two single periods per half-term in any one subject.
- 3.7 A study skills programme is available to students in the 4<sup>th</sup>, 5<sup>th</sup> Year and 6<sup>th</sup> Form who have received individualised learning support in the past or who have a formal assessment for a learning difficulty by an Educational Psychologist or other recognised professional. This programme runs in two phases during the school year. 4<sup>th</sup> Year students on the Curriculum Support Register may attend individualised Learning Support lessons during normal timetabled lessons, subject to availability, but to avoid missing subject content parents may prefer their child to attend the Study Skills Club, which takes place in the Spring Term.
- 3.8 Parents of all students benefitting from learning support receive reports about individual progress annually as part of normal reporting system. Parents also receive the opportunity to discuss their child's progress with his / her learning support tutor at parents' evenings.
- 3.9 Pupils in the Lower School and Upper School whose difficulties are with numeracy skills can attend a regular drop-in clinic run by members of the mathematics department. Some students may require more targeted support, depending on the results of tests and other data. In the Second Year and above the setting structure in mathematics enables the lower sets to be smaller in size and therefore to allow a greater degree of individual attention.
- 3.10 The progress of students on the Curriculum Support Register is closely monitored by the Head of Curriculum Support/SENCo. All relevant subject teachers are required to complete a detailed questionnaire annually which seeks to ascertain whether individual recommendations are being applied in the classroom and whether the student is making specific progress, while on-going discussions are regularly held. Students are regularly interviewed by members of the Curriculum Support Department with a view to ascertaining individual progress and improving access to the curriculum. Parents receive opportunities to communicate with relevant teaching staff, tutors and members of the Curriculum Support Department initially on receipt of an Educational Psychologist's report or that of any other recognised professional, and subsequently through correspondence, at parents' evenings and by appointment at other times in the school year.
- 3.11 For information and advice on learning difficulties please contact the Head of Curriculum Support or, in the case of difficulties with numeracy, the Head of Mathematics.

### **Disability**

King Edward VI School acknowledges its duties under the *SEN and Disability Code of Practice 2015*, *the Children and Families Act 2014 (Part 3)* and *The Equality Act 2010* towards pupils who have a disability. While welcoming students with disabilities, the School is not specially organised to meet the needs of such pupils (i.e. it is not a registered specialist school).

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- 4.1 Parents must inform the School at the time of their child's admission of any history of disability and of any formal assessment of such disability that has been carried out. The School asks parents to disclose this *information* on the Acceptance Form. Following receipt of this information, parents will be asked to provide further detailed information about their child and may be invited to an interview with the Head of Curriculum Support.
- 4.2 In assessing any pupil or prospective pupil the School may take such advice, and require such assessments, as it deems appropriate. Costs of any external assessment must be met by parents. The School will advise parents of the reasonable adjustments the School can make based upon the information given and advice received. The School is committed to providing those reasonable adjustments agreed in consultation with parents.
- 4.3 Where a disabled student would, but for the provision of an auxiliary aid or auxiliary service, be put at a substantial disadvantage in relation to a relevant matter in comparison with students who are not disabled, the School will take such steps as are reasonable to provide the auxiliary aid or service. What is a reasonable adjustment will be a context-specific judgment for the School in relation to the needs of the student. The cost of taking the step will be a key consideration in deciding what steps it is reasonable for the School to have to take.
- 4.4 Where the School agrees to the employment of additional services, such as the use of support staff in the classroom, parents will be charged for this service at a level that reasonably reflects the cost to the School of providing that service. Details of costs will be provided in writing.
- 4.5 Parents of Sixth Form students will be made aware of the support available to them in higher education, including the Disabled Students Allowance (DSA). DSAs are available to help students in higher education with the extra costs they may incur on their course because of a disability. This can include an ongoing health condition, mental health condition or specific learning difficulty. Students need to make an application to Student Finance England providing accompanying medical evidence.

## **Special arrangements in public examinations**

- 5.1 Any application for special arrangements in public examinations will be noted in a pupil's record and if a pupil has had the benefit of special arrangements the School is bound to acknowledge the fact in any future references it may provide for outside bodies.
- 5.2 Special examination arrangements are arrangements approved in advance of the examination to enable candidates who might not otherwise be able to do so to demonstrate their attainment. This might, for example, be because of physical disability, visual or hearing impairment or specific learning difficulty. Applications to the Awarding Bodies for special arrangements are made by the Head of Centre (the Head) based upon a sound evidence of need and relevant criteria being met.
- 5.3 For summer examinations applications must be made by the School, at the latest, by late November. In order to allow proper and sufficient evidence to be gathered for this application, initial enquiries regarding the possibility of a special educational need leading to the need for examination access arrangements should be made to the Curriculum Support Department by mid-October. It is in the interests of the candidate that the School is able to

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make a well-documented application well in advance of the November deadline<sup>1</sup>. While the School will do all that it reasonably can to support applications for examination access arrangements, a discretionary financial charge of £100 may be incurred by parents in cases where internal deadlines are missed. This is in view of the large volume of additional work required to gather appropriate evidence to meet JCQ requirements. Once the JCQ deadline has passed the School cannot organise any access arrangements for that examination season.

- 5.4 In applying for such arrangements the School must support the request with documentary evidence and historical evidence of how the centre meets the candidate's needs. The School will take into account the pupil's actual performance in assessment conditions which reflect those of the public examination and the pupil's usual method of working in the classroom.
- 5.5 When an awarding body has responded favourably to a request for special arrangements, the School will undertake to provide these arrangements and to inform candidate and parents accordingly. Invigilators of examinations for which special arrangements have been made will be notified of them.
- 5.6 Two types of access arrangement might be awarded. Candidates may be permitted to have additional examination time, and/or rest breaks, having seen appropriate evidence of need. The amount of time granted must reflect the extent to which the completion of the examination is affected by the candidate's condition. The School asks pupils to read and sign the Data Protection Notice before reporting to the relevant Awarding Body the names of candidates granted additional time and/or rest breaks. An alternative arrangement might be awarded - additional time over and above 25%, or the use of a reader, amanuensis or other special facility, such as a computer. The Head of Centre has a responsibility to ensure that any request on behalf of a candidate is based on firm evidence, and that it will not confer an advantage on the candidate in any aspect of the subject concerned. The latest date by which the School can approve such arrangements is in late November for summer examinations. It is very much in the candidate's interest that appropriate evidence of need is provided to the School at the latest by the mid- October deadline<sup>2</sup>, in time for the mid-sessional examinations in January. This is in order to comply with the regulations of the Joint Council of Qualifications, which require such arrangements to represent the candidate's 'normal method of working'.
- 5.7 Appropriate evidence of need in the case of specific learning difficulties should be in the form of a report from an educational psychologist or holder of the RSA Diploma in Specific Learning Difficulties. In cases of additional examination time, and/or rest breaks, and/or the use of an amanuensis, the report must be relevant and relate to secondary education - which means that the assessment must have focused on literacy and cognitive skills and been carried out during or since Third Year (Year 9). The report must include a detailed explanation as to why the special arrangement(s) are justified as well as precise recommendations for examinations, such as the amount of extra time or rest breaks that are needed. It should be noted that the award of 25% of examination time is dependent on an assessment by an educational psychologist or holder of the RSA Diploma in Specific Learning Difficulties confirming that the candidate is unable to complete an examination in the time allowed. This will be indicated by below average standardised scores (of 84 or less) in

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<sup>1</sup> The exact dates of the October and November deadlines are published annually on the Curriculum Support page of the School website

<sup>2</sup> The exact dates of the October and November deadlines are published annually on the Curriculum Support page of the School website

assessments of processing: reading speed, reading comprehension speed, writing/free writing speed and cognitive processing, including working memory. Alongside the report it is incumbent on the assessor to include a summary of findings in the form of Section C of Form 8 as required by the Joint Council of Qualifications. The centre is also required to provide evidence of the normal method of working for the candidate, clearly demonstrating the need for extra time of 25%.

- 5.8 In cases of additional time over and above 25%, or the use of a reader or other special facility, the report must be prepared within 26 months of the examinations. Again, the report must include a detailed explanation as to why the special arrangement(s) are justified as well as precise recommendations for examinations. Parents should consult their EP for further details on this. In cases of both types of arrangements parents are expected to make their own independent arrangements for assessment. It is incumbent on parents to consult with the Head of Curriculum Support before making arrangements with external professionals in order to facilitate effective provision of historical evidence of need.
- 5.9 The use of a School computer<sup>[1]</sup> in examinations – with no spell check or other support facilities enabled - may be sanctioned if that is the student's normal method of working in the classroom and such use of a computer would not compromise the principle that no arrangement should give any candidate an unfair advantage.<sup>[2]</sup> The use of a computer in examinations may be awarded for students for the following reasons: their spelling and / or handwriting render their free writing largely illegible; they have such significant difficulties with composition – at sentence and text level – that their free writing becomes incomprehensible; they have very slow handwriting; or they have a medical condition or physical impairment that requires the use of a computer. Because the School needs to take a professional, evidence-based approach to verify that no unfair advantage is being conferred, the use of a computer in examinations may be sanctioned on the receipt by the School of a full assessment by an educational psychologist, occupational therapist or holder of the RSA Diploma in Specific Learning Difficulties or a medical report which relates to secondary education, has preferably been carried out since the beginning of the Third Year (Year 9) and makes a specific recommendation to that end. In these cases parents are expected to make their own independent arrangements for assessment.
- 5.10 The use of a reading pen – with no thesaurus or other support facilities enabled – may be sanctioned if that is the student's normal method of working in the classroom and such use of a reading pen would not compromise the principle that no arrangement should give any candidate an unfair advantage. Because the School needs to take a professional, evidence-based approach to verify that no unfair advantage is being conferred, the use of a reading pen in examinations may be sanctioned on the receipt by the School of a full assessment by an educational psychologist, occupational therapist or holder of the RSA Diploma in Specific Learning Difficulties or a medical report which relates to secondary education, has preferably been carried out since the beginning of the Third Year (Year 9) and makes a specific recommendation to that end. In these cases parents are expected to make their own independent arrangements for assessment.
- 5.11 Appropriate evidence of need in the case of purely physical disabilities or mental health issues should be in the form of a report from a specialist medical practitioner. In cases of additional examination time, and/or rest breaks, and/or transcripts and/or the use of an amanuensis, the report must have been carried out during or since Third Year (Year 9). The

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<sup>[1]</sup> An iPad or tablet device will not be available for use in examinations.

<sup>[2]</sup> This might, for example, be the case if a student has no underlying difficulty and can type faster than his or her peers across the country can write by hand.

report must include a detailed explanation as to why the special arrangement(s) are justified as well as precise recommendations for examinations, such as the amount of extra time or rest breaks that are needed. The use of a computer for students with illegible handwriting, a learning difficulty or a temporary or permanent disability may be sanctioned if that is the student's normal method of working in the classroom. In cases of additional time over and above 25%, or the use of a reader or other special facility, the report must be prepared within 26 months of the examinations and must include precise recommendations about the use of such special facilities.

- 5.12 Where a candidate has an educational psychologist's report which has not been updated by the required date or where details of recommendations or special arrangements in examinations are lacking, a supplementary report may be provided rather than one based on a new assessment. Parents are advised to seek the advice of the educational psychologist responsible for the original report on this matter. In cases where a student has never been assessed before and there is a possibility that a recommendation may be made for access arrangements in examinations, it is preferable that, in order to fully understand the level of support required, a full diagnostic report is sought as opposed to a shortened report focusing specifically on examinations.
- 5.13 The School will be expected to establish that the candidate's needs have been recognised over the duration of the examination course, and that the arrangements requested for the examination reflect past and present needs.
- 5.14 Some candidates may require to be invigilated away from other candidates in areas of greater privacy, as space allows, for example students who are obliged to read aloud in order to fully comprehend text or who have a medical condition or social, mental and emotional difficulties. An arrangement to 'read aloud' should be supported by a verifiable history of need within the centre, confirming that this is the candidate's normal method of working, as well as by an educational psychologist's report or a Specialist Teacher Assessment, giving clear and compelling reasons and evidence for this arrangement. Separate invigilation for students with a medical condition or social, mental and emotional difficulties must be supported by a detailed report from a specialist medical practitioner, psychiatrist or clinical psychologist giving clear and compelling reasons and evidence for need. Candidates' difficulties should reflect a **substantial and long term** medical condition or social, mental or emotional need. They should also be established within the centre and known to the Form Tutor or Head of Year or Head of Curriculum Support. For summer examinations the last date by which the School may receive specialist assessments which recommend examination access arrangements is late November. In order to allow proper and sufficient evidence to be gathered for this application, initial enquiries regarding the possibility of the need for examination access arrangements should be made to the Curriculum Support Department by mid-October<sup>3</sup>.

### Special arrangements in internal examinations

- 6.1 No specific allowances are made in the marking of internal examination papers of candidates with special educational needs. However, due account will be taken of formally recognised difficulties in the comments made on examination scripts and in School reports.

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<sup>3</sup> The exact dates of the October and November deadlines are published annually on the Curriculum Support page of the School website

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- 6.2 Those candidates with an educational psychologist's report recommending additional time in examinations will be allowed up to 15 minutes per 90-minute paper, or eight minutes per 45 minute paper. For mock-examinations in the Fifth Year, Lower Sixth, and Upper Sixth the full 22 minutes for a 90 minute paper will be allowed. The use of a laptop computer for students with illegible handwriting, a learning difficulty or a temporary or permanent disability may be sanctioned if that is the student's normal method of working in the classroom. In relevant cases the use of special facilities such as the use of a reader or amanuensis will be sanctioned, provided that it is based on firm evidence, and that it will not confer an advantage on the candidate in any aspect of the subject concerned.
- 6.3 Appropriate evidence of the need for special arrangements will reflect the evidence for the two alternative types of arrangements for public examinations in 5.6, 5.7, 5.8 and for the use of a School computer and reading pen in 5.9 and 5.10. The latest date by which the School can approve such arrangements for internal summer exams is 21<sup>st</sup> February. In exceptional circumstances, such as pupil joining mid-year, this deadline may be extended. In all exceptional circumstances the Deputy Head (Academic) will determine if an individual case falls outside of the normal deadline timings.
- 6.4 For information and advice on special examination arrangements please contact the Head of Curriculum Support or the Examinations Officer.