



St Bede's School Special Educational Needs Policy

The St Bede's Special Educational Needs Policy has been written to comply with the requirements of the 1944 Education Act and in conjunction with the Code of Practice, which took effect on January 1st 2002., the SEN and Disability Act 2001, together with the ethos and aims of the school

The policy addresses the following issues:

- Definition of Special Education Needs (Code of Practice January 1st 2002).
- Information about the school's provision for pupils with SEN
- Information about the school's policy for identifying, assessing and providing for students with S.E.N
- Information about staffing and qualifications in connection with S.E.N
- Liaison with external agencies
- Information about the schools' in service training policy regarding S.E.N.

Definition of Special Educational Needs (S.E.N)

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. This definition obviously includes children who have 'special needs' of tremendous diversity.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have long-term or short-term difficulties of widely varying severity.
- c) Whose main educational problems are affected by emotional or social difficulties, or accompanied by behavioural problems.
- d) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- e) Are under 5 and fall within the definition at (a) or (b) above or would do so if the special educational provision was not made for them.
- f) Have more specific physical or sensory problems (e.g. hearing impaired pupils).
- g) Have special abilities which may present a challenge (e.g. the gifted child who will need extra stimulation in order that his/her potential is fulfilled).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Special educational provisions means:

for children of two or over, educational provisions which is additional to or otherwise different from, the educational provision made generally for children of their age.

For children under two, educational provisions of any kind.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995.

A child is disabled if he is blind, deaf, dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury, or congenital deformity or such other disability as may be prescribed.

- Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect of his ability to carry out normal day-to-day activities.

- Disability Discrimination Act 1995

Responsibility of the Governors, Head teacher and SENCO

- The Governors will “do their best to secure that the necessary provision is made for any pupils who has special educational needs.” A member of the Governing Body has special responsibility for SEN. The current responsible Governor is Mrs Sally-Anne Huang.
- Ensure that, where the school has been informed by a parent, an LEA or other interested party that a pupil has special educational needs, these are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- The Headmaster will be responsible for the management of all aspects of the schools’ special educational provision, keeping the Governing Body fully informed.
- The SENCO, Mrs Clare Mander, will be responsible for the day to day operation of the SEN Policy
- Liaising with and advising fellow teachers.
- Co-ordinating provision for children with S.E.N
- Maintaining the schools S.E.N register and overseeing records of pupils with S.E.N.
- Liaising with external agencies, including the educational psychology service and other support agencies, the health and social services, and voluntary bodies.

Aims and Objectives of the school

- St Bede's is a non-selective school, which aims to develop a child's potential academically, socially and in leisure pursuits. Effectively the school aims to education the 'whole child.'
- The aim is to build on the child's specific strengths and to provide strategies for each child to build on areas of weakness.
- This is to be achieved in a positive, encouraging and stimulating environment.
- At St Bede's all children with Special Educational Needs should have their needs met.
- The staff at St Bede's have a commitment to the philosophy that all staff have a shared responsibility for making the curriculum accessible to all with special needs. This school adopts a systematic whole-school approach to special educational needs of pupils in the school so that both mainstream and specialist staff work together for the benefit of all pupils with SEN.
- Every pupil has the right to have an appropriate, broad based and balanced education, and sufficient support (both in terms of adequate staffing and differentiated work) is provided for him/her to achieve this.
- Teachers in the school are aware of the importance of identifying and providing for pupils with special needs; these needs are made known to all that are likely to teach them.
- That the literacy / numeracy levels of all S.E.N pupils are raised so that pupils can become independent learners and so that those pupils with low self esteem are encouraged to regain their self-respect and confidence.

Introduction to the school

Name:	St Bede's School
Headteacher:	Dr R Maloney
School's Address:	Upper Dicker Nr. Hailsham East Sussex
Telephone:	01323 843252
Fax:	01323 442628
S.E.N Co-ordinator	Mrs C Mander B. Ed. Advanced Diploma in SEN, OU Certificate E801: Addressing Difficulties in Literacy Development
Assistant SENCO	Mrs S Bunyard BSc (Hons), PGCE, OU Certificate E801: Addressing Difficulties in Literacy Development, AMBDA, PATOSS
S.E.N Teachers	Mrs F. Goulden Mrs J Garred Mrs P Green Mrs R de Mallet Morgan Mrs P Webb Mr L Backler Mrs L Sparkes Mrs L. Gillham
Independent visiting Speech and language therapist:	Mrs S Moore BA., MRCSLT, MASLTIP, reg HPC
Educational Psychologist	John McKeown Associates, Brighton
S.E.N Governor:	Sally-Anne Huang

Admission Arrangements

The Admissions officer requests any information concerning SEN of pupils from parents when they enquire about the school. Mrs Mander or one of her team meets prospective new students with special educational needs with their parents when they visit the

school. It is important to determine that the school will be able to meet the specific needs of the pupil and that they will be able to be supported effectively in order that they reach their academic, emotional and social potential by the time that they leave school. Relevant paperwork, including Educational Psychologist and school reports and in the case of statemented pupils, a copy of the current statement are requested. Further assessments may be carried out within the School so that both they and the parents are satisfied that the school is the right choice and that the facilities, curriculum and support can be provided are right for the pupil. The inclusion of, and charging for, Learning Support is discussed at this time.

As a general rule, pupils who require extensive one to one support around the school in the form of classroom TA style support will not be able to be offered a place. This applies to all year groups. Permission from the Head would be required to deviate from this principle.

The school does not discriminate on the grounds of disability and takes all reasonable measures to give equal access to the academic and co-curriculum to any pupil, but it must be recognised that the layout of the school and the many multi-storey buildings, without lifts, may restrict access for some pupils.

In line with SENDA, [the SEN Disability Act 2001] the School has a programme to promote increased access to buildings around the site. [see separate Accessibility Plan]

Admission Procedures then include:

In the term prior to entry:

- Transition documents are sent to feeder schools requesting current specific information
- Questionnaires are sent to all new pupils which include reference to difficulties with learning
- Arrangements are agreed for appropriate examination concessions to be made either with feeder schools (Common Entrance) or in school for entrance tests or scholarships
- Collation of all information from parents, schools, examinations and psychological assessment reports
- An IEP is prepared for each pupil prior to the beginning of term to ensure teaching and house staff are fully informed before meeting the students.
- The Head of Year 9 using information gained from this liaison initially sets pupils in English, Mathematics and Science. Pupils are also grouped into forms for humanities subjects according to their level of need in accessing the curriculum as well as their ability.
- A meeting between the Learning Support Departments of the Prep and Senior school is held in the Spring term prior to entry to discuss fully the individual needs of pupils transferring from the Prep School. Visits to the Senior school are arranged before the end of the term.
- The SENCO, the Head of Year 9 and other Learning Support teachers attend the parents' consultations at the Prep School in the year preceding transition to gather information and assist pupils transfer to the Senior School.

Learning Support Charges

Charges are made for timetabled lessons which are included in the parents' end of term bill.

Learning Support	Time per week	Charge per term (current)
1st Year (Year 9) small group	2 hours	£410
L5 & U5 (Years 10 & 11) small group	3 hours	£610

One to One support		£48 / hour
Teacher assessment & report		£60 - £80
Speech & Language Therapy	35 mins	£220 / term for 5 sessions
Assessment:		£60 / hour, max £240
Assessment with Report:		£60 / hour, max £240
Parent consultation/ Case conferences		£70 / hour
Support for Exam Access arrangements		As required – approx £10 per hour

as at September 2009

Support that is not chargeable in addition to school fees includes:

- Day and evening prep support sessions
- Drop in sessions for 6th form during activities
- Tutoring by the Learning Support team
- Statement report writing and reviews
- Curriculum subjects taught by the Learning Support team
- Activities offered by Learning Support Staff
- Occasional support sessions for study support skills and understanding exam access arrangements

Identification of Pupils with Special Needs

During the process of admission and transition information gathering, the needs of pupils entering the school with identified learning needs are established. Many such pupils have Educational Psychologist reports which give detailed information about specific learning needs.

Other pupils may enter the school with no previously diagnosed learning difficulties. However, where students have not been previously identified the following procedures take place:

For students not previously diagnosed

- If teachers are concerned about a pupil's progress in comparison to the rest of the class and they are not included on the Special Needs Register, they are asked to liaise with one of the SEN team as soon as the concern arises. Concerns may include:
 - a) Evidence of slower reading pace or difficulty in retaining what is read
 - b) taking significantly longer to complete work
 - c) written work is significantly below the standard of oral contributions
 - d) progress is well below expectations (eg from MIDYIS, YELIS, ALIS)

- Discussions with house staff and tutors can then take place.
- Information provided by subject teachers within the PASS system can be used to monitor progress
- Parents are contacted to discuss difficulties and if appropriate a specialist teacher's diagnostic assessment will be carried out and/or an Educational Psychologist's assessment will be recommended
- Teaching strategies may be suggested before direct intervention of Learning Support staff
- Recommendations are made to the student and his/her teachers which may include teaching and learning strategies, direct support from the Learning Support team, attendance at drop-ins or prep sessions.
- Where appropriate, an IEP or Information – Progress being Monitored Form is prepared with the student and circulated to all teachers
- An assessment report is completed and discussed with the parents and student.
- If appropriate, the pupil is added to the Special Needs Register, appropriate exam concessions applied for and progress monitored.

Assessment of Pupils with S.E.N

The following staff are qualified to undertake specialist teacher assessments:

- Mrs Mander
- Mrs Bunyard
- Mr Backler
- Mrs Green
- Mrs de Mallet Morgan
- Mrs Garred
- Mrs Webb
- Mrs Goulden

When necessary, an Educational Psychologist's assessment is recommended as this will include the more detailed WISC cognitive assessment. The school works closely with John McKeown Associates of Brighton and Dr Sima Patel can visit the school to carry out assessments for diagnostic assessments, examination concessions and DSA reports. For individual pupils at other times, arrangements are made for the assessment to be carried out in Brighton or parents can independently arrange an assessment with their chosen EP.

Special Needs Register

All pupils with learning difficulties are listed on a register on the school's computer network, readily available to all staff:

My Computer → RM Staff → SEN Register

Whilst the School has regard to the Code of Practice, it has stages of need which relate to the level of provision given to pupils at St Bede's who have been identified as having a need under the categories of

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

The Level of need and a brief description of the principal need are entered on the register together with awarded exam access arrangements

The School has regard to the Code of Practice Levels of Need. Whilst they broadly relate to School Action [Level 1] and School Action +, [Level 2] the nature of support for pupils within the environment of St Bede's is described within the categories below.

Level	Description
1	Pupils on the SEN register who do not receive additional specialist learning support. They will be subject to an IEP; their learning is facilitated by documented strategies for classroom teaching in the smaller class sizes at St Bede's. They are always offered an assessment prior to starting

	GCSE / GCE courses to determine examination support required. Many of these pupils will qualify for 25% extra time in exams
1E	As above but pupils qualify for additional exam access arrangements in the form of rest breaks, separate invigilation, use of computer, reader or scribe.
2	Pupils on the SEN register who receive additional chargeable learning support – either in a small group or 1 to 1. They are subject to an IEP with strategies and targets. Appropriate exam access arrangements will also apply.
3	Those pupils who have a maintained Statement of Special Educational Need. They have chargeable learning support as required as well as an IEP, strategies, targets, appropriate exam access support and an Annual Review of the statement.

Individual Education Plans [I.E.Ps]

Pupils listed on the SEN register have Individual Education Plans (IEPs) These are available to all staff on the School network

My Computer → RMStaff → IEPs

Pupils who have additional Learning Support lessons have targets set based on their identified needs. Pupils are involved in setting these targets and these are discussed with parents during parents' consultations, and reviewed at least twice a year.

All teachers of SEN can expect to be involved in the reviewing, target setting and updating of IEPs of pupils that they teach. Targets need to be specific, measurable, achievable, realistic and time related (SMART) in order for progress to be determined and programmes reviewed.

Main school staff are expected to familiarise themselves with the content of IEPs for pupils that they teach. Pupils on the SEN register can be easily identified by staff by the fact that they are highlighted in pink on the pupil list in PASS and have an * by their name on class lists.

All pupils who are subject to a Statement have their IEP emailed out to their teaching staff at the start of each academic year. Teachers are also asked to contribute to the Annual review process.

Format of IEP

Tutor:

Year

House

Dob:

Main areas of Learning Needs		Strengths / Interests
•		•
Latest Scores [Date:]		Additional notes
Single word reading:		<ul style="list-style-type: none"> • Previous school: • EP Report: • LS Lessons • Name of tutor:
Reading Comprehension:		
Spelling:		
Maths:		
<u>WISC</u>		<u>Exam access arrangements on transition from previous school:</u> <u>Updated exam access arrangements for GCSE</u>
Verbal Comp:	SS	
Perceptual reasoning:	SS	
Working memory:	SS	
Processing Speed:	SS	
	SS	

Strategies, “different to” or “in addition to” those listed in academic handbook.

-

	Year:	Tutor:
	LS Teacher:	
IEP Start date:	Review Date:	
Student Interests	Students views on areas for progress	
•	•	
Target	Success Criteria	
•	•	
Programme	Outcome	
•	•	
Parent Date:	Views:	Pupil Views on progress
•	•	

Tutor views	Areas to focus on in next review period
<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

Monitoring of Pupils with S.E.N

- On entry all Year 9 students take MidYIS baseline assessments, scores are received in October.
- At the start of Term 1— for those students having Learning Support, assessments of literacy and numeracy skills take place
- These assessments will be used to help inform pupil's targets and learning programmes
- During the summer term of Year 9, pupils on the SEN register are assessed for their literacy skills including single word reading, reading comprehension, reading speed, spelling and timed writing skills. Appropriate exam access arrangements are determined from this testing.
- Reference to grades for effort and attainment in PASS system
- At the beginning of the L6th, assessments will be updated for exam access arrangements.
- All programmes for support and information on IEPs for staff are reviewed and updated when appropriate after these reviews are carried out.

Annual Reviews of Statements

Annual Reviews of Statements are conducted strictly within the guidelines of the SEN Code of Practice 2002 (Section 9) with the purpose of ensuring that:

“the parents, the pupil, the LEA, the school and all the professionals involved, consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement.” (9.1)

The LEA “must write to all head teachers no less than two weeks before the start of each term with a list of all pupils on roll at their school who will require an annual review that term”.

As permitted, the Head delegates to the SENCO all of the specified duties and functions relating to the annual reviews.

Prior to these reviews, all teachers and any other adult working with the student will be asked to comment on progress made over the year and as a consequence, consider targets for the coming year. They may be asked to attend the Review meeting. The appropriate LEA is notified of the proposed date and invited to attend. Connexions Advisors are invited to attend transition reviews. Other professionals involved with the pupil are invited to attend or submit advices.

Looked After Children

'Looked after' children who are in foster care and are supported by the authority to attend St Bede's. PEP and LAC reviews are attended by members of staff involved with working with the pupil and where appropriate additional support is given by the Learning Support department

Links with other Departments and Policies

The School has a Gifted and Talented coordinator. Some pupils may be on both registers so liaison with the Learning Support Department takes place to ensure individual needs can be met. Pupils receiving support from the EFL department may also be in receipt of support/ access arrangements for specific learning difficulties.

Parent Consultation

- The Learning Support department works closely in partnership with parents with regard to the needs of their children.
- Parents are given contact details of the department when visiting the school prior to entry and are actively encouraged to make contact if any queries or concerns arise.
- The Learning Support team, in consultation with house staff and tutors, regularly contact parents to discuss teaching and learning and other issues relating to their sons and daughters via email and phone.
- Letters are sent to parents from the department to inform and gain permission for any planned assessment for exam access arrangements and planned exam support.
- Parents are also consulted six weeks after entry and then termly at the Parents' Consultation evenings.
- Progress reports are sent out by the school together with a full written report including a report written by their Learning Support teacher.
- Parents are always welcome to arrange a separate appointment to come in and discuss progress, choice of GCSE curriculum and suitable Post 16 provision.
- In the case of statemented pupils, Annual review meetings take place with outside agencies and the LEA to discuss progress.
- Transition documents are sent to feeder schools prior to entry and, where invited, one of the SEN team attends the final Annual Review in the feeder school of any new pupils with statements. On-going, close contact is kept with the prep school SENCO in order to ease the transition of pupils with SEN to the senior school.

Links with External Agencies

- The School employs an Independent Speech and Language therapist who currently visits the school five times a term to work directly with pupils and provide advice to teaching staff. A short report is given to parents in the end of term report. A more detailed report can be arranged on request. Assessments and updates can also be arranged.
- The department has regular links with the Connexions Careers service, often as part of the Annual Reviews for Statemented pupils. This service is used to provide careers guidance to those children with special educational needs who are Statemented. There is also Careers advice available within the school.
- Regarding the needs of Looked After Children, the school works with Social Services and health professionals to ensure needs are met.
- The school has links with John McKeown Associates of Brighton, Educational Psychologists who can offer a range of additional support services.
- With regards to pupils with statements, there is liaison with the LEA responsible for maintaining the statement.

Provision for Pupils with SEN

Students are not generally withdrawn from other lessons but opt into Learning Support in place of an option choice. Learning support is timetabled and taught in small groups for two hours per week in the First Year, rising to three hours through the GCSE years. For those pupils for whom it is appropriate to follow a full course of GCSE subjects, 1:1 lessons are provided outside the timetable. These decisions are made in full discussion with parents and pupils either prior to the start of Yr 10 or at a later date.

Sixth form support is usually via one to one lessons, which are arranged to suit the needs of each student. Informal “drop in” sessions during sixth form private study activity are also encouraged.

The department is also able to offer prep support for some boarders during the evening and day pupils during flexi time sessions.

Learning Support staff frequently liaise with subject teachers and House staff to discuss strategies and ways to support students most effectively with both their academic and pastoral needs.

Individual programmes of study for those pupils receiving additional learning support are planned with pupils in consultation with parents. Targets for each student are then set. The programmes are reviewed at least twice a year. They might include:

- Continuation of developing higher level literacy skills
- Revision strategies
- Examination techniques
- Over-learning subject topics
- Advanced study skills
- Support with organisation of self and work
- Development of appropriate working practices
- Essay planning and writing
- Note taking techniques such as mind mapping
- Additional Maths support

- Additional English support
- Determination and practice of examination concessions
- Updating assessments

In Class Support

- As a general principle, one to one in class support is not provided at St Bede's Senior School.
- Pupils are generally placed in a group with children of similar abilities for core subjects.
- A maintained IEP details the teaching strategies to be used for each child.
- Pupils with more significant learning difficulties are generally carefully placed into supportive teaching groups.
- Differentiation is a guiding principle for teaching staff at St Bede's.
- Pupils are encouraged to use a laptop in class if this supports their learning.
- SEN staff are available to advise teachers and to observe in any lessons should this be required.

Access to the Curriculum

The School provides a broad, measurable education that is tailored to the individual needs of each child. Pupils in Year 9 have a core curriculum:

- English
- Maths
- ICT
- Geography
- History
- Science
- Games
- Art
- Shape

Options include MFL, DT, Home Economics, Music, Drama, Philosophy and Learning Support

Progress is benchmarked at the beginning against MIDYIS. This is used to inform the value add measures that the school undertakes.

During years 10 and 11 pupils follow a core GCSE curriculum in Maths and English, Games and PHSE. Additional GCSE subject choices are made in consultation with parents, pupils and teachers from a wide range of choices to provide a broad and balanced curriculum which will also allow pupils to maximise their learning potential. Learning Support staff are involved in discussions to advise on the most appropriate choices according to the needs and interests of pupils.

Liaison with Teachers

Consultation with other Departments, House staff, Year Heads and Tutors

The SENCO and the Learning Support team are all responsible for liaising closely with each other, class teachers, house staff and tutors about students that they teach through discussion, meetings and written communication to ensure that learning is differentiated according to the needs of the pupil.

Liaison with departments also helps the Learning Support staff to develop their knowledge of the expectations and content of GCSE subject material in order to support individual pupils as effectively as possible.

Members of the department are also attached to Houses to facilitate communication and advise about needs of pupils.

Staff Training and INSET

An outline of the organization of the Learning Support Department, needs of pupils and accessing information, is provided to all staff at the beginning of each new school year; this document, together with details of learning conditions, is available on RM Staff.

The SENCO meets all teachers new to the school as part of the induction programme conducted by Richard Frame to introduce them to the procedures at St Bede's.

INSET is also provided to other staff who work with pupils such as Matrons and stables staff.

All student teachers and NQTs are asked to timetable sessions in Learning Support to work with pupils and to liaise with the LS team.

Professional development of the LS team is considered vital. Members of the Department are members of PATOSS (Professional Association of Teachers of SpLD) and attend local meetings to keep up to date with developments in the field of SEN.

The Learning Support team may request specific training at any time, which may be conducted in school as part of the weekly meeting or externally via requests to Richard Frame. It is considered vital that all special needs teachers are either fully qualified or working towards gaining additional qualifications to assess and diagnose learning difficulties. The School has supported members of the department to gain additional qualifications in both Literacy development and ASD in recent years.

Examinations and Assessment Work

Provision of Appropriate Examination Concessions

It is a priority of the department to determine and ensure practice of appropriate examination concessions 'so that candidates are able to receive recognition of their attainment' (p2, Regulations and Guidance Relating to Candidates with Particular Requirements', JCGQ, August 2004).

Examination boards will allow, where appropriate, a variety of concessions including additional time, rest breaks, modified exam papers, readers, prompters, use of bi-lingual dictionaries, use of a word processor, an amanuensis (scribe or typist), and transcription. These guidelines are used to determine examination concessions.

Examinations Prior to Entry

Prep schools are encouraged to provide appropriate examination concessions for Common Entrance examinations. Pupils coming to the school for entrance tests and scholarships are provided with appropriate concessions.

School Examinations

Pupils are provided with concessions from the 1st year throughout the school, for all formal examinations (although not necessarily in-class exams/tests), including modular tests and twice yearly formal examinations. A temporary ICT facility is used for word processors and outside invigilators, reader and typists are arranged by the LS department where necessary.

Entry Level/GCSE/AS/A2/VCE Examinations

Provision of up to 25% additional time and/or rest breaks have been delegated to schools who are required to report to the exam boards by March 31st where this has been granted. The school must hold evidence of need (a relevant diagnostic report confirming learning disability produced by an educational psychologist or appropriately qualified teacher subsequent to Year 6/KS2)

All other concessions require individual application to the exam boards by January/February prior to the examination series although applications are made at the end of the summer term of year 10 and in the end of the autumn term in year 12 for advanced level courses. Teacher assessment reports or Educational Psychologist's reports dated less than two years prior to the examination series accompany the applications as evidence of need.

Provision of Examination Access Arrangements for Public exams

- Complete JCQ/AA/LD Form 8A every year by 15th July ([www.jcq.org.uk /arranging access / form 8A](http://www.jcq.org.uk/arranging%20access/form%208A)) for those pupils who need board approval.
- Register applications online for examination board approval
- Completed current forms on: My documents / exam concessions / Form 8A assessing teachers for exam boards

Separate Invigilation and / or Support

Where an agreed examination concession requires use of a separate room, invigilators and supporters are employed by Mrs Bunyard from outside the school and subsequent charges are made to parents on the end of term bill.

An amanuensis (writer or typist) “may not also act as the invigilator” (page 51) so where an amanuensis is used an invigilator will also be required.

A reader may also act as an invigilator if there are “several candidates attempting the same paper” (page 39). (Quotations from ‘Regulations and Guidance Relating to Candidates with Particular Requirements’, JCGQ, August 2004.) Where it is not possible to group students requiring a reader, then an invigilator will also be required.

Charging for examination access

Any students requiring separate rooms with no support are also provided with an invigilator from outside the school.

An assessment for examination access is not chargeable for those pupils receiving billed learning support. All other pupils are charged at the rate of £70 / assessment.

Charges apply where additional support staff are employed to act as

- readers, scribes, prompts or separate invigilators and parents are
- informed of these charges by letter which are set per examination
- series at GCSE, AS and A2 level

Students using word processors will be accommodated on laptops in a central temporary ICT facility or within the ICT department where no access to existing files or any other documentation can be guaranteed. They will be invigilated by school staff.

Evaluating success

Criteria for evaluating the success of the school’s SEN policy will include:

- Pupils making progress and achieving their MIDYIS and YELLIS predictions.
- Identifying needs and making suitable provision for exam access arrangements and additional teaching.
- Pupils following a curriculum and extra curricular programme which meets their needs.
- The successful inclusion of pupils with a range of needs

Queries and Complaints

The School values working in partnership with parents and welcomes their input, comments and questions which concern their child’s provision and progress to ensure that we make the best provision for their child.

If any complaints do arise, we would refer parents to the School's complaints procedure.