



Day School and Sixth Form

SEND Policy Handbook

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Special Educational Needs and Disability Provision Policy

Statement of Intent

ArtsEd is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

Pupils have special educational needs if they have a learning difficulty or disability (LDD) which calls for special educational provision to be made for them. Many pupils will have special educational needs (SEND) at some time in their school career. Some pupils require more support than others, some will need help throughout their whole time at school, and others will require support for short periods to help them overcome more temporary issues. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

Special educational needs and disabilities (SEND) is a broad term that covers a diversity of needs. As a school, we do not discriminate based on educational need (see the Admissions Policy), but before accepting a pupil with an Education, Health and Care Plan, we need to ensure that we were confident in our ability to be able to meet their needs. This would be ascertained by meetings with the pupil and their parents, contact with their previous school, and a detailed examination of any report from an educational psychologist or other professional. The school's Admissions Policy notes the process that should be followed if a pupil with a physical disability wants to join the school. Please note the section on Disability Access below.

We have a number of pupils with SEND, and the majority of pupils have diagnosed difficulties due to dyslexia. The majority of this policy addresses how we support the pupils we currently have on roll.

The school complies with the provisions of the *SEND Code (2015)*, provisions from the *Children and Families Act 2014*, the *Disability Discriminations Act 2005* and the *Education Act 1996*. A child is considered to have long-term needs if their needs are deemed severe enough to affect them for a year or more. Pupils have a learning difficulty if they have significantly greater difficulty accessing or processing aspects of the curriculum than the majority of pupils.

Aims and objectives

The specific objectives of our SEND Policy are as follows:

- To ensure a consistent, whole-school approach to pupils with SEND;
- To identify pupils with learning difficulties or disabilities and/or special educational needs as early as possible, and ensure that the necessary support is provided through early intervention, tracking and review. This will be reviewed once a term through the 'Assess, Plan, Do, Review' cycle;
- To ensure that the SEND Department work with teachers and parents to implement the 'Graduated Approach' through Wave 1, 2 or 3 interventions;
- To provide pupils with the appropriate level of support from initial identification of need up to and including support outlined in an EHCP;
- To support staff in creating a learning environment that meets the special educational needs of each pupil;
- To ensure that all pupils have equal access to a broad, balanced and differentiated curriculum;
- To encourage and empower pupils to be fully involved in their learning and to develop the skills to monitor and review their own progress and self-advocate where appropriate;

- To make clear the expectations of all partners when planning for and supporting the provision for special educational needs;
- To ensure parents are kept fully informed of the support, assessment and interventions their child receives and are involved in supporting the school in meeting the needs of their child; and
- To ensure all teaching and support staff receive appropriate information, guidance and CPD to meet the needs of pupils with SEND.

Roles and responsibilities

At ArtsEd, we aim to promote a positive environment that enables all pupils to develop as individuals and to ensure that, as learners, they make the best possible progress over time. We take each child's needs into account with regards to sanctions, admissions, school trips and exams (see respective policies).

SEND provision at the school is overseen by Charly Swingler (Director of Teaching and Learning) and, expert support is provided by Jane Louis-Wood, the Day School Special Educational Needs and Disability Coordinator (SENDCo) and Warren Turner, Sixth Form SENDCo and Examinations Access Arrangements Officer. The SENDCos deliver the day-to-day programme of SEND support at the school.

The SENDCos:

- Oversee the day-to-day implementation of the school's SEND Policy;
- Ensure that background information from the previous schools of pupils identified as having SEND is collected, recorded, updated, and communicated to the relevant members of staff;
- Analyse the data provided by educational psychologists or other professionals to implement recommendations and to ensure that, where a need is identified, extra time and other access arrangements are implemented for public examinations;
- Analyse internal exams and GCSE data to assess and evaluate the impact of learning support;
- Liaise with parents and carers;
- Speak with class teachers regularly about the progress of SEND students and suggest appropriate differentiation and support strategies;
- Ask teachers to flag up students with potential SEND to ensure early identification of need in all year groups;
- Conduct lesson observations of students with diagnosed SEND, or those for whom a potential need has been identified;
- Analyse data from CATs and Exact scores in order to identify and support pupils who have or may have SEND;
- Create Individual Education Plans (IEPs) for each child identified as needing support, and communicate them to relevant staff members;
- Review annually the IEPs and update them accordingly. These documents are located where all staff have easy access to them;
- Coordinate the monitoring and review of interventions/actions that have been introduced to support the pupil;
- Liaise with relevant external agencies;
- Annually review the EHC Plans of identified pupils;
- Advise and support other practitioners in the setting;
- Contribute to staff INSET (in-service education and training) on matters relating to SEND;
- Keep up to date with SEND regulation, government initiatives and resources that may benefit our pupils

- Ensure that appropriate records are kept, and that these records are reviewed and updated annually;
- Plan, deliver and review educational support for identified pupils.

Learning support in action

The educational support provided by the SENDCo includes:

1. Direct one-to-one support in the subject classroom;
2. Small group work on skills development; and
3. One-to-one support in a withdrawal setting.

Teaching

Each teacher has a responsibility to differentiate their teaching for pupils with SEND in their subject classroom, and to be aware that learning needs may present differently in different learning situations and that support strategies will need to be context-specific. All staff are responsible for helping to meet an individual pupil's special SEND needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. Regular training is provided for staff on the best ways to support SEND pupils. The SENDCo is also available as an expert to provide staff with specific advice and guidance.

Inclusive practice

At ArtsEd, we provide effective learning opportunities for all pupils by:

A Setting suitable learning challenges so that pupils experience:

- Success in their own learning;
- A flexibility of approach; and
- Suitably challenging work.

B Responding to pupils' diverse learning needs by:

- Setting and communicating high expectations and opportunities for achievement for all;
- Planning and delivering lessons that reflect a broad range of learning and teaching styles, and a recognition of individual pupils' needs;
- Setting appropriate learning objectives and assessment targets;
- Creating effective learning environments;
- Promoting and securing pupil motivation and concentration;
- Providing equality of opportunity through nuanced approaches to classroom management and delivery of subject content; and
- Using appropriate tools, resources and language for assessment and tracking.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils by:

- Making provision for pupils to participate effectively in the curriculum; and
- Planning for SEND and providing access to learning for all pupils.

Monitoring the effectiveness of this policy

At ArtsEd, we expect all pupils with SEND to make good progress. The nature of the curriculum, with its particular emphasis on the arts, enables pupils with certain educational needs (dyslexia, for example) to have the experience of achieving at the highest level even if they struggle in subjects that require more reading and written work.

The progress of all pupils with IEPs is monitored and recorded. Each year the SENDCo reviews each child's progress against their predicted CAT grades as a way of evaluating the effectiveness of our SEN provision. A record of this data analysis is kept by the SENDCo.

As a whole school approach, all staff and the SEND department will meet once a term to review the '*Graduated Approach*' of intervention for those pupils on our SEND register.

If we feel that a child is not making progress commensurate with their ability, and if we feel that they may need extra time for exams or a scribe, we will advise their parents/carers to consult with an educational psychologist and to enlist their support in completing an evaluation to explore whether a specific barrier to learning exists.

We are fully committed to the principle of inclusion and to perpetuating the good practice that makes inclusion possible. Our policy will enable pupils with SEND to be an integral part of our school community.

Disability access to the Day School and Sixth Form

ArtsEd is located in a small city centre site in a listed building. Most of the classrooms and studios are based on the first floor and lift access is available. Within the school accommodation, the majority of the studios and classrooms are on the first floor, with two additional spaces on the ground floor. It is necessary for pupils to be able to move from classroom to studio, and from floor to floor. During most days it is also necessary for a pupil to change into vocational clothing. The changing rooms are located on the first floor.

The Governors' ongoing strategy is to ensure that any future conversion of rooms will ensure that disability access is taken into account.

Due to the vocational nature of the school, with its significant focus on the performing arts (and the emphasis on movement and dance), we have not, to date, received any applications from prospective pupils with significant physical disabilities. If we did receive such an application, in our overall assessment of the application we would see if any reasonable adjustments could be made that would enable the candidate to participate fully in our Curriculum Offer (see Admissions Policy). Currently, if a pupil is injured (for example, on crutches) the majority of their teaching and learning could still be accommodated within our existing physical environment. In case of fire, pupils on crutches or in a wheelchair are instructed to use the refuge points located around the building to be helped to the fire assembly point.

Pupils with visual impairment needs could be assisted due to the ongoing investment in interactive whiteboards. This technology allows images to be enlarged to benefit those with a visual impairment. It would also be possible to download teaching notes to enable the pupil to read using specialist software for visually impaired pupils at home. Larger print course notes and examination papers would also be provided as required.

The provision of hearing loops has been considered, but the dispersed nature of the classrooms means it is not financially viable to install such a system. A hearing loop will be installed in the main theatre this year, but this is unlikely to be of significant use to a hearing-impaired pupil as no teaching takes place there outside of production rehearsals.

In any admissions case, we advise parents to make direct contact with the Admissions Secretary prior to an audition. The Admissions Secretary would consider the best way for the pupil to be supported in terms of effectively accessing the different elements of the audition process. If a pupil were offered a place at the school, a member of the Senior Leadership Team would meet with the pupil and his/her parents/carers to explore whether the individual's access needs could be accommodated.

The SEND Department Contact Information

Jane Louis-Wood
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Supporting students

If you are teaching students with SEN the first thing you should do is go onto our data management system iSAMS to identify the students in your classes that require additional support.

In-class support

In-class support staffing is provided in several English lessons, with a particular focus on our EHCP or GCSE students.

SEN information and key

Symbols will be used to identify students on our electronic register iSAMS. There are as follows:

- Blue Star + Monitoring SEND
- Grey Star= Wave 1 SEND
- Yellow Star = Wave 2 SEND
- Red Star = Wave 3 SEND
- Red Rosette = Gifted and Talented
- Red Flag = Medical Alerts
- Laptop = Word processor as 'Normal Way of Working'

Statements/ Education Health Care Plans (EHCPs)

Students who have significant needs may be assessed as having a legal entitlement to extra provision. This provision is detailed in an Education, Health and Care Plan (EHCP).

There are currently three students with EHCPs in the ArtsEd Day School and Sixth Form. One in Y10 and two in Y13.

English as an Additional Language

ArtsEd welcomes many international students and many home students who have English as an additional language. To fully access the school's vocational, academic and social opportunities, pupils need to be functionally fluent in English. Teachers are able to differentiate and offer targeted support with new vocabulary, idioms and contextual nuance for students who have an additional language. We may also recommend additional specialist tuition outside school in English as an additional language for those who would benefit from structured support to consolidate their language learning.

Access Arrangements for Examinations

Please see our separate 'Examination Access Arrangement Policy' section for information relating to how we assess access arrangements for examinations within the SEND department. [DSSF Examination Access Arrangements Policy](#)

ICT

ICT use around the school is developing year on year with the introduction of new Smart Boards. It is part of the school's development plan to continue adding these beneficial resources to support the learning of SEND students. ICT use is also encouraged in the classroom and supported as an

examination access arrangement. Students who use a laptop as their usual way of working are able, following agreement, to do so in all our mock and public exams.

ICT is also employed in the SEND department for the purposes of testing students for educational needs using specialist software and for record keeping. In both cases data and information are stored on secure servers.

Continuing Professional Development (CPD)

The SEND department regularly attend CPD courses to develop their skills and to keep abreast of educational and SEND developments and practices. This knowledge is then shared within the department and often with the entire staff body so all may benefit from the experience.

Departmental Meetings

The SEND department meet on a weekly basis to discuss any issues arising at school and to plan strategies for future development. The SEND line manager also attends these meetings on a fortnightly basis to address wider school issues and developments.

Contact with Parents

Home school contact will take place in several forms in the SEND department. Student planners, emails and phone calls will be the most commonly used methods on a day-to-day basis with occasional meetings to take place, by prior arrangement, at Parent's Evenings, Academic Review Days or another mutually agreeable time.

Staff Absence

In the event of staff absence, 1:1 and small group work will typically be cancelled, and students will attend their usual curriculum-based lesson. If it is deemed possible or appropriate these sessions may be covered within the SEND department.

School Health and Safety Policies and the Safeguarding Policy

As per the whole school CPD policy, staff are equipped with current knowledge of KCSIE and Prevent training standards. In addition, SEND staff are aware of the increased likelihood of disclosures relating to safeguarding issues in the 1:1 and small group setting and respond accordingly.

Data Protection and Retention Policy

All hard copy SEND documents are kept in the SEND Hub (Room 132) which is locked whenever unattended. When these hard copy documents are archived, they are moved to another lockable cupboard located near the admin office and are no longer stored inside the SEND Hub (Room 132). Moving forward, hard copy documents will be scanned and stored securely in a digital form. Digital copies of documents are stored within a limited access folder in our SharePoint system.

SEND information records will be retained by the school until the student's 25th birthday. These records will include any documentation created by the school for intervention or assessment purposes e.g. IEP documents and Access Arrangements assessment results. Confidential documentation provided by external agencies may be destroyed to maintain security.

Complaints

Where possible any issues or complaints should be directed to the member of staff concerned. If further action is required, the issue or complaint should be notified to the department line manager as specified within the SEND department contact information.



Day School and Sixth Form

Examination Access Arrangements Policy

Policy written:	May 2019
Policy written by:	Warren Turner
Policy last reviewed:	November 2023 by Warren Turner
Next review date:	October 2023

What are Exam Access Arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. At ArtsEd Day School and Sixth Form we will use every opportunity to identify students' needs from their first contact with the school.

Professional reports may be requested to demonstrate any Additional Educational Needs (AEN) and to support a recommendation for a reasonable adjustment to be made to meet the pupil's needs and the type of access arrangements that are appropriate. Exam access arrangement extends and reflects the support that is given to a pupil who has SEND/AEN in the classroom, internal exams and mock exams.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

ArtsEd Day School and Sixth Form Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

This policy should be read in conjunction with the preceding pages of the **SEND Policy Handbook**, which sets out the procedures for identifying SEND and making and evaluating provision for pupils with SEND.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on several factors including the needs of the disabled candidate/learner.

Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

The Equality Act 2010 definition of disability

Generally, impairments must meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;

- considering if substantial adverse effects are long term;
- judging the impact of long-term adverse effects on normal day to day activities.

Definition of special educational needs

A candidate has 'special educational needs' as defined in the SEND Code of Practice 2014: 0 to 25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Access arrangements may include

- Supervised rest breaks
- 25% extra time
- Extra time of up to 50%
- Extra time of over 50%
- Reader/Computer reader
- Read aloud/use of examination pen
- Scribe/Speech recognition technology
- Word processor
- Braille transcript
- Prompter
- Oral Language Modifier
- Live speaker for pre-recorded examinations components
- Communication professional (e.g. Sign Language Interpreter)
- Practical assistant
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Exemptions
- Bilingual translation dictionaries with 25% extra time

In line with JCQ regulations, ArtsEd Day School and Sixth Form will make all decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at ArtsEd Day School and Sixth Form – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available at ArtsEd Day School and Sixth Form for inspection.

Identifying the need for access arrangements within ArtsEd

Students who may qualify for formal access arrangements during KS4 and 5 are identified upon entry through information provided by parents/carers and entry tests. At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are then made according to need to enable a student to access their learning and make progress. All

staff are involved in monitoring the adjustments. Formal assessments for Access Arrangements take place at various points throughout the school year. Students who have had EAA in the past are screened for EEA at this stage. Although they may have received EAA at other centres, it does not necessarily mean that they automatically receive it again in later exams because their needs may have changed. For example, a student who had a reader at KS2 may not qualify for a reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

Access arrangements assessments

For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 10/11 and Year 12/13 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.

Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access arrangements.

- Specialist assessments for access arrangements will be carried out at ArtsEd Day School and Sixth Form by an appropriately qualified assessor.
- Parents may request an independent assessment. However, ArtsEd Day School and Sixth Form may elect to accept or reject a privately commissioned report. If rejected, the SENDCO or a member of the Senior Leadership team will provide a brief, written rationale to support this decision.
- At ArtsEd Day School & Sixth Form examination officer, Day School and Sixth Form SENDCOs and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.
- If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed.
- If the SENDCO and/or specialist assessor considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/careers.

Procedures for processing an application

Parents must declare at the time of enrolment and when completing the school application form if their child has any medical or psychological condition, SEND needs, previous EAA at another educational institution or any other issues that may require an EAA. Failure to disclose this may result in your child not receiving the correct support and EAA. Once diagnostic tests have been conducted and there is a recommendation for EAA, there is an Examinations Access Arrangements Officer who is qualified to carry out EAA related assessments and tests who applies to the exam board and if the application is successful informs the Exams Officer. Since the application requires evidence of need, the school will hold evidence in its files that can be inspected at short notice. This can include:

- Educational psychologist reports.
- Speech Therapist reports.
- Occupation Therapist reports.

- Letters from outside agencies such as hospitals, doctors, and CAHMS (Children and Adolescent Mental Health Service).
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.
- Copies of Statements of Special Educational Needs, or Education, Health Care Plans (EHCP).
- Permission from the exam board for the arrangements.
- A signed copy of Form 8 report by the ArtsEd designated assessor/tester.
- A record of all occasions when a pupil has been supported by EAA.

Joint Council for Qualifications (JCQ) deadlines are fully adhered to.

Evidence needed to apply for Examination Access Arrangements (EAA)

There are several pieces of evidence that can be used to apply for EAA to JCQ:

- Form 8 reports from a specialist teacher carrying out EEA assessments/tests.
- Previous EAA from another school.
- Subject teachers- examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline tests such as reading age, writing tests.
- Medical reports outlining significant medical needs and disability.
- An educational psychology report which explicitly diagnoses severe dyslexia.
- A Speech therapy report which diagnoses severe language impairment.

How do staff and parents know whether a student has access arrangements?

When a need for Access Arrangements has been identified, the relevant parties are informed:

- Parents in writing – the letter outline the type of arrangements that have been awarded.
- Students are informed verbally.
- Access Arrangement list is made available to the exam officer.
- A list of those who receive Access Arrangements is made available to all staff. This information will be placed on the relevant shared drives.

Private Educational Psychologist Reports

A parent may have their children assessed by a private educational psychologist and submit the report to the ArtsEd DSSF's SENDCOs as evidence that their child should be awarded extra time or EAA. Private educational psychologist reports cost a significant amount of money. Therefore, this means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage. As an exam centre ArtsEd DSSF must be consistent in its decisions and ensure that **no student is either given an unfair advantage or disadvantaged by any arrangements put in place**. Therefore, when parents submit such reports to ArtsEd DSSF, we will look for evidence of a history of need. Such privately commissioned reports can conflict with what the ArtsEd DSSF's assessor recommends. If ArtsEd's diagnostic tests contradict privately commissioned reports, then the in-house tests and assessments will take precedence and will inform EAA decisions and no further negotiation regarding this matter will take place with the parent/carer.

Special Considerations

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination or assessment. This will be processed by the examinations officer.

Temporary Injury

Access Arrangement Online (AAO) is used for a candidate with a temporary injury or impairment, such as a broken arm during the examination period. These arrangements are processed as the need arises. Medical evidence is retained within the department, together with a file note detailing the circumstances, a signed data protection form and a copy of the AAO Approval.

Use of a Word Processor in Examinations

The use of a word processor is permitted in examinations where it is the candidates 'normal way of working' within the centre. The following extracts from the JCQ Reasonable Adjustments book clarify some of the most common questions encountered with word processor usage at ArtsEd. Further details can be obtained from the SEND Department.

ArtsEd will 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. This can be the candidate's normal way of working because, for example and not limited to, 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, a learning difficulty or medical condition which has a substantial and long-term adverse effect on their ability to write legibly, or, they have planning and organisational problems when writing by hand.

As stated in the JCQ 'Access Arrangements and Reasonable Adjustments' booklet, '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. The use of a word processor must reflect the candidate's normal way of working within the centre.'

Candidates who wish to use a word processor must have this arrangement approved by the Examinations Access Arrangements Officer (Warren Turner). A list of permitted candidates will be published by Examinations Access Arrangements Officer in consultation with candidates and teaching staff. The final list will be shared with the Examinations Officer (See below) for their reference and distribution to invigilation staff, prior to each internal, or public examination series.

Reviewing the Policy

Considering JCQ regulation updates, this policy is reviewed annually and will reflect the content of the 'Access Arrangements and Reasonable Adjustments' document. The most recent editions of the JCQ regulation documents can be found at the following link. [Regulations and Guidance - JCQ Joint Council for Qualifications](#)

Relevant Contacts for the Access Arrangements Policy

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