HAMPTON SCHOOL TRUST

Special Educational Needs and Disabilities (SEND) Policy, including Pupils with Education, Health and Care Plans (EHC Plans)

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Introduction

This policy applies to the Hampton School Trust (the School), which comprises Hampton School and Hampton Pre-Prep & Prep School, for children from the Early Years Foundation Stage (EYFS) to the Upper Sixth Form.

This is a statement of the aims, principles and strategies for developing effective practice in the delivery of support for children with Special Educational Needs and Disabilities (SEND). The School fully adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education, May 2015) (the SEND Code of Practice).

In this policy, reference is made to the following policies and procedures:

(a) Equality, Diversity and Inclusion Policy
(b) Disability Discrimination Policy*
(c) Admissions Policy
(d) English as an Additional Language (EAL) Policy
(e) Accessibility Plan*
(f) Safeguarding and Child Protection Procedures

*These documents form part of the Equality, Diversity and Inclusion Policy

See **Appendix 1** for specific information relating to Hampton Pre-Prep & Prep School.

Rationale

This policy is written with regard to the School's safeguarding arrangements and Part 3/Section 19 of the Children and Families Act 2014 which relates to children and young people with SEND.

We recognise that:

(a) each person has intrinsic value and is of equal worth.
(b) there is one human race composed of the richness and diversity of many cultures, languages and traditions.
(c) all people should be treated with dignity, whatever their age, sex, religion, ability, appearance, social class or ethnic origin.

The School is therefore committed to valuing every individual and aims to promote the creation of a secure environment in which every pupil has a sense of belonging to a caring community, can grow in confidence and can develop in character and ability.

The School is a school of equal opportunities, which provides access to the full range of the curriculum for all pupils, including those with SEND, and encourages full and active participation in all areas of school life. We firmly believe that all children have the right to achieve their full potential, regardless of their gender, race, culture, language, physical ability, special educational needs or socio-economic background. All pupils, irrespective of ability, are encouraged to develop an awareness of and respect for individual differences.

The School aims to adhere to the SEND Code of Practice, the Disability Discrimination Order (DDO) 2006 and the Equality Act 2010. It is committed to supporting the rights of all children and young people to have equal access to a broad, balanced and relevant curriculum; enabling them to reach their full potential and to achieve as high a degree of independence as possible within the community.

This policy also adheres to the Equality and Human Rights Commission's Code of Practice for Education.

Statutory Guidance

Since 1 September 2014, the provisions in the Children and Families Act, its associated regulations and the SEND Code of Practice have been in force.

DDO 2006:

(a) makes it unlawful for education providers to discriminate against pupils and adult learners with disabilities

(b) makes sure people with disabilities are not disadvantaged in comparison to people with no disabilities

Definition of Special Educational Needs and Disabilities (SEND)

The legislative framework for the SEND system is underpinned by the principles set out in Clause 19 of the Children and Families Act 2014 and the Equality Act 2010:

(1.8) 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

A child or a young person has a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or a young person has special educational needs if they fall within the definition of (a) or (b), Clause 20, Children and Families Act 2014. A pupil must meet the criteria (either (a) or (b) above) to satisfy the definition of **disability**, as described in Part 6 of that Act.

In an educational setting, impairment may have a substantial or long-term adverse effect on ability to carry out normal day-to-day activities.

SEND Code of Practice

The SEND Code of Practice defines the four broad areas of special educational need as:

(a) Communication and interaction (6.28)

(b) Cognition and learning (6.30)

(c) Social, mental and emotional health (6.32)

(d) Sensory and/or physical (6.34)

The SEND Code of Practice refers to meeting the needs of physically disabled children with reference to the Equality Act 2010, whereby schools, '**must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.' *SEND Code of Practice 2015, xix.*

The School is committed to supporting pupils with a physical disability, and we work closely with parents, and external healthcare agencies to fully meet their needs.

Hampton School Trust Schools in Context

Hampton School is a large, selective, independent secondary school of approximately 1300 pupils, First Year (Year 7) to Upper Sixth (Year 13). As such, it is a school that maintains a strong academic tradition and would not be a suitable educational setting for children with below average ability.

Hampton Pre-Prep & Prep School is a day school for boys aged 3 – 11 years and for girls from 3 to 7 years, maintaining an all-round approach to education. The school aims to ensure curriculum breadth, balance, relevance and differentiation for all pupils.

We have developed a whole-school approach, which attempts to use all of the resources both inside and outside the school to foster the development of all pupils. With high quality teaching, we set ambitious targets and endeavour to maintain high expectations for all pupils.

Pupils with SEND

Provision for pupils with SEND is planned, monitored and reviewed by the Special Needs Group, comprising the Deputy Head (Academic), the Head of Learning Support and a Governor with oversight of SEND. The Deputy Head (Academic) and Head of Learning Support meet regularly and are responsible to The Headmaster; periodic meetings are held with the SEND oversight Governor.
Meetings take place with Heads of Year on a termly basis; the Head of Learning Support attends all Heads of Department meetings and there is a SEND Representative within each academic department.

Learning Support Statement of Intent

Our commitment to the School, pupils and parents:

We offer support and expertise to help resolve difficulties and promote positive solutions for pupils experiencing barriers to learning within the whole school.

We employ a range of strategies to achieve this including:

(a) Identification and assessment of individual needs
(b) Designing individual learning programmes
(c) Advising and working with colleagues
(d) Liaising with external agencies
(e) Communicating with parents
(f) Providing accessibility through a range of resources (See School Accessibility Plan)
(g) Attending to the welfare and pastoral care of the pupils

Additional Needs

The identification of SEND should be built into the overall approach to monitoring the progress and tracking the development of all pupils. Our intervention is designed to help pupils become independent learners. The School incorporates this into its policy of a graduated response; starting from each referral to SEND Awareness and SEND Support as detailed below.

Initial referral

When pupils experience suspected learning difficulties, or display social, mental and emotional health issues, Heads of Year/ Pastoral Care, Form Tutors and the Learning Support Department liaise, and a record is made of the nature of the concern. Action can take the form of gathering information, observation, further screening, temporary differentiation, collaborative meetings to identify reasonable adjustments, a formal assessment and continued monitoring.

Monitoring/Intervention

Following intervention or assessment screening, the School may choose to closely monitor a pupil with mild SEND, who does not require specific targets but whose profile is made available to all of the pupil's subject teachers. The Head of Learning Support will the track their progress in Head of Year meetings, and their teachers may provide additional intervention.

SEND Awareness

The key test for action is evidence that current rates of progress are inadequate in relation to the pupil's underlying ability and a formal assessment will be needed. A pupil with a formal diagnosis is placed on the Learning Support SEND Register. The Pupil Profile, which displays specific targets, is a working document and shared on the SIMS database. Historically, this was referred to as an Individual Education Plan (IEP), but we now create a Pupil Profile. This provides guidance for teachers and has summarised the key information from any reports this is shared with parents. All subject teachers are responsible for meeting the needs of pupils with learning difficulties, and for providing differentiation in the classroom as appropriate. Extra support may take the form of advice provided by the Learning Support team or withdrawal from lessons for targeted intervention. Regular contact is made with parents through e-mail, meetings and phone calls in addition to the normal reporting procedures.

SEND Support

Pupils who have a greater need at any particular stage of their School career will have a personalised Pupil Profile which is securely stored on SIMS; this provides strategies and suggestions for specific interventions. Again, support may take the form of tailored intervention in the Learning Support classroom. Support services from outside agencies may be employed if this is deemed necessary.

In deciding whether to make special educational provision, the teacher and Head of Learning Support should consider all of the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Special Educational Provision in Schools, SEND Code of Practice, 6.38).

Educational settings under the Equality Act 2010 will make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability and will not discriminate against or harass them. We involve the pupil and their parents as fully as possible in the decisions that affect them.

Education, Health and Care Plans (EHC Plans)

The model of the EHC Plan is to enable a joint strategic needs assessment; with Education linking with Health and Social Care. We welcome pupils with EHC Plans who have passed the Entrance exams. On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi- disciplinary assessment process with Health and Social Care in order to consider the need for an EHC Plan. The Learning Support Department would do this in consultation with parents, before making a request to the Local Authority for an EHC Plan.

EHC Plan funding

In cases where funding is provided by a responsible local authority, usually where the young person lives, additional top-up funding is ring-fenced to facilitate the cost of any additional special educational provision required to meet the needs of the individual pupil. As an independent school, Hampton does not receive the nationally prescribed Pupil Premium allocation. However, we provide a range of SEND services: external staff advice and training, specialist equipment and reasonable adjustments that maybe required.

All pupils with an EHC Plan have an Annual Review, and the parents/guardians are integral in this process. The pupil's Objectives are reviewed, and new targets may be set for the following academic year. This information is confidentially shared amongst teaching staff and relevant support staff. All targets are regularly reviewed and Interim Reviews are held as necessary. As this is a statutory duty, the Annual/Interim Review forms are sent to the pupil's SEND Caseworker and the Head of Learning Support, who liaises closely with the Local Authority.

Identification, Assessment and Provision for SEND Pupils

Identification includes the use of high-quality formative assessments, as well as effective screenings with teacher and pupil feedback to make early assessments.

A pupil's needs may become apparent through:

- the School's admissions procedures;
- an expression of concern by teaching staff;
- inconsistencies between baseline assessment and current attainment;
- through the expression of parental concerns;
- an additional specialist assessment of the pupil undertaken by the Learning Support Department's Specialist Teacher Assessor.

Screening and Assessment for Specific Learning Difficulties

Whole-school screening for potential specific learning difficulties takes place in the First Year, Third Year and Lower 6th. Baseline tests are used to measure cognitive ability. Attainment test results in reading comprehension, spelling and writing speed are compared to the ability test results; if discrepancies are found these pupils are recommended for further assessment by the Head of Learning Support. In addition, new pupils across the year groups are also screened for specific learning difficulties and/ or underlying additional needs.

Referrals

If there are concerns about a pupil, subject teachers may make a referral to the Head of Learning Support at any stage of a pupil's school career. The referral procedure is detailed in the Staff Handbook (Section E – Standards and Discipline, E3).

The Head of Learning Support reviews each year group, throughout the year, with the Head of Year, and there are close links with the Pastoral Care delivered from Heads of Year and Form Tutors. A collaborative and joint approach ensures that the most successful outcomes are possible.

Special Examination Arrangements

In order to qualify for Access Arrangements (e.g. extra time, word processing, breaks, prompters, readers, etc.) there must a clear justification based upon:

- a history of need
- a history of provision, supported by teacher feedback
- current testing which supports the original diagnostic report/needs
- evidence of normal working practice

For external examinations, the school follows the Joint Council for Qualifications (JCQ) regulations. Our Specialist Teachers administer relevant diagnostic screening tests and collate the appropriate documentation for JCQ and the Examination Boards. In some cases, a referral will be made to an Educational Psychologist for a more detailed confirmation of any learning difficulties. The Head of Learning Support and designated Specialist Teachers are responsible for registering pupils' access arrangements online (AAO) and a record of pupils registered for access arrangements is kept securely Relevant documentation and evidence are held in separate Access Arrangements folders, alphabetical by year group, for inspection by the JCQ and Cambridge International Examinations.

Please refer to the Use of Laptops in Examinations Policy (Appendix 2a), Exam Access Arrangements (Appendix 2b) and the current JCQ regulations:
'Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments' for further information regarding our Access Arrangement criteria, and the Cambridge International Examinations Handbook.

Identification of Learning Difficulties and Classroom Strategies

All subject teachers have access to information and any recommended strategies for dealing with individual pupils in the classroom; this is found on SIMS and the Staff Learning Support area on SharePoint Pupil. Profiles inform subject teachers of specific strategies and access arrangements. In addition, members of staff have access to Departmental INSET provided by the Learning Support Department and external CPD related to SEND; the Learning Support Department is always available to offer advice on appropriate classroom strategies and differentiation.

Monitoring Progress

As well as the normal measurements of progress within the whole-school context, our overall provision is frequently monitored and pupils' progress is regularly reviewed according to the stage of intervention. Yearly attainment tests for pupils on the Learning Support register are administered by the Learning Support Department for targeted groups within each Key Stage in order to monitor progress in reading, spelling and free writing.

Heads of Department, Heads of Year and teachers refer pupils who are not making adequate progress, and after an initial conversation with the pupil, more information may need to be gathered for an internal assessment and/or tailored intervention within the Learning Support Department.

Teaching Staff Responsibilities

All members of the Common Room have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil his potential within the normal classroom environment. Subject teachers are expected to be aware of the learning support needs of the pupils whom they teach and to use the guidelines provided. They are expected to address the learning support needs of the pupils in their lessons, and to recognise when a greater degree of intervention is appropriate to enable pupils to learn effectively. Subject Staff and Form Tutors are also required to monitor and review the progress of pupils towards their individual targets. The curriculum is adapted to be more accessible for pupils with SEND and reasonable adjustments are subsequently made.

The Role of the Governing Body for the Hampton School Trust

The Governing body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with SEND is adequate and secure.

Pastoral Care

The Learning Support Departments are committed to contributing to the overall well-being of the pupils and liaises with the School's pastoral staff where there is an area of concern. A wide range and degree of mental health problems might require special provision. These could manifest into problems of mood (anxiety or depression), problems of conduct, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as: attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder, schizophrenia or bipolar disorder.

The School identifies clear processes to consider how it will support such pupils and manage the effect of any disruptive behaviour so it does not adversely affect other pupils. We offer pastoral support, which includes access to counselling sessions, to help our pupils with social, mental and emotional health difficulties.

Outside Agencies

The School works closely with external Educational Psychologists and Clinical Psychologists to whom parents may refer their child for assessments. Relationships have been established with Educational Psychologists, Speech and Language and Occupational Therapists.

Partnership with Parents

Parents have a vital role in the identification of and support for SEND pupils. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the subsequent target-setting, measurements of progress and reviews.

The Heads of Learning Support attends parents' evenings and discusses issues and/or concerns relating to SEND provision throughout the year.

More Able Pupils

The School recognises that SEND pupils may also be gifted and talented (i.e. they have dual- exceptionality). Therefore, pupils with SEND are also equally included in extension activities, such as Project Explore and THINK (both First Year), Hampton Extended Learning Programme projects (Second Year – Upper Sixth), and the many departmentally run extension clubs and activities (all year groups).

English as an Additional Language (EAL)

Fundamentally, EAL is a different type of support from SEND. The School recognises that a pupil who needs EAL support may also have SEND (see EAL Policy).

Admissions to the schools within Hampton School Trust

Pupils with SEND are admitted to the School according to the same criteria as other pupils. Pupils take an examination for entrance at 7+ (Year 3), 11+ (Year 7) or 13+ (Year 9). Access arrangements/ reasonable adjustments are made available to those with the relevant 'history of need' and 'history of provision'.

Transition

The School recognises the importance of close contact with feeder nursery and primary/preparatory schools, further Education colleges and universities, and the need for smooth transition between the various stages of moving to a new educational setting.

Complaints

If any parent wishes to express concern about the SEND provision being made for their child, they should follow the standard procedures for raising concerns with the School. If at any stage the parent feels their concern has not been addressed they should then refer it to the relevant Head of Learning Support in conjunction with the appropriate Head of Year. In the event that the issue remains unresolved then the School's Complaints Procedure may be followed (a copy of the Complaints Procedure is available from the Bursary upon request).

Monitoring and Evaluation of the SEND Policy

The School's SEND Policy is reviewed on an annual basis by the Heads of Learning Support, the Deputy Head (Academic) and the nominated Governor responsible for SEND.

References

Reference has been made in this policy to the following documentation:

(a) DCSF Special Educational Needs Code of Practice 2001 and the Special Educational Needs and Disability Code of Practice: for 0-25 years, January 2015

(b) The Children and Families Act 2014

(c) The Equality Act 2010

(d) Disability Discrimination Order (DDO) 2006

(e) Disability Discrimination Act 2002

(f) Joint Council for Qualifications (JCQ)

Appendix 1 - Hampton Pre-Prep & Prep School

This appendix sets out the arrangements for all pupils at Hampton Pre-Prep & Prep School (HPP&P); it, therefore, includes the Early Years Foundation Stage (EYFS) (Kindergarten and Reception), Pre-Prep and Prep Departments.

Guiding Principles

We aim to provide a secure and sensitive environment in which every pupil has a sense of belonging to a caring and happy community. By catering for individual needs, we seek to enhance not only the pupils' academic performance but also their social and emotional wellbeing and general self-confidence. The pupils' personal progress is of equal importance to us here as their academic achievements, including those who receive learning support. We firmly believe in early intervention.

Roles and Responsibilities

The Head of Learning Support (Prep) and the Head of Learning Support (Pre-Prep), in collaboration with the Hampton Pre-Prep & Prep Headmaster (the Headmaster) and the Governing Body, take responsibility for the operation of this policy and co-ordination of provision.

They work closely with the staff, parents and carers, and other agencies. They provide professional guidance to colleagues to secure high quality teaching for pupils with additional needs (AN) and SEND. In addition, they oversee and maintain the Learning Support records and update the Learning Support Policy. Details are kept on SIMS.

The Head of Learning Support (Prep) is Ruth Andrews (BA (Ed) Hons NASENCO SpLDs Level 5).

The Head of Learning Support (Pre-Prep) is Sarah Cox (BA Hons Hornsby Dip SpLDs/Dyslexia).

The Headmaster has responsibility for all aspects of the School's work, including provision for children with SEND.

This policy is reviewed annually by the Headmaster, the Heads of Learning Support, the Deputy Head (Academic) and the Head of Pre-Prep.

Assessments

Assessment forms the foundation of any intervention and allows us to establish a base line by which our pupils' progress can be measured. This ensures that pupils with SEND or AN are able to make the greatest progress possible. We firmly believe in early intervention.

a) Observation and Discussion

Informal classroom observation
Formal targeted observation
Observation of reading behaviour

b) Standardised Tests

Kindergarten	GAP language assessment (Summer Term)
Reception	Phonological Abilities Test (Summer Term) EYFS Profiles

Year 2	Reading - NGRT (New Group Reading Test) Spelling – SWST (Single word spelling test)
Year 1 & 2	PhAB2 screener for individual children
Year 3	Dyslexia Screener for all children
Year 3	Single Word Spelling Test

In addition to the above, the Learning Support Department uses a variety of further diagnostic assessment data derived from a range of assessments used for all pupils across the School (see HPP&P's Assessment Policy).

Provision for Additional Needs and Special Educational Needs and Disabilities

Our approach to the identification, assessment and provision is guided by the SEND Code of Practice. The model of action and intervention is designed to help pupils towards independent learning. We follow a graduated response incorporating: Concern and Monitor, School Support and School Support Plus.

Concern and Monitor:

All pupils benefit from high-quality classroom teaching that is adapted to meet their individual needs. Class Teachers, in collaboration with the Deputy Head (Academic) and Head of Learning Support, monitor pupil progress closely and raise concerns about any child who is not making expected progress despite differentiated instruction.

During academic meetings, any pupil of concern is recorded on the Class Mapping Tool. Teachers utilise this tool to adjust their teaching strategies, with guidance and support from the Head of Learning Support. The pupil's progress is reviewed each term to determine whether further intervention is necessary.

If additional support is required, a plan of action is developed in consultation with parents and, where appropriate, the pupil. This may include formal assessments, targeted support within the classroom or in small group settings. A detailed record is kept outlining the concern, current strategies in place, and planned next steps.

School Support:

Despite high-quality teaching and targeted classroom support, some pupils may need further intervention in specific areas, either individually or in small groups. At this stage, specialist learning support lessons may be introduced. For these pupils, the Head of Learning Support may seek professional advice from external agencies, in consultation with parents. The pupil's progress continues to be monitored regularly.

School Support Plus:

When a pupil has been identified as requiring provision, which is 'additional to, or different from' that made from others of the same age, or is showing a significant greater difficulty in learning, the level of support is increased. Pupils at this level are considered to have SEND. The provision required for each pupil will be specific to that pupil's needs and the School will follow the additional advice and support from external professionals where appropriate.

In addition, as part of our practice we include the following:

Monitor: Pupils who have previously been on the SEND register but are now no longer considered to need any form of extra support may remain on the register under *Monitor* for information and observation. Pupils who achieve unexpectedly low or irregular results in tests may also be listed under

Monitor if there are no other concerns raised about them. These pupils will be discussed with the appropriate members of staff and their performance in class and in future tests will be examined.

The School follows the SEND Code of Practice, with regard to the identification assessment and review of pupils with SEND. The four key actions are: **Assess, Plan, Do and Review.**

EYFS Learning Support

If at any point a pupil's progress in one of the Prime or Specific areas of learning raises concern, class teachers will initiate a discussion with parents to agree on practical and supportive next steps. These may include in-class strategies, small group interventions, or targeted 1:1 support delivered by a member of the Learning Support team.

Should additional support be required, the Head of Learning Support, Head of Pre-Prep and teaching staff will work collaboratively with parents to explore the involvement of external specialists, such as speech and language therapists or occupational therapists.

Further information about our learning support provision is available in the Special Educational Needs and Disabilities (SEND) Policy, which can be accessed via the School's website.

Working with Parents

We strongly believe that parents play a vital role in supporting their child's learning, and we work in partnership with them. We make every effort to involve them at every stage, from initial concerns and identification of difficulties, to reviewing appropriate provision, both in class and in Learning Support lessons.

The Heads of Learning Support are always available to see parents who may be concerned about their child/children. An appointment should be made for a mutually convenient time. In addition, they are available at Parents' Meetings throughout the year.

Appendix 2a - Use of Laptops in Examinations

Word Processing Policy

Use of Laptops in School Examinations

School Internal Examinations
Pupils will only be permitted to use laptops or computers in School Examinations:

a. If they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use. The term **"professionally assessed"** refers to an assessment made by a fully qualified Educational Psychologist, an appropriately qualified psychologist or a specialist teacher holding a current SpLD Assessment Practising Certificate or Head of Learning Support (SENDCo).

b. If using a laptop in lessons is their "normal way of working" (see below for definition).

School Entrance Examinations
Pupils will only be permitted to use Laptops in School Entrance Examinations if they have a professionally assessed Special Educational Need or Disability and where there is a formal recommendation for laptop use.

Evidence of history of provision at the pupil's current school is required together with evidence of a history of need: an Educational Psychologist's report or equivalent medical assessment which is not more than two years old at the date of the entrance examination.

The Use of Laptops in External Examinations for Pupils with a Special Educational Need or Disability

Process
The Head of Learning Support (SENDCo) will evaluate and liaise with subject teachers. Use of a word processor in examinations should be an extension of the pupil's normal method of working. Laptops are given to pupils in First Year and Key Stage Four. The other Year Groups have iPads.

It is the pupil's responsibility to ensure that they are familiar with any laptop or keyboard provided to him by the School for examination purposes.

Permission
Permission to use a laptop word processor in lessons will be granted to a pupil with a diagnosed Learning Difficulty or condition, whose assessment shows that this would lessen or remove the effects of a substantial disadvantage.

Exceptions may also apply in the case of a personal injury, such as a broken arm.

Permission to use a word processor in examinations will be granted within the framework and guidelines issued by the Joint Council for Qualifications (JCQ).

The Use of Laptops in External Examinations for Pupils without a Specific Learning Difficulty, "Normal Way of Working"
JCQ regulations allow for pupils who do not have a Specific Learning Difficulty to use laptops in public examinations "where it is their normal way of working within the centre."

"**Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their <u>normal way of working within the centre</u>**." *JCQ Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments, (1 September 2022 to 31 August 2023*. Section 5.8.1, p.57).

School Examination Provision
The School will provide pupils with

a. "Clean" laptops i.e. they have no memory or internet access and the spell-checker is disabled. It is an examination board requirement that the laptops that are used for examinations are "clean". Candidates are not permitted to use their own laptops in examinations. Modern Languages keyboards are provided. Screens, keyboards and wrist rest supports are also provided if needed.

b. Mains power

c. Printing facilities (as required by examination board regulations).

Liability Issues
Pupils and parents should understand that using a Laptop in an examination is not without risk. The School shall use reasonable endeavours to ensure the Laptop is suitable for use by the pupil in an examination, is in good working order prior to any examination and is capable of operating by its own power source if necessary.

The School accepts no responsibility for any malfunction or failure of a laptop to operate properly during an examination.

Cost
The School will bear the costs of providing "clean laptops" for pupils with a professionally assessed special educational need or disability.

Appendix 2b - Exam Access Arrangements (Pupil Version – Hampton School)

25% Extra Time

To evidence that 25% Extra Time is your normal way of working, please change to either a green pen (If you're writing) or italics (If you're word processing) at the start of your extra time. **This is only for your mocks NOT the real exams.**

Your Mock Papers may have a sticker on the front. Please fill this in. We may collect the marked exam papers for your access arrangements' folder.

Centre based Access Arrangements

Word Processing

Your word document settings have already been set up and are exam compliant, **you must not change them.**
Please fill in the top Header of your paper:

Modern Languages

You will be given a keyboard with your chosen Modern Language.

If you haven't spoken to Mrs Garrido-Soriano, please arrange to see her **before your exams**.

Rest Breaks

If you have rest breaks, then you must hold up your **Rest Break card** so that an invigilator can see that you want to use your break, they will turn your paper over and stop the clock.

You can have up to **five minutes** and we suggest that you use this time wisely, for example in between Section A and Section B or Paper 1 and Paper 2.

A rest break allows you to go outside for some fresh air, to move around, get a drink of water or go to the toilet. If you want to stay at your desk, please indicate that to the invigilator. You are not allowed to use a rest break for thinking time.

The time you use is **added** to the end of your exam.

Prompt

An invigilator may tap the desk, walk near you or make eye contact to help you to re-focus your attention and stay on task.

Coloured overlay (Reading ruler)

You will need to bring a colour reading ruler to use