



Eaton Square
Senior School

Eaton Square Senior School

Learning Enrichment, SEN, Examination Access and Laptop policy

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1 Learning Enrichment at Eaton Square Senior School – introduction, aims and ethos, and the Register

At Eaton Square Senior School, we are passionate about ensuring that each student achieves his or her potential; academically, socially and emotionally. We recognise that all learners have their own abilities, strengths and talents alongside their own learning challenges. The Learning Enrichment department aims to support all students who have particular abilities or strengths, who are new to English and have a Special Educational Need.

We recognise that we are a neuro-diverse community - all of us having our own strengths and challenges. In the Learning Enrichment Department, we aim to support and develop the skills of all students, especially those who have a Special Educational Need, are new to English or who are a learner with high learning potential.

Our Learning Enrichment Team works alongside our teaching staff to encourage students to expand their skills, abilities and talents and support the development of skills needs to ensure each student reaches their full potential both academically, socially and emotionally.

Alongside the Learning Enrichment ISAMs module, teaching and school staff can access information regarding student's additional learning needs in two core places. These points of access are the [ESS Learning Enrichment Guide SharePoint Site](#) and in the Learning Enrichment fold on the Staff SharePoint.

Eaton Square Senior identifies students who have additional learning needs to their teachers by the Learning Enrichment Register. The Learning Enrichment Register is made up of the following four individual registers. Parents will be informed when a student is placed on the Diagnosis and Monitoring, SEND or EAL registers at the start of each term or when a student is placed on the Learning Enrichment Register. These registers are reviewed termly by the Learning Enrichment team, teachers and senior staff within the school.

Diagnosis and Monitoring – This register holds information on students who have a formal diagnosis of a special educational need or disability, this may include students who need a level of differentiation to in the classroom, exam access arrangements or access to assistive technology. A student may also be placed on this register if they are undergoing a process of assessment by the Learning Enrichment team while we ascertain their additional learning needs.

Special Educational Needs and Disability (SEND) - This register hold information on students who are accessing SEND based Learning Enrichment Support or support from external professionals and require a level of support that is additional to and/or different from the provision Eaton Square Senior offers to all students.

English as an Additional Language (EAL) – This register hold information on students who have EAL needs that require a significant level of classroom differentiation and/or Learning Enrichment intervention to support their language needs.

High Learning Potential (HLP) - This register holds information on students who have been identified as having a particular learning strength or talent.

This policy covers the following aspects of Eaton Square Senior School:

1. Special Educational Needs
2. English as an Additional Language
3. High Learning Potential students
4. Use of Laptops and Word Processing (Only applicable to Yr. 11)
5. Exam Access Arrangements

2 Eaton Square Senior School: Policy and Information Report for Special Educational Needs

2.1 Aims

At Eaton Square Senior School we are passionate about ensuring that each student achieves his or her potential; academically, socially and emotionally. Our Learning Enrichment team works alongside our teaching staff to encourage student to develop a wide range of skills to increase their ability to become independent learners.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

This policy can be made available in large print or other accessible format, if required.

2.2 Legislation and guidance

This policy and information report is based on the principles of

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation, and
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-Ordinators (SENCOs) and the SEN information report.

2.3 Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

2.4 Roles and responsibilities

2.4.1 The SENDCOs

The SENDCO is Esther Haworth and she can be contacted on L.Enrichment@eatonsquareschools.com.

They will:

- Work with the Head to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head and Dukes Education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date
- Ensuring that appropriate Individual Learning Plans (ILPs) or Individual Provision Plans (IPPs - whereby therapy - or external provision is integrated and co-ordinated) are in place;
- Ensuring that relevant background information about individual children with special education needs is collected, recorded and updated in a SEND Register or Assessment and monitoring list;
- Undertaking any other appropriate duties in accordance with the Code of Practice on special educational needs, such as supervise quiet lunch or run informal laptop meetings to follow up students work.

2.4.2 *The Role of the Head*

The Head will work with the SENCO and Dukes Education to determine the strategic development of the SEN policy and provision in the school. The Head will have overall responsibility for the provision and progress of learners with SEN and/or a disability.

2.4.3 *Class teachers*

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any graduate assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

2.5 *SEND Information Report*

Our school currently provides additional provisions for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, anxiety, obsessive compulsive disorder (OCD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2.6 Identifying students with SEND and assessing their needs

On entry to the subject's teachers will assess each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.

Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

2.7 Consulting and involving students and parents

At Eaton Square Senior School we will aim to have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

A support plan will be agreed with parents, including a screener assessment, recommendations for further specialist assessments, suggested routes of support and the additional cost associated with specialist support. Parents will be asked to confirm the support plan before sessions will commence.

2.8 Assessing and reviewing students' progress towards outcomes

Eaton Square Senior School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

2.9 *Supporting students moving between phases and preparing for adulthood*

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Information on a student's special educational need will be shared between Eaton Square schools in order to support a student's transition.

2.10 *Our approach to teaching students with SEN, and those with an Education and Health Care Plan.*

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. We will also provide the following interventions:

Learning Enrichment Standard Support (included within normal school fees)

- Oversight by an identified key Learning Enrichment Teacher. This person will be yours and the student's main point of contact for all concerns relating to their additional learning needs. The allocation of a student's key teacher will be decided by the Head of Learning Enrichment depending on the student's main area of need.
- Screening and Assessment by the appropriate Learning Enrichment team specialist.
- Student Passport – this will identify a student's learning strengths, challenges and recommended teaching strategies based on their learning profile.
- Exam Access Arrangements and provision for these within school and external assessments, including a form 8 assessment when needed for GCSEs.
- Use of assistive technology via the school's digital offer (e.g. Microsoft Learning Tools)
- Differentiation of teaching and learning within the classroom by subject teachers
- Student Observation and support to teachers by the appropriate Learning Enrichment team specialist.
- Regular monitoring of pastoral wellbeing and academic progress, including reviews of placement on Learning Enrichment Register and support plan.
- Liaising and working with commissioned (by parents) Specialist for example Educational Psychologist, Speech and Language Therapist or Occupational Therapist. #

- Provision of focus and learning aids when appropriate
- Specialist intervention lunchtime clubs for example Lego Therapy and Touch Typing
- Liaising with subject teachers for enhancement opportunities of talents and abilities
- General in class support by Learning Enrichment Teaching Assistant and Graduate Assistants
- Small group interventions provided by our Learning Enrichment Teaching Assistant
- In school counselling
- Support during times of transition.
- Intervention and enrichment programmes by subject teachers aimed at stretching our High Learning Potential (HLP) students
- Recommendations for Specialist assessments or manage referrals to local NHS services.
- Accommodation for commissioned specialist interventions
- Personalisation of timetable to allow a reduced curriculum.

Learning Enrichment Enhanced Support (charged in addition to school fees) and Educational and Health Care Plans (EHCPs)

- One to One personalised Learning Sessions with LE Specialist
- Small group Intervention with LE Specialist
- One to one in class Support – this will need to be agreed by the Head.

Eaton Square School currently has 3 EHCP students on roll.

Admissions for students with EHCP students are considered on an individual basis against the ability of the school to cater to their individual SEND needs.

2.11 Adaptations to the curriculum and learning environment

At Eaton Square Senior School, we are passionate about ensuring that each student achieves his or her potential; academically, socially and emotionally, therefore we will make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

2.12 Additional support for learning - staff and expertise

Eaton Square Senior School provides specialist support though the Learning Enrichment team this includes:

- Mrs Esther Haworth – Head of Learning Enrichment and SENDCO
- Ms Claudia Venneri - Learning Enrichment Teacher
- Learning Support Assistant – TBC
- EAL HLTA

Mrs. Haworth, Head of Learning Enrichment is an experienced SENDCo. She holds additional qualifications in SEND including the CPT3a Level 7 Specialist assessor. She has previously worked in

other schools as a SENDCo, specialist support teacher, and in a range of provisions including mainstream and specialist provisions. Mrs. Haworth holds a BEd (Hons) Cantab with QTS and a Post Grad Diploma in SEND including modules in specialist assessments (CPT3A), Autism. Esther is also the Deputy Designated Safeguarding Lead.

In the last academic year, staff have been trained in

- The four areas of identified need as stated in the SEND Code of Practice 2014
- Quality First teaching and differentiation in the classroom
- Receive regular SEND recommendations and advice from LE Team
- Access to SharePoint site with advice, support and guidance
- ADHD
- Autism

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at the end of each half term
- Using student questionnaires
- Monitoring by the SENDCo
- Using individual provision maps to measure progress
- Regular review of students in meetings with the SLT
- Holding annual reviews for students with statements of SEN or EHC plans

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s)
- All students are encouraged to take part in sports day/school plays/special workshops,
- No student is ever excluded from taking part in these activities because of their SEN or disability.

2.13 *Support for improving emotional and social development*

We provide support for students to improve their emotional and social development in the following ways: students with SEN are also encouraged to be part of clubs and activities at lunchtime and afterschool to promote teamwork/building friendships etc. In addition, we have a zero tolerance approach to bullying.

2.14 *Working with other agencies*

Eaton Square Senior will aim to work closely with all professionals commissioned by the parents (educational psychologists, counsellors, mentors, etc). Eaton Square Senior School currently have two visiting specialist therapist including Occupational Therapy and SALT.

2.15 *Complaints about SEND provision*

Complaints about SEND provision in our school should be made to the Head of Learning Enrichment or Head in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services .

2.16 *Contact details for raising concerns*

The SEND Coordinator may be contacted via email L.Enrichment@Eatonsquareschools.com

2.17 *Monitoring arrangements*

This policy and information report will be reviewed by Esther Haworth **every year**. It will also be updated if any changes to the information are made during the year. Approval by the Head will occur annually.

2.18 *Alternative arrangements*

Withdrawal: We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

- Your child is in need of a formal assessment, specialist teaching, learning support or medication to which you do not consent; and / or
- You have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties; and / or
- your child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, the School is unable to provide, manage or arrange;
- your child has special educational needs that make it unlikely he / she will be able to benefit sufficiently from the mainstream education and facilities which we provide.

Alternative placement: In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

Financial: Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.

2.19 *Links with other policies and documents*

This policy links to our policies on:

- Accessibility plan

- Behaviour
- Equality information and objectives
- Exam Access Arrangements Policy
- Laptop and Word Processing Policy.
- Safeguarding

3 Eaton Square Senior School: English as an Additional Language Policy

3.1 Introduction and aims

The term English as an Additional Language (EAL) is used when referring to students who have access to and/or are exposed to one or more languages other than English at home. However, fluency in those languages is not essential.

A student will not be regarded as having a learning difficulty solely because the *language or medium of communication of the home is different from the language in which he or she is or will be taught.* (section 312(1), (2) and (3) Education Act 1996). However, students for whom English is an additional language will be provided with appropriate support provided they meet the School's academic criteria.

This policy refers to EAL students, who are in need of support due to their language needs in English.

The EAL policy sets out the School's aims, objectives, responsibilities and strategies with regards to the needs and skills of EAL students who need differentiated support in class and EAL specialist support.

We aim to ensure that EAL students:

- Feel happy, safe and welcomed in school;
- Use English confidently and competently as a means of communication;
- Use English as an academic tool for learning across the curriculum;
- Where appropriate, make use of their knowledge of other languages to support their learning across the curriculum;
- Make appropriate progress.

3.2 Responsibilities of the School:

- To have a clearly outlined EAL policy;
- To welcome and value the cultural, linguistic and education experiences that students with EAL bring to the School;
- To implement school-wide strategies to ensure that EAL students are supported in accessing the curriculum and are fully integrated in school life;
- To identify students with EAL, assess their needs and skills, give appropriate support, monitor their progress and to intervene should this progress fall below expectations;
- To equip staff with the knowledge, skills and resources to be able to support and monitor EAL students, and training in planning, teaching and supporting EAL students is available to staff;

- All involved in teaching EAL students liaise regularly and relevant information on EAL students reaches all staff;
- Any bullying of which the School becomes aware will be dealt with in accordance with the School's Anti-Bullying Policy;

3.3 *EAL Assessment*

Eaton Square Senior School offers EAL support to students in the School, who are new to the English language or new in the UK; have basic or limited English or need some differentiated literacy support due to their EAL needs.

When bilingual/multilingual students join Eaton Square Senior School, the EAL team meets them to determine their command of the English language. A standardised EAL assessment is conducted in order to determine the student's proficiency in English.

The aims are to test the four language skills - reading, writing, listening, and speaking in English - by testing word recognition, sound discrimination, grammar knowledge, oral comprehension and expression, spelling and writing skills, reading comprehension, vocabulary, etc.

It is vital to highlight the student's strong points as well as the weaker areas they need to work on in order to encourage and further motivate them.

The EAL team discusses with form tutor/subject teachers if EAL specialist lessons will be beneficial for the student. If agreed, then the specialist EAL teacher contacts the parents and explains to them the EAL support system in the school, the relevant charges for the EAL specialist lessons and suggests ways for support at home.

The EAL lessons are specialist lessons, provided by a specialist EAL teacher, and can be either individual or in small groups depending on the student's level of English.

The 'EAL Support System – Cost Info Flowchart' clearly sets out the type of support available and the relevant charge for it.

The EAL team regularly updates teaching staff and form tutors on EAL students' progress and suggests strategies and resources.

3.4 *Admitting New Bilingual/Multilingual Students (in progress)*

We try to collect and record the following additional information:

- Country of origin;
- Date of arrival in the UK;
- Student's first language;
- Student's level of English;
- Other languages spoken at home;
- Student's level of literacy in these languages;
- Student's previous educational background;

3.5 *EAL classification codes:*

The school uses the Bell Foundation Levels of Proficiency in English <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/levels-of-proficiency-in-english/>

3.7 *Responsibilities of the EAL HLTA include:*

- Identifying the presence and needs of EAL students;
- Assessing, tracking and monitoring the progress of all EAL students who need support;
- Devising EAL programmes to support academic progress of EAL students across the curriculum;
- Offering individual or small-group support to EAL students;
- Timetabling EAL lessons;
- Resource provision - collecting, suggesting, modifying or designing specific resources to support the learning of EAL students;
- Ensuring that EAL students are integrated into school life and have full access to the curriculum;
- Maintaining and updating an EAL register;
- Managing EAL data;
- Induction of newly arrived EAL students and initial assessment of language stage of EAL students.
- Providing in-class support to EAL students.
- Monitoring EAL students' progress.
- Liaising with teaching staff.
- Liaising with the pastoral care team.
- Providing advice on classroom strategies, inclusive curriculum materials and differentiation of resources for EAL students to support and include EAL students.
- Developing partnership with parents.
- Liaising and developing partnerships with external agencies.
- Collaborative planning including advice on strategies and resources, inset courses, language needs assessment and linguistic, cultural and social background.
- Providing staff development sessions on differentiation for EAL students.

3.8 *EAL Record Keeping*

The School maintains an EAL student register, which identifies EAL students who need support due to their EAL needs. Each EAL student is allocated a proficiency code according to the DfE. EAL assessments, language surveys and students' books are kept within the department.

3.9 *Teaching and Learning strategies*

All teaching staff will:

- Plan for and provide appropriate stimuli for language development;
- Provide appropriate differentiated work and extra support, where necessary;

- Encourage EAL students to use English by generating opportunities for active participation in lessons;
- Consider our own language use and provide suitable contextual clues for EAL students;
- Be aware that our school culture and environment (e.g. teaching; learning; procedures; routines and practices) may differ from the school's culture that our EAL students are familiar with;
- Plan for and provide specific time for support for students with EAL needs;
- Be aware that an EAL student's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels);
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills;
- Provide good language role models for social interaction and curriculum-specific in all lessons;
- Provide a secure, but intellectually challenging learning environment;
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc);
- Promote language and study skills and attitudes that enable EAL students to become independent learners;
- Encourage parents' participation in EAL students' learning;

3.10 *Role of Teaching Staff*

All teaching staff are responsible for English Language teaching. Students learn best when they are engaged in learning and not just when they are taught English alone and through isolated contexts.

EAL students should be given supported access to schoolwork at an appropriate level.

There are various ways in which this is achieved:

- Teachers need to be aware of students' language needs in English and the importance of using accessible language in the form of differentiated work through visual support in lessons;
- Where possible, information on upcoming topics should be sent home in advance, so that students can become familiar with context and vocabulary;
- Use a buddy system to support newly arrived EAL students;
- Use dictionaries where appropriate;
- Clarify expectations for learning, behaviour, daily routine and homework;
- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that students bring to lessons
- Use speaking and listening strategies to develop subject learning
- To plan for teaching and learning of subject-specific vocabulary
- To develop active reading strategies to increase students' ability to read for a purpose and engage with a variety of texts.

- To model writing for key text types within their subject.

3.11 Placement in teaching sets

We recognise that EAL students, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about placing them in teaching sets.

We try to ensure that EAL students:

- Have access to the whole curriculum;
- Are taught with their peers;
- Are placed in groups where they will see models of good behaviour;
- Are placed in groups with fluent English speakers who will provide them with good language models;
- Are placed in as high a set as possible i.e. with their intellectual/academic equals;
- Are not automatically placed with Learning Support students;

3.12 Speaking English in School

While the school will always acknowledge and plan for the needs of all EAL students, Eaton Square Senior School always encourages students to speak English in lessons and at lunch times. There is a support system in lessons, whereby the EAL student will have one or two allocated 'buddies' who they can talk to in their home language to explain instructions and pass on information as necessary. In social situations (e.g. park) students should be allowed to speak in their home language to foster and encourage social interaction.

3.13 Partnerships with Parents

Good relationships with parents are essential if the EAL student is to succeed. Parents should be made aware of the difficulties their son/daughter is facing and the time frames for learning English for communication and academic purposes should also be outlined.

3.14 Concerns/further investigation requests/sharing of information

- Any concerns about the wellbeing of a student with EAL should be referred to the relevant members of staff.
- If the school has reasons to suspect that a student with EAL may also have special educational needs, the Parents and the School will refer to the sections in the SEND policy.
- The following members of staff are responsible for the provision for students for whom English is an additional language: Konstantia Sotiropoulou, Learning Enrichment Teacher with EAL Specialism

3.15 Appendices

Appendix 1: Strategies for supporting EAL students in class;

Appendix 2: EAL Levels

Appendix 3: EAL or SEN

3.15.1 Appendix 1: strategies for supporting EAL students:

Staff use support strategies to ensure appropriate access to the curriculum through:

- Collaborative group work;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support through repetition, alternative phrasing, peer support etc;
- Additional visual support through imagery, body language and demonstration, artefacts etc;
- Bilingual resources, e.g. dictionaries, on-line support, bilingual staff/students, texts, key word lists;
- Writing frames;
- Opportunities for role play;
- Information on new topics should be sent home in advance where vocabulary can be translated and practised with parents in the home language.
- Students receive regular feedback from staff;
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts;
- Discussion is provided before and during reading and writing tasks, using preferred language where appropriate;
- Where possible, learning progression moves from concrete to abstract;

3.15.2 Appendix 2: EAL Levels

Why assess English as an additional language?

The on-going and continuous assessment of a student's proficiency in English as an additional language needs to be done through specific EAL levels for a number of reasons:

- other English levels measure the attainment of learners in English as a subject and not the level of language proficiency in English as an additional language across the curriculum;
- Teaching staff need to know what level of proficiency in the use of English a student has in order to effectively assess, plan and monitor the student's progress in the curriculum.

The national **EAL levels** are used for **continuous assessment** of a bilingual learner's English language development.

They:

- are used to track the progress of students from different ethnic and language backgrounds.

- inform and monitor the impact of interventions designed to address the needs of bilingual students.
- are used to plan, set targets and decide on the appropriate support needed to meet the language development needs of EAL students.

3.15.3 *Appendix 3: EAL or SEN ?*

Triggers for Concern

- Language acquisition progress below expected norm;
- Unusually slow work rate compared with peers;
- Little response to peer or teacher intervention;
- Specific weakness in English language development, e.g. poor verbal comprehension, limited vocabulary and use of expression;
- Poor listening and attention skills;
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing;

4 High Learning Potential Student Policy

4.1 Introduction

Eaton Square Senior School is a fully inclusive educational community; we aim to foster each student's unique gifts and talents while meeting their needs and raising their aspirations. This will be achieved by creating a stimulating learning environment where high expectations and standards are the norm and where lessons are both rigorous and challenging for all students. We maintain that learning should be engaging, rewarding and an enjoyable experience, which enables students to go on to lead happy and fulfilled lives. We believe all students should be inspired to develop a passion for learning, become effective and reflective lifelong learners and realise their full potential.

High Learning Potential at Eaton Square Senior

Eaton Square Senior School's philosophy towards our High Learning Potential students is consistent with our aim to foster and develop the gifts and talents of all our students. This High Learning Potential policy is also entwined the whole school curriculum policy, and each curriculum area policy will identify how they enhance the education and identify our High Learning Potential learners within their own areas.

Being identified as High Learning Potential at Eaton Square Senior School should lead to a positive impact on four key areas of the students' school life:

- Their experience of teaching and learning within the classroom and independent learning outside of school.
- Their engagement in trips, visits and enrichment activities, which promote high aspirations and extend learning experiences within the classroom
- The pastoral support they receive through their time at school.
- The vital relationship between the school, their parents and the students that supports their academic progress and wellbeing whilst at Eaton Square Senior School.

5.2 Identification

Eaton Square Senior School recognises High Learning Potential Student as those with an above average academic ability or a significant ability in a particular subject or creative discipline.

Ofsted defined the High Learning Potential students as students who achieved L5 or above in Maths and English in their KS2 SATS (Ofsted, 2013). Eaton Square Senior School takes these criteria into account but is not bound by them.

At Eaton Square Senior School High Learning Potential students may be identified by:

- a) Analysis of MIDYIS and Yellis scores offer a baseline by which early potential might be indicated (this might also be from information provided by entrance examination/primary school/previous school).
- b) An advanced ability to absorb and process ideas and processes.
- c) Showing an innate ability to link biological principles and concepts with existing ideas and relate this to relevant 'general knowledge'.
- d) The ability to ask creative and insightful questions.
- e) Consistent ability to excel in our (rigorous) cross-year testing of each topic.
- f) The demonstration of particularly extensive interest in and knowledge of related subject matter.

- g) Performance in end of year examinations
- h) Presentation performances in curriculum lessons.
- i) Performance on regular homework and classwork.
- j) Through discussion in staff and departmental meetings

At Eaton Square Senior School we regularly monitor our students and will review students identified as High Learning Potential learners on a regular basis with HoD/TiC

The schools holds a HLP register which identifies students who have a particular strength in learning or talent. Alongside the register the school will also identify students who meet the criteria for a Dual and Multiple Exceptionality (DME) – This is students who have either a SEND or EAL need alongside HLP

Whole school High Learning Potential Register

Exceptionally HLP (EHLP) learners are of extremely high learning potential, within the top 2% of the population. Typically, this is 2-4 learners per year group, identified through CATS/MIDYAS/YELLIS or Educational Psychologist Assessment scores and previous schools - Traditionally score of 130 plus

Highly HLP (HHLP) learners are identified using data from previous schools and CATS/MIDYAS/YELLIS or Educational Psychologist Assessment scores – Traditionally scores of 120 to 129.

HoD/TiCs will identify students who display High Potential in their subject areas after the first half term of the academic year.

5.3 How does being identified as High Learning Potential benefit students at Eaton Square Senior School?

Students identified as High Learning Potential at Eaton Square Senior School will be set aspirational target grades. High Learning Potential students' progress is closely monitored. Intervention programmes aimed at stretching the most academic students will be put in place, if the student makes insufficient progress. Teachers will set High Learning Potential students more challenging tasks, both within the classroom and through independent learning.

Eaton Square Senior School offers a programme of extended curriculum opportunities. These enrichment activities focus on raising students' aspirations and critical thinking, targeting those High Learning Potential students, who may not otherwise have access to such opportunities.

5.4 Working with parents of the High Learning Potential Students

Parents have a vital role to play in supporting their child's academic progress and sense of wellbeing at Eaton Square Senior School. The High Learning Potential Coordinator will act as a key point of contact for parents of High Learning Potential students.

Eaton Square Senior School is a member of Potential Plus UK and are able to offer families of students identified as HLP free associate membership.

5.5 How will the policy be implemented?

The High Learning Potential policy will be implemented in practice through:

- A challenging, diverse and enriching curriculum for all High Learning Potential students across subjects and key stages

- Curriculum policy to show how each curriculum area identifies and enhances the learning of our High Learning Potential students.
- Teaching and learning, where teaching is effectively matched to the needs of the High Learning Potential students
- Celebration of outstanding academic achievement
- Mentoring of underachieving High Learning Potential students by heads of year
- Pastoral support for High Learning Potential students
- CPD for Eaton Square Senior School staff to ensure that Eaton Square Senior School staff are committed and able to meet the learning and pastoral needs of the High Learning Potential students
- Effective communication with parents / carers of High Learning Potential students
- Enrichment activities to raise aspirations and build on learning within the classroom

All the staff at Eaton Square Senior School have a role in ensuring the High Learning Potential policy is consistently implemented. However, it is the specific role of the High Learning Potential Coordinator, Head of School and Governors to ensure that the schools High Learning Potential policy accurately reflects the needs of the High Learning Potential students and is effectively implemented in practice.

6 Policy for the use of word processing as a student's normal way of working

At Eaton Square Senior School we recognise that for some students with additional educational needs, a laptop may be the most appropriate method of organising and presenting work. We aim to ensure that the most relevant arrangements are made and fair consideration and access is given to all students. Students who would benefit from the use of a laptop/word processor might have:

- A learning difficulty which has a substantial and long-term adverse effect in their ability to write legibly,
- A medical condition,
- A physical disability,
- A sensory impairment,
- A Social, Emotional or Mental Health need whereby using a laptop would reduce the level of stress and anxiety and reduce barriers to learning,
- Planning and organisational problems when writing by hand,
- Poor handwriting leading to a level of illegibility.

Before being allowed to use a laptop as a normal way of working, the student must undergo an assessment by one of the SENDCOs and meet one or more of the above criteria. A laptop/word processor cannot simply be granted to a student because they:

- Would prefer to type rather than write in lessons,
- Can work faster on a keyboard,
- Because they use a laptop at home.

6.1 Exam Access Arrangements

Eaton Square Senior School aims to provide fair access to all students. Applications are processed when there is clear evidence of a long term and substantial impairment or disability, as defined by the Equality Act 2010 in line with the JCQ (Joint Council for Qualifications) recommendations. All applications will reflect a student's 'normal' way of working within the classroom. The use of a laptop will be considered when:

- A need has been established
- Its use is recommended by the SENDCO
- Appropriate training has been undertaken.

Where it is the established 'normal' way of working for a student to use a laptop in their lessons, the school provides a laptop in all internal and external examinations. A 'normal' way of working is established through monitoring by SENDCOs and feedback from Subject Teachers. This 'normal' way must be the established way of working for a significant period of time.

The SENDCOs need to be satisfied that:

- The student's typing is efficient, accurate and of sufficient speed to be able to cope with the exam
- The student has used a laptop as his or her routine way of working in the subject area
- The student has had sufficient practice in the use of it under exam conditions (e.g. using the laptop in pre-public exams)

Where the above requirements are not met, the use of a laptop will not be recommended.

In exams without a significant amount of writing or consisting of more simplistic answers – which may be easier to hand write - avoiding the need to switch between answer paper and laptop may be preferable for the student.

6.2 Regulations for the use of a laptop in Examinations

- The Exams Officer will decide the room where the laptop users will sit their exams.
- Eaton Square will provide a laptop on the day of the exam to ensure that only agreed software is accessible.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be available.
- The laptop will not be connected to the internet or any other means of communication.
- The SENDCO/Exam Officer will give instructions to each student for whom the use of a laptop has been agreed.
- Eaton Square will provide a USB stick which is clear of previous data. The student's work will need to be saved onto the USB stick and printed from it.
- As an added precaution student will be instructed to also save work to the hard drive during the exam.
- At the end of the examination the student will be escorted to the Exams Office by the Invigilator / Exams Officer to print off their work and to authenticate the relevant hard copy.
- Once the work has been printed all devices will be cleared of any saved work.

Limitations to the use of a laptop

- The use of a laptop might not be agreed in cases where, for example, a particular exercise should not be done with computer assistance (maps, diagrams etc.)

7 Exam Access Arrangements Policy

7.1 Rationale for Exam Access Arrangements at Eaton Square

Eaton Square Senior School aims to provide fair access to all students. We will process applications when there is clear evidence of a long term and substantial impairment or disability as defined by the Equality Act 2010. in line with the JCQ (Joint Council for Qualifications) recommendations. All applications will reflect a student's 'normal' way of working within the classroom.

7.2 Key Terms Definitions from the Joint Council for Qualifications.

Access Arrangements

- Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ^{CIC} awarding body approval.

- Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

- The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- How reasonable the adjustment is made will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration

- Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Equality Act 2010

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

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

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long-term adverse effects on normal day to day activities.

The clear starting point in the statutory guidance is that disability means '*limitations going beyond the normal differences in ability which may exist among people*'.

'*Substantial*' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'*Long term*' means the impairment has existed for at least 12 months, or is likely to do so.

'*Normal day to day activities*' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day' activities.)

7.3 *Exam Access Arrangements Guidance and Principles*

Eaton Square Senior School will follow the guidance and systems set down in the Joint Council for Qualifications Access Arrangements and Reasonable Adjustments. This guidance is updated annually and can be found on the following link <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>. For all public examination and where a small number of external examinations are not subject to JCQ requirements regulation in addition to the requirements and procedures set down by the appropriate exam boards.

Eaton square will follow the JCQ principles in assessing students for Exam Access Arrangements in all internal examinations and assessments.

7.4 *The Exam Access Arrangements that are available*

Exam Access Arrangements will mirror a student's 'normal' way of working in the classroom. The JCQ guidance identifies the following access arrangements can be applied, this is not an exhaustive list and a reasonable adjustment may be unique to the individual and not included in the list below. This list can be found in the JCQ Guidance.

7.5 *Evidence of need for Exam Access Arrangements*

The JCQ sets down the expectations for evidence in their guidance and these principles will be applied consistently throughout all year groups. The types of evidence required will be dependent on the specific access arrangement being awarded.

Examples of evidence used within the school will include:

All Years –

- Students allocated access arrangements are identified on Learning Enrichment Register
- Exam Access Arrangements are in line with recommendations on an Individual Learning Profile (ILP), all SENDCo/JCQ approved access arrangements will be stated on IPPs
- Consultations/Round Robins with teaching staff to ascertain a student's normal way of working
- Results of specialist assessments both internal and external reports
- Specialist and Medical reports e.g. Hospital consultants and Educational Psychologists

Year 7 and new students – previous access arrangements provided by school

KS4/5 – Completed and approved JCQ Form 8 and a successful access arrangements online application.

7.6 *Staff Roles in Determining and Managing Exam Access Arrangements*

Examination officer

- To ensure that the approved Exam Access Arrangements are in place for the examination and are communicated to the invigilators
- To ensure completion of appropriate JCQ cover sheets

- To manage any on the day questions and queries regarding Exam Access Arrangements
- To put in place in liaison with SENDCo any on the day provisions – such as medical emergencies
- To ensure students are roomed suitably for their Access Arrangement and to ensure minimal disruption for other students sitting the exam.

SENDCo

- To ensure there is a 'whole centre' approach to Exam Access Arrangements it is therefore important the heads of centre, examination officer, SENDCo and Specialist assessor familiarise themselves with the JCQ requirements.
- The SENDCo, fully supported by teaching staff and SMT, must lead on the exam access arrangement process within the centre.
- To maintain and distribute information on a student's approved Exam Access Arrangements.
- To undertake initial assessments and completion of JCQ guidelines including the
 - Gathering of evidence to show a student's normal way of working
 - Completion of the Form 8 sections 1 and 3
 - Completion of SENDCo supporting statements when required.
- To process applications online, maintain and hold evidence for inspections for GCSE and GCE qualifications.

Specialist Assessor (currently SENDCO)

- To administer recognised psychometric testing after the completion of form 8 section 1 and 3.
- Completion of Form 8 section 2
- To advise SENDCo in the decision-making process about Exam Access Arrangements.

Teaching Staff

- To provide relevant information/evidence of the candidates *persistent and significant difficulties*
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide this evidence when requested to the SENDCo.
- Detail the candidate's normal way of working within the centre.
- Complete Exam cover sheet when marking any exam scripts noting down the impact Exam Access Arrangements have had.
- To raise concerns as early as possible with regards to a student using the Learning Enrichment Referral

Student

- To attend training on how to use their Exam Access Arrangements
- To make full use of their Exam Access Arrangements. *Students must use their access arrangements, or the arrangements will be withdrawn.*

7.7 *Procedures and Processes for Exam Access Arrangements*

On Entry to School/Year 7

- Information sharing between schools during the year 6 to year 7 transition will aim to gather information relating to any previously provided Exam Access Arrangements.
- New student form will request information on any previous Exam Access Arrangement.
- SENDCos will assess evidence provided on transition identifying students for Exam Access Arrangements during the Autumn term and make recommendations to staff.

Key Stage 3

- Exam Access Arrangements will be provided in all internal examinations.
- Information on students with approved SENDCo Exam Access Arrangements will be recorded on the Eaton Square SEND Register and included on a student's IPP/EAA Register.
- A cover sheet will be completed by the class teacher recording if Extra Time was used and the impact this has made. This evidence is critical in providing a clear history of need for KS4.
- When a student is provided with extra time they *must* change the colour of their pen at the start of the extra time.
- Where possible students with Exam Access Arrangements will undertake their exam in separate accommodation for example in end of year assessments.

Key Stage 4/5

- Exam Access Arrangements will be provided in all internal and public examinations.
- A formal application for access arrangements will be made following the current JCQ guidelines. This will include:
 - Consultation with a student's subject teachers.
 - Completion of Form 8
 - Assessment by a specialist level 7 specialist assessor or Educational Psychologist
 - Supporting SENDCo assessment where there is appropriate and relevant evidence.
- Information on students with approved SENDCo Exam Access Arrangements will be recorded on the Eaton Square SEND Register and also included on a student's ILP.
- A cover sheet will be completed by the class teacher recording if Extra Time was used and the impact this has made. This evidence is critical in providing a clear history of need for KS4.
- When a student is provided with extra time they *must* change the colour of their pen at the start of the extra time.
- Where possible students with Exam Access Arrangements will undertake their exam in separate accommodation for example in end of year assessments.

7.8 *Procedures for medical letters*

Letters from medical professionals, where the professional meets the requirements set down in the JCQ Access Arrangements and Reasonable Adjustments, will trigger an assessment for Exam Access Arrangements. An identified medical condition must be supported with evidence from the school on the students 'normal' way of working otherwise it is considered malpractice. Exam Access Arrangements cannot be awarded purely on the basis of a medical letter.

7.9 Private assessments/Educational Psychologist reports

We can only accept private reports as part of wider school evidence and where it is in agreement with evidence within school of a student's 'normal' way of working. Exam Access Arrangements cannot be awarded purely on the basis of a private assessment/Educational Psychologist. In line with JCQ guidelines where we choose to accept or reject a privately commissioned report from an external professional, the head of centre or a member of senior leadership will provide a brief, written rationale to support the decision which will then be available for inspection purposes.

7.10 *Deadlines for making Exam Access Arrangements*

It is important concerns are raised as early as possible to allow for assessment and adaptations required are implemented as soon as possible.

Key Stage 4

The deadline to raise concern about a student in Key Stage 4 and request an exam access arrangement review is the end of Year 10. This will allow the SENDCo and the Exam Officer to assess and plan for an opportunity to trial any Exam Access Arrangements.

7.11 *Word Processing and Laptop use in Examinations*

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- The use of a laptop will be considered when:
- A need has been established
- Its use is recommended by the SENDCo
- Appropriate training has been undertaken.

Where it is the established 'normal' way of working for a student to use a laptop in their lessons, we will provide the use of a laptop in all internal and external examinations. We will establish a 'normal' way of working through monitoring by SENDCOs and feedback from Subject Teachers. This 'normal' way must be the established way of working for a significant period of time.

The SENDCOs need to be satisfied that:

- The student's typing is efficient, accurate and of sufficient speed to be able to cope with the exam
- The student has used a laptop as his or her routine way of working in the subject area
- The student has had sufficient practice in the use of it under exam conditions (e.g. using the laptop in pre-public exams)

Where the above requirements are not met, the use of a laptop will not be recommended.

In exams without a significant amount of writing or consisting of more simplistic answers – which may be easier to hand write - avoiding the need to switch between answer paper and laptop may be preferable for the student.

Regulations for the use of a laptop in Examinations

- The Exams Officer will decide the room where the laptop users will sit their exams.
- Eaton Square will provide a laptop on the day of the exam to ensure that only agreed software is accessible.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be available. The laptop will not be connected to the internet or any other means of communication.
- The SENDCO/Exam Officer will give instructions to each student for whom the use of a laptop has been agreed.
- Eaton Square will provide a USB stick which is clear of previous data. The student's work will need to be saved onto the USB stick and printed from it.
- As an added precaution student will be instructed to also save work to the hard drive during the exam.
- At the end of the examination the student will be escorted to the Exams Office by the Invigilator / Exams Officer to print off their work and to authenticate the relevant hard copy.
- Once the work has been printed all devices will be cleared of any saved work

Limitations to the use of a laptop

- The use of a laptop might not be agreed in cases where, for example, a particular exercise should not be done with computer assistance (maps, diagrams etc.)

7.12 *Procedures for administration of Exam Access Arrangements*

Where possible students with Exam Access Arrangements will be accommodated in a separate room to reduce disruption and anxiety levels of EATON SQUARE SENIOR SCHOOL students.

Exam Access Arrangements will be implemented using the JCQ Access Arrangements and Reasonable Adjustments and the JCQ instructions for conducting examinations guidelines.

Students will be provided with an allocated desk with a name label identifying their approved Exam Access Arrangements.

7.13 *Malpractice*

Eaton Square Senior will be regularly inspected to ensure they have followed the JCQ regulations. There are serious and severe consequences to cases of malpractice including:

- The disqualification for the students from one or more examinations
- The disqualification of the whole cohort of students
- The centre being closed down for up to 5 years.

Examples of malpractice are:

- Students being granted Exam Access Arrangements which are not their normal way of working
- Exam Access Arrangements being 'suddenly granted before examinations
- Exam Access Arrangements being granted when there is no history of need or provision.
- Exam Access Arrangements being granted without sufficient evidence.

- Students not using their Exam Access Arrangement in mock exam and then being allowed it in external examinations.

7.14 *Contingency Planning*

Can be found as part of the Exams Policy.

7.15 *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 contact the Learning Enrichment Team

References

- 1 Definitions quoted from JCQ Website <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- 2 Quoted from JCQ Access Arrangements and Reasonable Adjustments
- 3 Quoted from JCQ Access Arrangements and Reasonable Adjustments