



All policies carrying the Bryanston logo apply to any other brands or operations of Bryanston including Bryanston Prep.

# Learning Support Policy

Including Bryanston Preparatory School, The Orchard Pre-prep and EYFS

|                            |                        |
|----------------------------|------------------------|
| Centre name                | Bryanston School       |
| Centre number              | 55309                  |
| Current policy approved by | Mark Deketelaere       |
| Current policy reviewed by | Katie Belassie-McCourt |
| Date of review             | 28/08/2026             |
| Date of revision           | 26/08/2026             |
| Date of next review        | 01/09/2027             |

### Key staff involved in the policy

| Role                        | Name                                            |
|-----------------------------|-------------------------------------------------|
| Head of Centre              | Richard Jones                                   |
| Senior leader(s)            | Mark Deketelaere                                |
| Exams officer               | Jo Dalton                                       |
| SENDCo (or equivalent role) | Katie Belassie-McCourt                          |
| Other staff (if applicable) | Vicky MacGregor<br>Kerry Ennew<br>Helen Southby |

This policy is reviewed and updated annually to ensure that the access arrangements process at Bryanston School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AA refer to the JCQ documents General Regulations for Approved Centres, Instructions for conducting examinations and Access Arrangements and Reasonable Adjustments.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

### Introduction to Learning Support

The Learning Support Policy explains the actions taken to ensure inclusion throughout the school for all pupils with Additional Learning Needs (ALN), including those with formally diagnosed Special Educational Needs (SEN). The term Additional Learning Need is used as an umbrella term within the school to incorporate ALL pupils known to or attending the Learning Support Department, including those pupils who might be identified as having SEN.

The policy is part of the teaching system at Bryanston and Bryanston Preparatory School, which seeks to create a learning environment whereby every individual pupil may fulfil his or her full potential. At Bryanston Senior School the policy aims, in accordance with the modified Dalton Plan, to equip pupils with the necessary skills to help them

become increasingly independent learners and to ensure consistency of inclusive practice across the curriculum. Bryanston and Bryanston Preparatory School have high expectations for all pupils and aim to ensure the development of the whole child, helping each pupil fulfil their full potential through effective teaching and learning. Personalised programmes of support are designed based on discussions with subject staff, pupils, and parents to develop individual skills and address areas of difficulty.

This policy has been formulated with regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (amended January 2020), the Equality Act 2010, the Children and Families Act 2014, the Teachers' Standards July 2011 and the Special Educational Needs and Disability Regulations 2014. The policy is implemented in accordance with current government guidance. Bryanston and Bryanston Preparatory School as independent schools, have no statutory duty to comply with the guidance. The ethos of effective inclusive practice, however, does inform the school's Learning Support Policy.

## **1 Responsibility for Policy Implementation**

The Learning Support Policy is the responsibility of the school's governing body, Senior Leadership, all tutors, houseparents and teachers, and all adults working directly with pupils in an educational capacity within the school. The SENDCo has responsibility to ensure effective communication of the additional learning needs of those pupils identified as having such under the school's identification and assessment procedures. The SENDCo and LS Lead also ensure the school register of pupils with additional learning needs is kept up to date and that, where applicable, access arrangements for external examinations are processed appropriately.

The policy is reviewed annually by the SENDCo and Learning Support (LS) Lead in conjunction with the Head and the nominated School Governor for Inclusion and Learning Support. All teachers are teachers of pupils with ALN/SEN and all teachers have a responsibility to maintain up to date knowledge about the pupils in their care, to ensure their teaching approaches enable all pupils to achieve of their best, and to bring concerns to the tutor.

Tutors should ask parents of new pupils whether there has been a history of ALN and, if so, share this with the SENDCo in case it has been missed during the admissions process. They must inform the LS Lead of their tutorial pupils who are a cause for concern and must liaise with parents about concerns and actions proposed. Tutors take primary responsibility for communication with parents and the SENDCo when a formal assessment is required.

## **2 The Academic Support Department**

The Learning Support Department is led by the LS Lead and includes a team of qualified Learning Support teachers, each with specialist knowledge and experience. The LS Lead manages the departments and ensures effective communication between the departments and the respective Common Room staff body. The SENDCo oversees the provision in place for students across the school and monitors the performance of students not being seen for direct interventions. The SENDCo supports the Admissions Registrar in matters relating to the smooth transition of new pupils with additional learning needs to the school in line with the Learning Support Protocol for Admissions.

**Parents are advised to consult the school's Admissions Policy to familiarise themselves with the school's expectations and necessary IT equipment.** All members of the Learning Support Departments are included in the weekly Learning Support Department meetings which are conducted in the respective schools. Accurate records of pupils' learning activities and outcomes are kept. Staff complete half-termly Assessments, enter comments and data on the weekly eCharts (at the Senior School) and half-termly eCharts (at the Prep School), participate in professional development opportunities, contribute towards the development of departmental objectives set out in the Senior School and Prep School departmental plan, and liaise with colleagues and parents about the progress of pupils in their care.

## **3 Pupils with Learning Difficulties**

Monitoring and Evaluation of the Learning Support Department.

The SENDCo, with the support of the LS Lead, submits a Departmental Development Plan annually to the Deputy

Head (Academic) and meets with the Deputy Head (Academic) to review departmental progress against the development plan at the Senior School. The SENDCo works in conjunction with the Admissions Registrar to process admissions to the school of new pupils with ALN, and with the Exams Administration Officer during the processing of examinations access arrangements. The actions of the SENDCo are monitored informally through interaction with these colleagues.

All members of the Learning Support department will participate in the school's annual appraisal cycle. EAL provision is monitored through meetings between any EAL teachers and the EAL Coordinator. The SENDCo meets regularly with the EAL Coordinator and EAL teachers to monitor progress and review outcomes.

#### **4 Identification and Assessment of Pupils with Additional Learning Needs**

##### **Government Guidance and Statutory Requirements**

The Equalities Act 2010 (Statutory) defines a disability and the Equality Act 2010: (Statutory) 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.)

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment.
- persistent distractibility or difficulty concentrating.
- difficulty understanding or following simple verbal instructions.
- Higher than normal levels of anxiety
- factors that might reasonably be expected not to have a substantial adverse effect include:
- minor problems with writing or spelling
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance
- inability to concentrate on a task requiring application over several hours.

##### **THE SEN Code of Practice, 2020 definition of special education needs**

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

"Consideration of whether special educational provision is required should start with the desired outcomes,

including the expected progress and attainment and the views of the pupil and the parents. This should help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required."

Government guidance, Every Child Matters (2004)

(Guidance only) has five main principles:

1. that children stay safe
2. that they are healthy
3. that they enjoy and achieve
4. that they make a positive contribution
5. that they achieve economic well-being.

OFSTED has extended this to identify 14 groups of pupils about whom schools should analyse data:

Girls and boys, pupils who need support to learn English as an additional language (EAL), pupils with special educational needs, gifted and talented pupils, pupils at risk of disaffection and exclusion, other children such as 'sick children', children from families under stress, young carers, travellers, asylum seekers, refugees, pregnant schoolgirls and teenaged mothers, children 'looked after' by the local authority and 'vulnerable children'.

## **5 Admissions**

Bryanston selects pupils on the basis of ability using CAT tests and other assessments as required. At the Prep School, students are evaluated to ensure the school can provide the necessary support for them to access the curriculum and meet educational demands. Admission offers may include a requirement for Learning Support lessons. Many pupils identified as having learning difficulties were assessed at previous schools before entering Bryanston. As part of the Admissions Protocol, the SENDCo and Admissions Registrar liaise with prep school counterparts to request educational psychologists' and specialist teachers' reports during the Autumn and Spring terms preceding a pupil's first term at Bryanston. On rare occasions where there may be some doubt about a pupil's ability to cope with academic demands at the school, then a pupil may be invited for a pre-assessment prior to possible entry.

Information about new pupils enrolled at Bryanston is shared with tutors and teachers via the school's register of Learning Support accessed via ISAMS and PowerBI at the start of the academic year and updated when appropriate.

## **6 The Identification and Assessment of Pupils with SEN and/or Additional Learning Needs at Bryanston**

The majority of Bryanston pupils with ALN/SEN have mild specific learning difficulties of a dyslexic or dyspraxic (DCD) nature or Attention Deficit (Hyperactivity) Disorder (ADD or ADHD). Some pupils' difficulties are characterised by a discrepancy between verbal and non-verbal assessment scores detected during an assessment. Other pupils attend individual Learning Support lessons to gain study or revision skills.

A student does not need to have a specific learning difference diagnosis to access learning support. It is available for any student who is in need.

## **7 How New Concerns are Addressed**

A reasonable concern might be about a difficulty persisting over a period of time, e.g. half a term (a single observation does not provide enough evidence). The difficulty might take the form of: organisational or communication skills; seemingly persistent literacy difficulties affecting reading, writing or spelling; slow pace of working or handwriting and difficulty completing tasks within the time allowed; persistent numeracy or mathematical difficulties; essay planning and structuring weaknesses; retention and recall difficulties for tests or exams; a clear disparity between a pupil's oral abilities and their written output; co-ordination, gross and fine motor difficulties. This list is not exhaustive and any concern regarding the pupil's ability to make expected progress should be shared with the LS Lead and the SENDCo. A concern may be raised in one or more of the following ways:

- During analysis of results of Learning Support Department baseline assessments for all new pupils in Reception in the Preparatory School and D in the Senior School. These are conducted in September when they join the school (standardised reading, spelling, maths, and timed free writing assessments).
- By the Head of Teaching and Learning during analysis of CAT, MidYIS and Yellis assessments.
- By class teachers and HoDs through routine assessment and observations.
- By tutors through regular tutorial sessions and monitoring of pupils' electronic charts, end of term reports and informal liaison with teaching colleagues.
- By houseparents (as above).
- By Learning Support teachers' observations of those pupils already in receipt of one-to-one academic support.
- By parents who share their current concerns or a history of need after discussion with tutor.
- By pupils themselves who recognise a difficulty or challenge and who seek advice from tutors and the Learning Support Department directly.

## **8 Actions, from Concerns to Provision**

The needs of pupils with ALN/SEN are met through adaptive teaching approaches within lessons, and for some pupils on request from parents through individual Learning Support lessons provided by the Learning Support Department. Learning Support lessons are taught during pupils' non-contact assignment periods at the Senior School or non-core lessons at the Prep School, avoiding their withdrawal from curriculum lessons.

- Any concern raised with the Learning Support Department is always brought to the attention of the pupil's tutor if they are not already informed.
- The tutor may be asked to gather additional information from subject teachers, the houseparents and parents to investigate the perceived need.
- Sometimes, discussion of a pupil's needs with their tutor and subject teachers, and suggestions of teaching and learning strategies, is the most appropriate response in the first instance. The tutor monitors the situation and informs the LS Lead if the concern continues despite a change in approach.
- Often, through experience and knowledge of a family's preference, individual or small group Learning Support lessons are arranged at this point, sometimes as a temporary measure but more often as a longer-term arrangement. Decisions to move towards individual or small group learning support may come from tutors, parents, the LS Lead or more occasionally, at the request of the pupils themselves. These are at an additional charge.
- Tutors and class teachers must always inform parents of additional charges for Learning Support lessons and gain their consent before lessons can be arranged.
- The LS Lead will either allocate a pupil to the most appropriate member of the department or may decide that further investigation is necessary either before or in addition to Learning Support lessons being arranged. This further investigation usually takes the form of informal assessments to examine reading, spelling, working memory, verbal, and non-verbal skills. If these informal assessments indicate that a specific learning difficulty may be present, the LS Lead may recommend formal assessment by an independent educational psychologist.
- Not all pupils receiving Learning Support lessons have a history of learning difficulties or are a cause for concern in this respect. Some pupils are referred to the department for support with revision or study skills, rather than for support related to a specific learning difficulty.
- At all stages, it is the responsibility of the tutor to ensure accurate communication between parents and the LS Lead with decisions confirmed in writing and/or via e-mail. Parents must send a hard copy of the assessment report to the LS Lead, the tutor, and the houseparent. For educational psychologist reports or educational assessor's reports to be used to apply for access arrangements, they must have been conducted within 26 months of the application date (March of the year the exams are taken).
- The needs of pupils with English as an Additional Language are met according to the protocol outlined below.
- Gifted and Talented pupils are identified via separate procedures overseen by the Deputy Head (Academic).
- Pupils with medical, emotional, or social difficulties or needs are supported through the school's pastoral system, medical provision, and counselling service. The Academic Support Department may be consulted about their care or asked to ensure appropriate exam concessions are in place.

## **9 The Communication of Individual Pupils' Learning Needs**

Teachers receive class lists at the beginning of each academic year, which denote pupils known to have ALN/SEN. Teachers have access to individual pupil profiles; these provide a description of individual needs and recommended inclusive classroom strategies. If a pupil's needs change part way through an academic year, the profile is updated, the tutor and houseparent are informed via e-mail and the internal iSAMS messaging service by the LS Lead. As far as possible, communication about pupils' additional learning needs may happen informally through discussions during break and lunch times, but fluid and regular communication between the department and the rest of the teaching staff is integral to the department's practice. E-mail, Teams and iSAMS are used as the primary tools for sharing information in this way.

## **10 Monitoring the Progress of Pupils with Additional Learning Needs**

- An individual pupil profile is maintained in the school's central MIS, accessible to members of the Common Room. These profiles describe the individual pupil's difficulties together with recommended teaching and learning strategies, where appropriate. The school's data for these pupils is therefore stored in its centralised records of all pupil data.
- A pupil record is maintained for each pupil receiving individual Learning Support lessons. This records individual student targets, details of lesson activities and notes on pupil progress.
- Pupils' Common Assessment results, internal and external exam results and individual subject reports are used by the department to monitor progress and set pupil targets for improvement.
- Learning Support teachers have access to individual pupil electronic charts and can track a pupil's progress week to week. They use this electronic chart to update their pupil's progress in their Learning Support lessons.
- The LS Lead meets with Learning Support staff to discuss the progress of the pupils they teach.
- The SENDCo regularly reviews IEPs with the LS Lead and the Learning Support team.
- The Learning Support Department meets each week to share good practice and to discuss pupils' progress and concerns.
- The SENDCo will regularly observe students on the monitor list. This is to ensure the recommendations and strategies on their pupil record are being implanted as well as they can be in their classes.

## **11 ELSA Support**

### **Emotional Literacy Support Assistants (ELSAs)**

#### **Role of the ELSA**

An Emotional Literacy Support Assistant (ELSA) is a trained member of staff who works under the supervision of Educational Psychologists to support pupils' social and emotional development. ELSAs form part of the school's pastoral and Learning Support provision, offering structured intervention for pupils who require additional help with emotional regulation, resilience, and social interaction.

#### **Aims of ELSA Support**

ELSAs provide targeted, time-limited intervention to help pupils:

- Develop emotional regulation strategies
- Strengthen self-esteem and confidence
- Improve friendships and social communication
- Manage change, loss, or family difficulties
- Build problem-solving and conflict-resolution skills

ELSAs do not remove challenges in a pupil's life; rather, they help pupils develop the skills to manage those challenges more effectively.

## Structure of ELSA Intervention

- ELSA gathers background information from key adults, including teaching and pastoral staff, parents, and the young person.
- Interventions usually run in 6-week blocks, allowing time for focused work and review.
- Sessions are delivered one-to-one, typically once per week for approximately 45 minutes.
- Where appropriate, and in consultation with pastoral leads and parents, support may continue beyond six weeks if a longer programme is considered beneficial.
- Sessions are planned, purposeful, and reviewed regularly to ensure impact, using activities such as discussion, games, stories, and creative tasks.

## Referral and Review Process

- Pupils may be referred for ELSA support by teachers, pastoral staff, or the Learning Support team.
- Tutors will confirm parents are aware of the fee for ELSA sessions before moving forward.
- Referrals are prioritised according to need and capacity.
- Targets are agreed at the start of the intervention and reviewed at the end of each block.
- Staff working with the pupil are encouraged to reinforce strategies introduced in ELSA sessions.

## Confidentiality and Safeguarding

ELSA sessions provide a safe and nurturing space. Information shared remains confidential unless a safeguarding concern arises. Any such concerns are escalated in accordance with the school's Safeguarding Policy.

## Working with Parents

Parents are informed when their child is offered ELSA support. Staff may encourage parents to:

- Speak positively about ELSA to their child.
- Reinforce strategies at home.
- Maintain communication with the school regarding emotional wellbeing.

## **Introduction to Access Arrangements (Senior School only)**

(AA Definitions)

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;

- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. The centre must ensure that approved adjustments can be delivered to candidates.

#### Purpose of the policy

The purpose of this policy is to confirm that Bryanston School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

### 1. General principles

The Head of Centre/Senior Leadership Team will appoint a SENDCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENDCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2)

The principles for Bryanston School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)
- Arrangements must always be approved before an examination or assessment (AA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in the Equities Policy.

## 2. The assessment process

At Bryanston School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the Head of Centre in accordance with the JCQ requirements (AA 7.3)

### Details and qualification(s) of the current assessor(s)

Kerry Ennew, Level 7 Post Graduate Award of Proficiency in Access Arrangements, endorsed by British Psychological Society.

### Appointment of assessors

At the point an assessor is engaged/employed at Bryanston School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/are suitably qualified (AA 7.3, 7.4)

### Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by

Katie Belassie-McCourt or Vicky MacGregor.

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AA 7.4)

### Process for the assessment of a candidate's learning difficulties by an assessor

Bryanston School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using *Access arrangements online* (AA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

### Additional information

International commissioned assessments and diagnosis may be accepted if they are from equivalent professionals, translated fully into English and all documentation is thorough and clear.

### Picture of need/normal way of working

Bryanston School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e., a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5)

### **3. Processing access arrangements and adjustments**

#### Arrangements/adjustments requiring awarding body approval

*Access arrangements online* (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document *Access Arrangements and Reasonable Adjustments*.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Online applications must only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place

#### Centre delegated arrangements/adjustment

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Katie Belassie-McCourt, SENDCo.

Appropriate evidence, where required by the arrangement, is held on file by the Learning Support Department.

#### The use of a word processor

The Word Processor Policy details the criteria Bryanston School specifically uses to award and allocate word processors for examinations and assessments.

#### Alternative rooming arrangements

The Alternative Rooming Arrangements Policy details the criteria Bryanston School uses to award alternative rooming arrangements, e.g., a room for a smaller group of candidates with similar needs or 1:1 invigilation.

#### Additional information

Alternative rooming arrangements are based on environments available and vary from cohort to cohort.

#### Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore, centres must provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before their first examination (AA 6.1)

#### Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The

candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

It is the responsibility of:

- **Vicky MacGregor**, Assessor/Coordinator

to submit applications for approval using AAO.

- **Vicky MacGregor**, Assessor/Coordinator

- **Katie Belassie-McCourt**, SENDCo

to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed *candidate personal data consent form*, a completed *Data protection confirmation by the examinations officer or SENDCo*, a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AA 8.6)

- **Vicky MacGregor**, Assessor/Coordinator

to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO.

- **Vicky MacGregor**, Assessor/Coordinator

to order modified papers.

#### Additional responsibilities:

Vicky MacGregor will contact the individual awarding body concerning specific access arrangements if JCQ reject the application.

#### Deadlines for exam access arrangements

The SENDCo and EAA Coordinator oversee the collection of supporting evidence to ensure it is available for inspection, usually annually at the time of public examinations, and carried out by a JCQ inspector. The body of such evidence must demonstrate the nature of ALN/SEN over a span of time to support that an ALN/SEN is significant and persistent. The Learning Support department considers the date November 30 as the final date for new concessions for the January internal exams. This will also be the cutoff date for all new internal exam arrangement assessment referrals. The Learning Support department consider the date, November 30, as the cut off for all new external exam arrangement applications (JCQ and CAIE). Applications thereafter will not reflect 'normal way of working within the centre' and will need to be supported by a full assessment by a centre approved assessor. No JCQ applications can be processed after the deadline of 21<sup>st</sup> March for May/ June examinations.

No modifications or additions to exam arrangements, included centre-delegated arrangements (e.g. noise-cancelling headphones or dictionaries), will be made after the March 21<sup>st</sup> deadline unless there are exceptional circumstances. Arrangements made after this point will not reflect the candidates 'normal way of working.'

The Examinations Officer works closely with the Learning Support department to closely monitor access arrangements and ensure compliance surrounding the administration of JCQ/Pearson and CAIE examinations. The Examinations Officer keeps detailed records of pupil use of exam arrangements and as such the SENDCo reserves the right to withdraw unused Access Arrangements.

#### NOTE:

- It is unacceptable for unused access arrangements to be called upon in the final run up to public exams and the EAA Coordinator and SENDCo will only authorise access arrangements used and evidenced within the school.
- Students who are eligible for a reading pen may use their own in an exam, permitted it is an exam-regulated device that has been checked by the SENDCo. Additionally, students may borrow a reading pen from the LS department after signing a form agreeing to pay for it in the event it is lost or damaged.

- Any students eligible for a WP in their exams are responsible for coming to Learning Support to practice on exam-regulated devices. These are not Apple devices.
- The International Baccalaureate operates slightly different procedures for processing access arrangements. All access arrangements require authorization by IBIS (Pg8 access and inclusion policy). Unlike the UK based examination bodies there are no centre delegated access arrangements. All access arrangements must be supported by evidence of assessment and a report from a suitably qualified individual. Access arrangements including extra time, and use of a word processor must be supported by evidence of at least one standardized score below SS90 for either speed of cognitive processing, handwriting speed and reading speed. The deadline for online processing of access arrangements is 15 November for May examinations and 15 May for November examinations. Accompanying reports submitted to IBIS must clearly outline evidence of need through appropriate standardized scores and 'normal way of working' within the centre. The processing of access arrangements is the responsibility of the IB coordinator.
- Student access arrangements can be rolled over and put in place at university, although some institutions require a full adult assessment. Pupils are advised to check with individual institutions. An adult assessment can be arranged at Bryanston for pupils of 16 years and over. At the time of writing, such an assessment may be used as evidence to support an application to the pupil's LEA for a Disabled Student's Allowance, a financial grant.
- Pupils with English as an Additional Language (EAL) may qualify for the examinations access arrangement of a bilingual translation dictionary in accordance with JCQ regulations.
- Due to a change in JCQ regulations (2024-2025), *candidates cannot be given as many supervised rest breaks as they like for as long as they like*. JCQ has said the duration must be determined by the SENDCo. The candidate can take no more than 5 minutes every hour, unless evidenced otherwise. They cannot take a rest break within the first ten minutes or the last ten minutes of the exam. The SENDCo has the final determination on every individual rest break.
- The Senior School can use evidence toward a pupil's 'normal way of working' that has been collected from Bryanston Prep School in Year 7 and 8. When a pupil starts from a different school, a pupil's learning journey and 'normal way of working' will have to be established from the year they begin at Bryanston.