

Highcliffe School
Special Educational Needs & Disabilities Policy (SEND)

Adopted by the Governing Body 13th November 2025

Reviewed on 1st October 2025

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Highcliffe School.

The designated teacher responsible for coordinating SEND provision for students/young people is:

Katie Guerrini.

The Academy Director/Governor with oversight of the arrangements for SEND and disability is:

Sue Evans

AIMS AND OBJECTIVES

Highcliffe School is committed to high aspirations for all learners, including those with special educational needs and disabilities (SEND), recognising and respecting the diverse strengths and needs within our school community.

We strive to ensure every student reaches their full potential, grows into a confident individual leading a fulfilling life, and makes a successful transition into adulthood—whether through employment, further education, higher education, or training.

Our Aims:

- To create an atmosphere of encouragement, where students develop into independent and resilient learners.
- To identify individuals who need extra help and support.
- To enable each student to take part and contribute fully to school life.
- To develop individuals' self-esteem and confidence.
- To provide access to and progression within an appropriate curriculum.
- To involve students in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support students learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support students with special educational needs and disability.

Our Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work within the bounds of the Inclusion Policy
- To provide support and advice to all staff who work with students with special educational needs.

ROLES AND RESPONSIBILITIES

The Academy Trust will exercise their duty and have regard to the Students and Families Act 2014 and the Equality Act 2010. This will include ensuring that Highcliffe School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The responsibility for oversight of the schools SEND policy is with the Curriculum Committee of the Academy Trust which reports to the full board.

The Academy Trust will ensure that a SENCO is in place with the following purpose:

To work closely with the Senior Leadership Team and colleagues in the strategic development of the school's Special Educational Needs (SEND) policy and oversee the day-to-day operation of that policy with the aim of raising SEND student achievement and progress.

- SENDCO: Mrs Katie Guerrini
- Deputy to SENDCO: Miss Lisa Warburton
- Specialist Assessor: Mrs Jan Pointin
- Learning Support Co-ordinator: Mrs Laura Dadson
- Learning Support Intervention Co-ordinator: Mrs Katie Douglas
- Teacher responsible for Looked After Students: Mrs Sarah Giller (Assistant Headteacher)
- Teacher responsible for Pupil Premium: Mr Joe Stevens

a) Strategic Direction and Development of SEND Provision in the School (SENDCO)

- Using professional knowledge, external agencies, guidance, medical reports, testing, teacher/staff feedback and other information to identify students with the need for SEND support/provision.
- Exercise a key role in the development of SEND policy / provision throughout the school.
- Support all staff in understanding the needs of SEND students and ensure the objectives to develop SEND are reflected in the School Progress Plan and department plans.
- Monitor and evaluate the impact of SEND provision by teachers and LSAs throughout the school, including work sampling, lesson observation, student voice activities.
- Analyse and interpret relevant school, local and national data, to advise the head teacher and governors on student progress, and provide a SEND development plan.
- Work with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Liaise with pastoral staff for students with SEND experiencing behavioural problems, including engaging with external agencies

b) Teaching & Learning (Teachers, Learning Support Assistants and Senior Staff)

- support the accurate and timely identification of students for SEND support
- provide effective ways of bridging barriers to learning through:
 - assessment of needs
 - disseminate the most effective teaching approaches for types of SEND

- monitoring and recording student achievement and progress
- target setting and provision mapping
- working effectively with external agencies, parents, staff and students in partnership
- collect and interpret specialist assessment data to inform practice.
- work with senior leaders, teachers, and pastoral staff to ensure all pupils learning is of equal importance and that there are realistic expectations of students.
- support staff in identifying and acquiring appropriate facilities and resources to support the learning of SEND students.
- provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings.
- advise on and contribute to the professional development of staff, including whole school INSET provision and regular updates for Learning Support Assistants.

ADMISSION ARRANGEMENTS

Highcliffe School is its own Admission Authority as an Academy but continues to use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all students, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Highcliffe School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Highcliffe School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website. <https://fid.bcp council.gov.uk/send-local-offer>

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Students may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Highcliffe School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- The school has a very comprehensive transition programme, KS2 to KS3, which enables the school to be well informed about the needs of the students coming into the school.
- Students with SEND needs have profiles on our network system (Learning and Teaching notes) and this provides staff with the necessary information to plan for the students accordingly.
- In addition, on transition we conduct both Literacy Screening – Reading and Spelling - and Cognitive Ability Tests, to give us further information on the needs of our students.
- Screening data is then used to inform a range of interventions, which run across the school.

Student progress is constantly monitored by both teaching and support staff and causes of concern are followed through, with interventions being provided, as appropriate, in discussion with parents/carers.

The school works in partnership with parents and dialogue regarding SEND requirements and concerns is a crucial method of identifying SEND Educational Needs.

Parents are asked to discuss any issues and concerns firstly with the subject teacher or form tutor and then with the Head of Achievement, Deputy to SENDCO, SENCO, Mrs Sarah Giller (Head of Inclusion), Headteacher, SENDCO governor, as appropriate.

Learning needs are managed either by using 'additional support' (K on the SEND register) or by having an Education, Health & Care Plan (EHCP – E on the SEND register). The majority of students with special education needs or disability will have their needs met by the school in line with ordinarily available provision, and high quality inclusive teaching.

Our staff are responsible and accountable for the development and progress of the students in their class, including where they access support from Learning Support Assistants or specialist staff.

High Quality Inclusive Teaching is the first step in responding to students who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a student may have special educational needs. If a student has been identified as having special educational needs SEN Notes and Teaching and Learning Notes will be added to the school information system and appropriate support put in place. These will be produced in collaboration with parents. Students will be monitored and those with more significant needs will have a personal plan outlining additional support needed.

Where it is decided that a student does have SEND, parental permission is taken in order to add a student to the SEND register.

The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Students
- Service students
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

MANAGING SEND PROVISION IN OUR SCHOOL

Where a student is identified as having SEND and or a disability, Highcliffe School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.

In school we have an 'continuous assessment' system which can be viewed by a parent at any time. Each year group will have subject parents' evenings, to enable parents to meet with staff and other information evenings will be held, such as the Year 7 'Settling In' evening, together with evenings providing information and support in the choice of GCSE subjects.

Teachers will also be regularly assessing their students, in the form of home study and other more formal testing.

Students with SEN will have an interactive profile which keeps teachers and support staff up to date with the current interventions around that student, together with SEND Notes and online Teaching and Learning Notes, which identify the student's strengths and needs alongside particular strategies that are suited to that particular student. This can be shared with parents to keep them up to date with their child's learning as well as giving them the opportunity to participate in future planning.

Teaching and support staff are instrumental in helping to identify trends in students learning, they provide timely feedback on students success within in lessons and more specifically on the effectiveness of strategies being used. This evidence feeds into our process of "Assess, Plan, Do, Review, which helps us to maintain the most effective strategies for our students were needs have been identified.

This feedback loop facilitates the informal identification of barriers to learning on a short-term basis and allows the school to be proactive in removing these and responding to the changing needs of our students. Where specific needs are identified the school will look to parents to be involved in the removal of barriers to ensure that strategies at home and within school are cohesive.

If provisions within school are not removing barriers to learning or having a sufficient impact on levels of progress then the school will look to involve outside agencies for advice, guidance and specific specialist interventions.

If staff are working with external agencies regular review meetings will be held in school with parents/careers, to monitor progress. Students in Care will have Personal Education Plan meetings and students with Education, Health and Care Plans will have Annual Reviews

Support is provided to staff in giving them strategies to best work with the students in their classrooms.

We also have trained Emotional Literacy Support Assistants (ELSAs), supervised by a Mental Health Support Worker, to support our students with more complex emotional problems.

Funding received into the school budget is used at the discretion of the Academy Trust to fulfil their duties with regard to making provision for students with SEND needs.

The SEND (and where appropriate Pupil Premium) budget is used to finance the additional support provided to students with SEND and to provide resources to support their learning. These resources might include reading schemes and materials, software to assist literacy and numeracy skills and resources for the Pastoral Leads, Learning Support Assistants and ELSAs (as appropriate) to work with students on emotional issues.

The budget is also used to finance particular interventions, such as reading interventions, handwriting and spelling interventions.

Support is provided in school on a needs-led basis, in discussion with other staff and parents. It would be determined by the learning or emotional needs of the student and would be discussed with parents and also external agencies, if appropriate. The support is regularly monitored and reviewed, with the aim of support being to encourage and facilitate independent learning.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The Deputy to SENDCO, overseen by the SENDCO, will work in collaboration with all members of staff to ensure that the provision being provided is the most effective for the students it is targeted at. Teaching and support staff will regularly provide feedback on students learning, this will include evidence of work and the effectiveness of strategies and provision that have been employed.

The 'continuous assessment' system will be used to look at a student's performance across the year as well as to compare students' progress to that of their peers. Other useful data which can feed into building a better picture of a student's needs will include attendance, attitude to learning, behaviour, commendations/demerits, health and well-being.

The key people in monitoring and evaluation of Special Educational needs include: Heads of Achievement, Pastoral Leads, Welfare and Attendance Manager, Parents, Senior Curriculum leaders, Intervention Co-Ordinator, the Deputy to SENDCO and SENDCO.

The Deputy to SENDCO Learning Support Manager will use the above information of the students need to coordinate appropriate strategies to develop a student into an independent and resilient learner. These strategies will be monitored and evaluated through the use of online teaching and learning notes which will be created using evidence from the classroom. These will provide information on strategies and methods that support a student's learning.

Monitoring and Evaluation will be done through a process of "Assess, Plan, Do, Review" this feedback loop will take into account the views of staff, parents and students in developing the most appropriate and cohesive plan for the removal of learning barriers.

It may be appropriate to bring outside agencies into this process and use them as another mechanism to evaluate provision being provided as well as give specialist recommendations and suggestions on how to develop a student's learning.

Link governor monitors and gather evidence for the governors' self-evaluation, which feed in to progress governors committee, who also monitor progress, attainment and destinations of the SEND cohort.

THE SEND REGISTER – Appropriate and Flexible

A student will be removed from the SEND Register if it is deemed that they are able to access the curriculum independently without the need for support that is 'additional to and different from' their peers. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they could be placed on and off the register (a flexible approach is needed in many cases) of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan.

However a student's progress will continue to be monitored by through school's tracking systems.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records (and subsequent scanned documents) will be held in line with the school's policy/protocol on security of information and in line with GDPR regulations.

SUPPORTING STUDENTS WITH MEDICAL CONDITIONS

Highcliffe School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Highcliffe School are expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the schools' policy on "Supporting students at school with medical conditions" on the schools website.)

TRANSITION ARRANGEMENTS

Highcliffe School is committed to ensuring that parents / carers have confidence in the arrangements for students on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

For Students for whom a request for assessment is made for an EHC Plan, assessment is carried out using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and students as and when required. This may include external courses or internal sharing of good practice.

The Learning Support Manager will provide information on specific needs for new staff.

The school's SENDCO networks across local schools for personal training and the sharing of practice.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Academy Trust Directors also attend SEND training courses delivered by Dorset Governor Services.

SEN INFORMATION

Highcliffe School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at www.highcliffe.school
- ii. by following the link from the school website to the local authority Local Offer website;
- iii. through information contained in this policy which is also published on the school website. All information can be provided in hard copy and in other formats upon request. Alternatively,

families without internet access may visit the school to use IT facilities to view the school and BCP SEND Local Offer websites.

The schools' website includes:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to BCP's SEND Local Offer website
- ✓ The policy for Supporting students at school with medical conditions
- ✓ The Accessibility Plan
- ✓ The Mental Health Policy
- ✓ Link to the Equality information – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information

ACCESSIBILITY

Highcliffe School publishes its Accessibility Plan on the school website; this information can be found at www.highcliffe.school. Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO or other senior member of staff as appropriate.

Highcliffe School publishes its Complaints Policy on the school website; this information can be found at www.highcliffe.school or requesting a copy by contacting the school office.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

SCHOOL POLICIES

All school policies can be found on the schools website at www.highcliffeschool.com including:

- Supporting students at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Anti-bullying
- Data protection

Glossary:

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-Ordinator role
ELSA	Emotional Literacy Support Assistant
KS2, KS3, KS4	Stage of Education (Key Stage)
DfE	Department for Education
LSA	Learning Support assistant
EHC or EHCP	Education Health and Care Plan

“We are very grateful and appreciate the level of work put into helping our daughter by the Learning Support Department.”

A Highcliffe School parent.

“Thank you so, so much for sorting this out so quickly. I am trying very hard not to get worried about things. You solving this so quickly means I can relax. Thank you very, very much.”

A Highcliffe School Student

APPENDIX A

Highcliffe School Exam Access Arrangements (EAA)

This guidance complies with the statutory requirement laid out in the JCQ Adjustments for candidates with disabilities and learning difficulties

Section	Content	Includes
1	Rationale	Definitions and practice
2	Range of EAA available	Types of support
3	Staff roles in determining and managing EAA	Definitions of responsibilities
4	Deadlines for making EAA applications	Important calendar events and deadlines
5	Timelines towards having an EAA approved	Description of EAA process
6	Procedure for medical letters	
7	Private assessments/Educational Psychologist reports	Advice and guidance on how these are processed.
8	Malpractice	
9	Further Information	JCQ website

1. The Rationale for Exam Access Arrangements (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- The Equality Act 2010 requires an awarding body and schools to make reasonable adjustments where a candidate who is **disabled within the meaning of the Equality Act 2010** would be at a **substantial disadvantage** in comparison to someone who is not disabled.
- The Joint Council for Qualifications (JCQ) regulates the exam process and comes under the jurisdiction of the Equality Act 2010.
- EAA must not confer additional benefit to a student but are designed to level the playing field in terms of access so a student can 'show what they know'.
- EAAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.

- EAAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- **JCQ regulations indicate that EAAs should be initiated by the school not a body external to the school.**
-

2. The Exam Access Arrangements that are available:

- Supervised rest breaks (This must be totally exhausted before extra time is considered.)
- Extra time up to 25% or in exceptional circumstances, 26-50% or up to 100%
- Computer reader/reader
- Scribe/speech recognition technology
- Separate room
- Word processor
- Prompter
- Communication professional (for a deaf or blind student who uses BSL or braille)
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries (with up to 10% extra time in some cases)
- Modified papers (e.g. coloured/enlarged paper)

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All of the above EAA have to be a student's normal way of working with evidence provided by staff working with the student and the voice of the student expressing their own preferences.

3. Staff roles in determining and managing EAA

Head of centre

Must, along with SLT, SENDCos and assessors be familiar with the entire content of the JCQ document.

Must ensure that evidence of assessor qualifications in line with JCQ regulations is obtained prior to an assessment commencing at the point of engagement/employment.

Examinations Officer:

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To manage any 'on the day' questions and queries regarding EAA provision.
- To put in place (in conjunction with the SEN department) any 'on day provisions' – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.
- To make arrangements for students who require special consideration due to individual circumstances.
- To ensure that external invigilators, readers and scribes and any other staff are fully competent with JCQ requirements.

SENDCo:

- To ensure there is a 'whole centre' approach to access arrangements. It is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s)/SENDCo and Learning Support Manager within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENDCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENDCo in determining and implementing appropriate access arrangements.
- Complete part 1 and sign Form 8s
- Complete notes on centre-headed paper and sign centre-delegated arrangements.

Specialist Assessor:

- To administer recognised and approved psychometric testing after gathering evidence from teachers, families, student interviews and classroom observations.

- Complete form 8s and apply online applications via the exam portal.
- Specialist teachers, Learning Support Manager and SENDCO to consult each other regarding decision making process about EAA, sharing expertise.
- To ensure the agreed EAA provision is recorded in SIS, exam officers are notified and teachers and families are informed of trial periods and JCQ approvals.
- Specialist assessors to ensure their training is up to date with current guidance with specific regard to administration of psychometric assessments and the annual update from JCQ on EAA and reasonable adjustments.
- To communicate with parents/carers regarding decisions made about EAA for an individual and ensure the parent help sheet is up to date with current advice/practice (See appendix)
- To hold student briefings concerning use of access arrangements.

Learning Support Department:

- To timetable support staff in order to support subject based assessments and therefore provide readers/scribes.
- To liaise with exams officer, teaching staff and specialist assessors/SENDCo
- To update support staff on EAA regulation prior to GCSE/ AS/ A2 exams
- To hold student briefings concerning use of access arrangements.

Teaching Staff:

- To provide relevant information/evidence of the candidate's **persistent and significant difficulties**.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To liaise with Exams officer and Learning Support departments to ensure EAA can be provided for subject based assessments throughout the academic year.

4. Deadlines for making EAA applications

Year 11

The deadline to raise concerns about a student is generally December of year 11. This allows the SENDCO and the Examinations Officer time to plan examinations which are the last opportunity to

trial any EAA in a formal examination setting. JCQ set a deadline for applications in their annual published update to schools.

Year 13

The deadline for sixth form EAA requests is July of Year 12, as long as a body of evidence has been collected by teachers.

5. Timelines towards having an EAA approved

Year 7-11

1. Year 6 – The feeder schools and parents provide the SENDCO with any history of need/provision in transition meetings for consideration.
2. EAA information is added to our electronic management system SIS and shared with staff.
3. KS3 - Teachers monitor students closely and gather evidence of need for EAA. EAA may be trialled in tests/exams and subject based assessments.
4. A skeleton form 8 part 1 must be completed by the SENDCO prior to assessment.
5. Year 9 summer term onwards – Form 8 completed based on evidence supplied by teachers and school records. Where needed, Specialist Assessor/SENDCO then tests students, applies online and informs the examinations officer and family.
6. KS4 – EAA in place and being used regularly.
7. Mock examinations in year 11 are the last chance to trial EAA in formal examination setting. Exams officer to submit evidence from invigilators to support regular use of EAA. These forms are reviewed and student meetings take place where EAA are not being used as expected.
8. If EAAs are not being used consideration will be made to withdraw and a letter will be sent home to the parents/carers explaining the reasons behind this decision.
9. Summer Year 11 – exams completed with correct EAA in place as ‘normal way of working’.

Years 12-13

1. Students declare EAA they had at KS4 when they apply to Highcliffe School or in the first half term of attending. SEN staff liaise with sixth form leads and tutors to ensure no students are missed.
2. For students new to Highcliffe, the SENDCO will request evidence of EAA at KS4 from the feeder school. Students who have come up through Highcliffe should already have EAA in place.
3. SENDCo or specialist assessors to reapply to JCQ for EAAs if need remains evident at KS4. Letters are sent home to confirm approved arrangements.

4. Students must sign a new data protection sheet.
5. Teachers monitor students closely in the autumn term of Year 12, gather evidence from initial assessments and feedback concerns and evidence to the SENDCo.
6. In light of evidence received from teachers and previous schools, the Specialist Assessor carries out any testing necessary during the autumn and spring terms.

7. Trial EAA are put in place for subject based assessments. Teachers give feedback from assessments to the Specialist Assessor, Learning Support Manager or SENDCo (did students use them? Were they effective?). If teachers have a body of evidence gathered throughout Year 12, they should contact the Learning Support Manager, SENDCo or Specialist Assessor by July of Year 12. We accept that students can slip through the net, be undiagnosed or struggle with the transition to A level, but the majority will have been picked up and processed by this stage.

6. Procedure for medical letters

Letters from medical professionals (not a GP) will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter.

7. Private assessments/Ed Psych reports

We can use privately commissioned reports as background information to support an application for EAA in the following circumstances:

- There has been prior contact by the assessor with the school
- The SENDCo has completed part 1 of form 8 in advance of the assessment

Where there has been no prior contact we cannot use assessment scores from a private report and the evidence gathering process and further assessment may need to be done in school. In these circumstances, the report will be used for background information supporting an application. A student's 'normal way of working' in school is paramount.

8. Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years. Examples of malpractice include:

- Students being granted EAA which are not their normal way of working

- EAA being 'suddenly' granted before examinations
- EAA being granted when a student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a mock examination and still being allowed it in the real examination

9. Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website:

<http://www.jcq.org.uk/>

Any questions about exam access arrangements, please phone the Learning Support Manager on 01425 273381

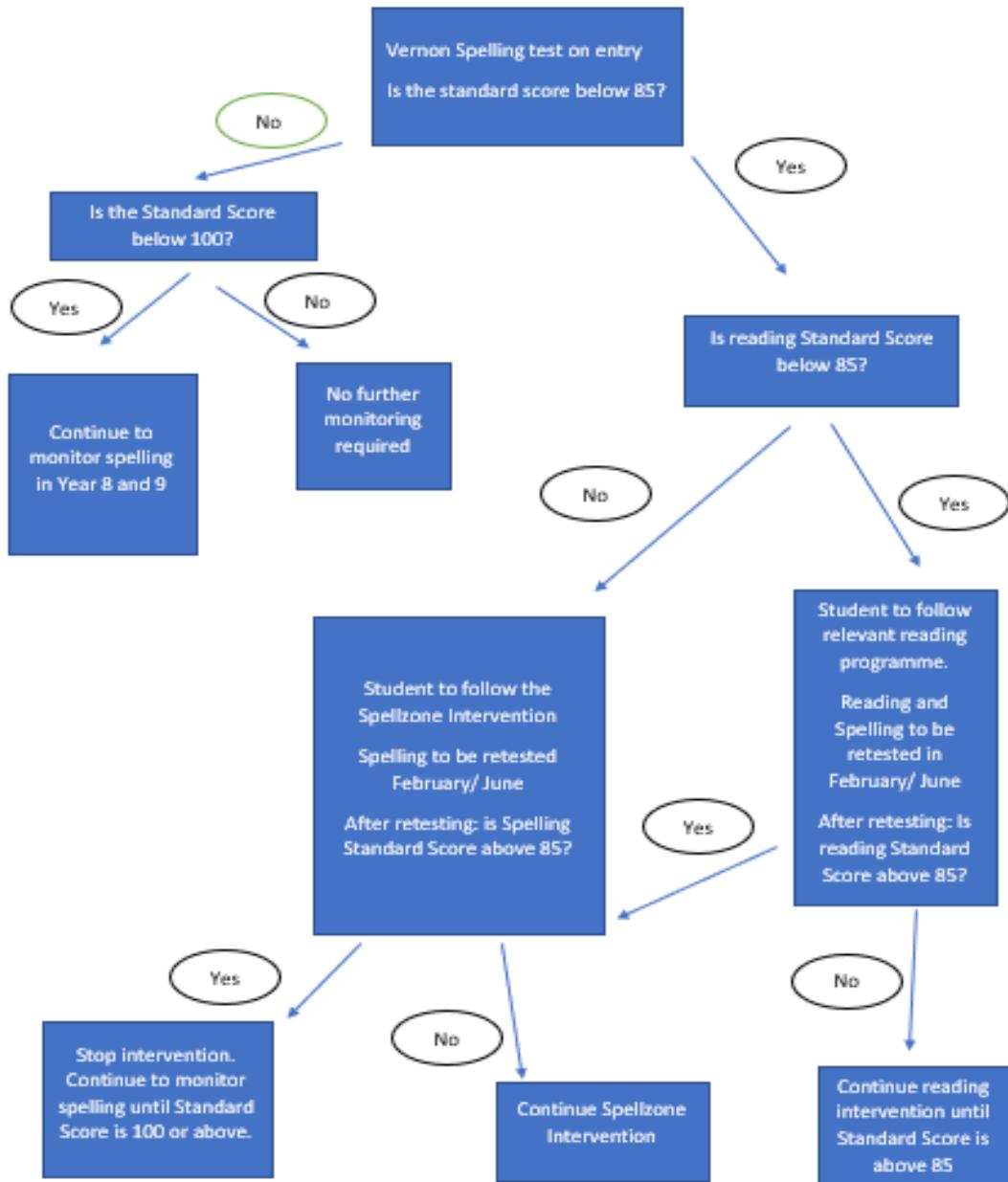
APPENDIX B

Intervention Guidance

Reading and Spelling Assessment:

Students are assessed using the Access Reading Test and Vernon Spelling Test at the start of year 7, the end of year 7 and the end of Year 8. Students who are identified as needing intervention support are retested in February of year 7, 8 and 9. The flow chart below shows the process for managing students' access to and exit from intervention.

Intervention Guidance- Spelling



Intervention Guidance Reading



Highcliffe Referral to internal or external support

DON'T AVOID THE SITUATION

BE PROACTIVE NOT REACTIVE

DON'T WAIT FOR THE SITUATION TO GET WORSE

Identification of a problem:

- **A student has told you**
- **You've noticed a change in the mood and behaviour of a student (withdrawn, miserable, hyperactive, emotional extremes, positive or negative attention seeking behaviour)**
- **A dramatic change in the student's academic performance**
- **Other students or staff have voiced their concerns**
- **Significant change in students appearance (weight loss/gain, decline in personal hygiene, visible evidence of self-harm)**

Inform Pastoral Leads