



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

SPRINGFIELD ACADEMY

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Adopted/Reviewed by Governing Body: Martin Brader

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SECTION 1:

Springfield Academy is an average size, single-form entry mainstream school.

We cater for pupils with a range of additional needs. There are four broad categories of SEN:

1. communication and interaction
2. cognition and learning
3. social, emotional and mental health
4. physical and sensory.

We cater for students in each of these categories. Our current SEN population for the whole school is 13.8% (census Oct 2020).

Springfield is part of a multi academy trust and is co-located with Beaumont Hill special academy and Haughton secondary academy in the Education Village in Darlington. This provision affords significant opportunities to blend specialist resources and teaching with opportunities for inclusion.

- Every child in Springfield is unique and we have high expectations for all of our children. We aim to help our children develop into self-assured, confident, happy, positive young people. Our ethos starts with a focus on each individual starting with a clear understanding of their unique needs and building a pathway to support their progression through school.
- Every teacher will be skilled in 'Quality First Teaching': this means that teachers will assess, plan and teach all children at the level which allows them to make progress with their learning.
- Every parent and carer is invited to be involved in their child's education and to be part of the process of reviewing progress and provision. Parents' aspirations and hopes for their child are critical to our planning.

The SENCO for Springfield Academy is Kathryn White:

Email: kwhite@educationvillage.org.uk

Telephone: 01325 248158

Kathryn White is a qualified teacher for Dyslexia (SpLD) and Access arrangements and holds the National Award for SEN coordination.

This policy has been developed in conjunction with the leadership team, staff and governors at Springfield Academy, children and parents. The policy has been shared with all staff and governors.

Parents have been invited to access the policy via the web page.

SECTION 2:

AIMS: At Springfield Academy we have high aspirations and expectations for all pupils. We have a clear focus on outcomes for each child.

What we want for our SEN children:

- To have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- to raise the aspirations and expectations for all children with SEN,
- to be included in all aspects of school life,
- teachers equipped to identify and meet the needs of SEN of pupils as early as possible,
- to maximise the opportunities for students with Special Educational Needs to join in with all the activities of the school,
- to experience success,
- to have parents who are fully involved,
- to seek the views of both parents/ carers and children and take them into account,
- to acknowledge and draw on parent knowledge and expertise in relation to their child.

Objectives:

- Working within the Code of Practice guidance we will assess, identify and plan an educational programme to meet the needs of each child
- We will monitor progress, record and report to parents
- We will secure the involvement of multidisciplinary professionals in a coherent way
- We will comply with statutory responsibilities to review plans, secure guidance and plan for transitions effectively
- We will ensure that all of our staff are trained appropriately and supported in their continuing professional development in special educational needs
- We will provide advice and support where it is requested.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

For the purposes of clarity the following categories may have an impact on progress and attainment, but do not constitute SEN:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child/Previous Looked After Child
- Being a child of Serviceman/woman

The four categories of Special Educational Need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

However, individual children often have needs which cross all these areas and their needs may change over time. The special educational provision made for a child is based on an understanding of their particular strengths and needs and seeks to address them all, using well evidenced interventions targeted at areas of difficulty, and where necessary specialist equipment or software. This helps to overcome barriers to learning and participation. Support is family centred and considers the needs of the family and the best way to support them. Identifying behaviour is no longer an acceptable way to describe a special educational need in itself. A child's inappropriate behaviour is regarded as a response to an underlying need, which school will identify clearly as we know our children well.

The purpose of identifying special educational needs is to work out the course of action the school needs to take in order to meet the needs of the child. At Springfield Academy we identify the needs of pupils by holistically considering the needs of the whole child and by involving parents, multi-agencies where appropriate as well as gaining child views about their own strengths and difficulties.

All SEN children in Springfield are highlighted as receiving school support where their needs are met through provision mapping and intervention or have a One Plan which is a document outlining the needs of complex needs children who receive multi-agency advice and support. Children may also have an Education, Health and Care Plan (EHCP). Generally these plans are issued by the Local Authority when a child's abilities are so significantly below their peers that to remain in mainstream, their needs are deemed met best through close support and a highly differentiated curriculum offer for the majority of the school day or a special school provision will be required.

Section 4: Provision A Graduated Approach to SEN Support.

The graduated approach is a cyclical pattern of assess, plan, do and review. It is at the heart of our best endeavours for all children. For those children identified as having SEND this process is more personalised, as it responds over time to a growing understanding of the child or young person's barriers to and gaps in learning and an increasingly individualised assessment of need. This cyclical process enables our school to continually reflect on our approach to meeting each child's needs; it necessitates that we plan for enhanced opportunities to engage with parents and carers and also the pupils in a growing understanding and awareness of needs and approaches that enable good practice and good outcomes.

Teachers are responsible and accountable for the progress made by all pupils in their class, including those children who access support from teaching assistants and specialist support staff. **The Teachers' Standards 2012 make it clear that it is every teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'; this is reinforced by the new SEND Code of Practice. Class teachers are at the heart of this four stages of action approach; they should be supported, guided and led by the SENDCO, and where appropriate, other specialist staff.**

High aspirations for all children, including those identified as having SEND are crucial to secure good outcomes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality first teaching.

The Head Teacher of Springfield Academy and the Chief Executive for the Academy Trust regularly and carefully review the quality of teaching for all pupils, including those at risk of

underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The class teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, more specialised assessments from external agencies and professionals are used.

When we seek to involve other professionals such as the Speech and Language Therapist or Educational Psychologist we secure parental agreement prior to the referral.

Springfield Academy directly employs the services of a:

- Speech & Language Therapist (Vicky Calabro)
- Educational Psychologist (James Weetman)
- Home School Support Worker (Danielle Bussey)

In addition we are supported by other agencies such as:

- CAMHS
- Social Services
- Consultant Paediatricians
- Physiotherapist
- Occupational Therapy
- Family Interventions Team
- Early Help Team
- Social Communication Outreach Service
- Life Stages and Early Years Support team

Please see the Local Offer in Appendix 1 and published on the school's website.

Assess

Assessment of need starts with a whole school approach. This quickly identifies where a child is not making adequate progress, despite high quality teaching.

A clear understanding of each child's needs is critical to the planning of effective strategies, creating effective provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes.

Sometimes it is necessary to explore further precise gaps in the pupil's learning and development and to clarify what the barriers to learning are. Carrying out individualised assessments result in a greater clarity of a pupil's strengths and needs and influence subsequent approaches to teaching and learning.

An agreed structured protocol for the initial identification of special educational needs ensures the decision is given the gravitas it deserves. The initial cause for concern form is completed by teachers who have identified a pupil as not making adequate progress, despite high quality teaching targeted at their areas of weakness. Teachers can record their concerns; collate

summative assessment data, observations and any other individualised assessment results. This checklist is then shared and discussed with the SENDCO and SLT. Additional provision for this child is then discussed in terms of requiring targeted intervention or specific assessment and support from multi-agencies.

Plan

The first step in responding to a pupil's identified need is to ensure that high-quality teaching, differentiated for individual pupils, is in place. The class teacher, with the support of the SENDCO, should consider the child's strengths, areas of need, barriers to and gaps in learning and the pupil's and parents' views. Following the collation of this information and if it is deemed that their needs can only be met through support which is 'additional or different to' the majority of children the same age, then they are added to the SEN register at 'school support.' A SEN Support Plan will then be created alongside child and parent, which includes target setting and specific intervention allocation/strategies or if the child has a range of difficulties requiring multi-agency advice and the possibility of applying to either the Early Years Inclusion Panel or the Local Authority for additional support then a One Plan may be created.

Targeted provision

Once specific areas of need and gaps in learning and development have been identified, additional or different provision targeted at those key areas is planned. In accordance with the new COP 2014 this planning process takes place in consultation with parents/ carers and the pupil. This is accurately recorded. Class teachers retain responsibility of the pupil and are at the centre of this process, planning provision with the SENDCO and any specialist staff involved with the pupil. Parents and the pupil must also be involved.

At the planning stage, effective targeted provision requires the consideration of:

High quality training for all staff involved in delivering and monitoring targeted provision.

The time and place for targeted provision to take place need to be established and adhered to regularly and outlined on a class intervention timetable.

Skills learnt during targeted provision are practised back in class.

Time and a system for feedback for staff delivering the targeted provision to class teachers are planned for.

Time is available to prepare resources linked to targeted support.

Teachers ensure that they seek and are provided with regular feedback on pupils' learning / progress with targeted provision.

Parents understand and agree on the intervention and support and the expected impact which is to be a key consideration for discussion during parental consultations.

Staff make sure that pupils are clear as to the key aspects of learning they will be working on during this provision.

Target setting and targeted provisions

Where additional / different targeted provision is planned for, clear and expected outcomes are linked to the provision. A child's needs with a One Plan or an EHC plan are likely to be more complex. Therefore, the approach to meeting these needs and ensuring progress is more personalised and individualised.

When planning for pupils with One Plans, EHC plans school ensures:

- All staff working with children have read and understood the EHC plan and any specialist reports.
- A clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice.
- Co-production of the target setting section of the plan to address needs, with agreed outcomes for all targeted provision, is produced.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed. All plans are to be used as 'working documents' with annotation linked to progress made or persistent difficulties for example.
- The SENCO monitors progress termly with all relevant staff, parents and pupils.

There is a focus on outcomes, not just allocated hours of support provided for in the EHC plan.

Do

The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils, including those with identified SEN. Teachers work closely with teaching assistants to plan and assess the impact of targeted interventions. Planning and review time is explicitly planned for and regularly takes place. Quick and concise communication tools are used to convey outcomes of targeted provision.

Pupil voice throughout the assess, plan, do review approach is essential. Research shows that metacognitive and self-regulation strategies make students think about their learning more explicitly by teaching them specific strategies to set goals, monitor and evaluate their own learning. Supporting pupils to gain a better awareness of the way they best learn and to enable them over time to fully participate fully in decision making about their own learning, progress and outcomes towards their life aspirations.

Review

In accordance with the SEND Code of Practice, progress towards meeting planned outcomes is tracked and reviewed termly alongside the head teacher.

Teachers compile a Class Action Plan termly.

Teachers consider:

- Have the pupils met the expected end of intervention target/end of term target/end of year target and are they achieving the level independently and consistently?
- Are they on track to meet their end of year/key stage target?

- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

Evidence of progress and attainment is taken from a variety of sources, including:

- observation
- work scrutiny
- assessed work
- Lexia/Accelerated reading tracking
- behaviour reporting
- attendance data tracking
- termly assessment tracking
- tests, where appropriate.

Key considerations during this meeting include an assessment of whether inclusive quality-first teaching and targeted provision have been effective in relation to achieving the planned and expected outcomes. The following are considered:

- Have they achieved agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have the pupil and parents responded to targeted provision?
- What are the views of support staff, pupil parents?
- How does this term's evaluation feed back into the analysis of pupils' needs?
- What are the necessary changes to support, provision and targets needed for next term?

Transition Arrangements

Transition into school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify location and resources
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- For some children such as those with ASD there will be enhanced transition arrangements tailored to meet individual needs.

Transition to Secondary:

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. Secondary school teachers are invited to Annual Review meetings where information exchange and planning can occur. Additional transition arrangements may be made at these reviews e.g. extra visits, travel

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

The SEN register is regularly reviewed and updated. This is completed at least twice a year during census. If a child has made accelerated progress and/or is achieving age related expectations then a meeting between teacher, SENCO and parents will be held to discuss removing from SEN register if appropriate.

Every student in Springfield who has an EHC will be subject to a formal annual review. At this review, which parents and students are invited to attend, discussion around progress will be used to assess the appropriateness of the placement and level of support. If either school staff or parents want to review the placement or seek to exit the SEN register the views will be recorded and referred to the Local Authority for further discussion.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

There are a number of information sites for parents which document the range of services in regard to Special Educational needs.

The Local Offer describes what is available within the authority to support children with special educational needs. It can be found at <http://darlington.fsd.org.uk/localoffer>

- The Local Offer description of the provision at Springfield Academy is identified in Appendix 1 and can be found on the web site: www.educationvillage.org.uk
- The Local offers also describes links with other agencies to support the family and pupil
- Admission arrangements for Springfield Academy are identified in our Admissions Policy which can be found on the web page: www.educationvillage.org.uk
- SEN Information Report can be found on the web page: www.educationvillage.org.uk
- Access arrangements are those plans which are put into place to ensure that our students are able to access exams and other assessments. Details can be found on the schools website: www.educationvillage.org.uk or directly from the SENCO

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils who also have special educational needs (SEN) and have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

Our arrangements to support students with medical conditions can be found in our policy 'Managing the Medical Conditions of Students' on the website: www.educationvillage.org.uk

SECTION 8: MONITORING AND EVALUATION OF SEND

We regularly evaluate our provision using a range of tools and strategies:

- School evaluation document written by schools leaders which assesses the quality of the provision
- Teaching is monitored every term
- Pupil progress is monitored at least every term

- Formal questionnaires are sent to all staff, all pupils and all parents every year
- Governors scrutinise school performance and practices every term

Using the data from these audits our monitoring arrangements promote an active process of continual review and improvement of provision for all students.

SECTION 9: TRAINING AND RESOURCES

There are a number of mandatory areas with which staff need to be compliant such as Safeguarding, Physical Interventions, Medical updates, Lifting & Handling etc.

In addition there is a programme of training opportunities both within the wider Multi-Academy setting which allow staff to upgrade their skills across the whole dimension of special needs provision. Such training will include sessions such as Sensory profiling, literacy across the curriculum, leadership and management, developing communication outcomes, epilepsy management, PECS, sensory theatre training etc.

All teachers and support staff undertake induction on taking up a post to explain the systems and structures in the school. This is complemented by future training which is tailored to match career expectations. Training logs are maintained on all staff.

Many of our training sessions are delivered in-house and where this is not possible staff are encouraged to attend training or conferences across the region and nationally. Many staff belong to local networking groups. The school also has a NASEN membership.

SECTION 10: ROLES AND RESPONSIBILITIES

Role of the school governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for Springfield Academy is Martin Brader.

- To have regard to the SEND Code of Practice and oversee the implementation of the reform and provide strategic support to the head teacher
- To publish information on the school's websites about the implementation of the governing body's policy for pupils with SEN.
- To ensure that there is a qualified teacher designated as SENCO.
To cooperate with the local authority in relation to the school being named in an EHC plan.
- To ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Appoint a member of the Governor team as SEND lead
- Consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium
- Must publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Role of the Principal and Senior Leadership team

- To take overall responsibility for implementing the SEND reforms
- To ensure that the SENCO has sufficient time and resources to carry out their functions
- To ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- To put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year) and ensure a process is in place for involving parents and young people in planning and reviewing provision

Role of the SENCO

- To oversee day-to-day operation of school's SEN policy and coordinate provision for children with SEN ensuring that all SEN records are up to date.
- To work with the class/subject teacher to ensure that all children have the appropriate personalised support as outlined in SEN Support Plans and Intervention Timetables
- To co-ordinate and implement the access arrangements for SEN students
- To advise on graduated approach to SEN Support including the use of delegated budget/ other resources;
- To liaise with parents, other agencies and link with other education settings to work with senior leadership and governors to review policies including SEND and conformance with the Equality Act.

Role of Teachers

- To focus on outcomes for the child ensuring high aspirations
To provide Quality First Teaching; assessing, planning, doing and reviewing
- To secure the involvement of parents, pupils and other agencies in planning and reviewing progress

Role of Teaching Assistants

- Teachers will work closely with teaching assistants to plan, assess the impact of support and ensure that there are clear links to classroom teaching.
- TAs will focus their support on the achievement of specific outcomes within the graduated approach to SEN support
- Teaching assistants will be aware of pupils' needs, their planned outcomes, the support provided and any teaching strategies or approaches that are required.

SECTION 11: STORING AND MANAGING INFORMATION

Please see the Academy's policy on records management: www.educationvillage.org.uk

Documents are stored in line with a school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

SECTION 12: REVIEWING THE POLICY

Given the climate of reform as we move into the new requirements for SEND for school effective we will review the SEND policy annually.

SECTION 13: ACCESSIBILITY

The policy on Equality and Diversity documents the statutory responsibilities that the Academy must meet in relation to equality and accessibility.

- **Statutory Responsibilities**
- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Springfield Academy is fully accessible to children and adults of all abilities and has an accessibility plan.
- The school has an open door policy and welcomes parents and carers into school. Contact details for all staff are available on the school website (including email addresses) and parents and carers are invited to contact individual staff or the school office to speak to staff. Kathryn White (SENDCO) is available Monday – Thursday mornings should parents wish to speak to her.

SECTION 14 : DEALING WITH COMPLAINTS

The aim of our complaints policy is to ensure that a concern or complaint by a parent/carer is managed sympathetically, efficiently and at the appropriate level and resolved as soon as possible. Doing so is good practice, it is fair to those concerned and it helps to promote parents' and students' confidence in our ability to safeguard and promote welfare. We will try to resolve every concern or complaint in a positive way with the aim of resolving the issue in a transparent manner.

The school expects that most concerns can be resolved informally and guarantees to treat seriously and confidentially all concerns whether raised informally or formally.

An outline of the Complaints procedure can be found on the web page:
www.educationvillage.org.uk

SECTION 15: BULLYING

The anti-bullying policy for Springfield Academy can be found on the web site.
www.educationvillage.org.uk

The policy documents our procedures for mitigating the risk of bullying how and identifies how we respond to bullying if it does occur.

Alongside developing responses to bullying we aim to build student resilience and promote independence both socially and academically.

All incidents of bullying are logged and responded to immediately.

Designated Teacher with specific Safeguarding responsibility is **Richard Gartland HT**. Deputy Safeguarding Leads are **Kathryn White** and **Paula Ausitn**.

SECTION 16 COMPLIANCE

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to policies on behaviour, anti-bullying, medical and curriculum.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Principal, SENCO and SEN Governor in liaison with SLT and with relevant input from parents/carers and pupils. *It was shared in draft form and relevant amendments were included*

SECTION 17: APPENDICES

Appendix 1 Local Offer

Appendix 2 Access Arrangements

Access Arrangements are informed by the JCQ booklet: "Access Arrangements, Reasonable Adjustments and Special Consideration". When deciding on entitlements and adjustments the SENCO and the Examinations Officer will be guided by this booklet. Our ethos encompasses the intention:

'..... behind an access arrangement is to meet the particular 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'.*

Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments: General and Vocational qualifications. With effect from 1 September 2014 to 31 August 2015

Reasonable Adjustments can be defined by the The Equality Act 2010. It requires educational institutions to make reasonable adjustments where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled. By providing access arrangements the academy is taking reasonable steps to avoid disadvantage.

Access arrangements are agreed before an assessment via a robust and in-depth assessment process. The assessments are used to identify learners' specific needs and give learners with learning difficulties and disabilities necessary provision to create an equal environment without affecting the integrity of the assessment. Access Arrangements form an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their full potential.

Scribe	<p>There must be evidence of a physical disability and their writing would be;</p> <ul style="list-style-type: none"> • illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time <p>Where there is a standardised score of below 85 in a test delivered by the SENDCO (100 is the average) and their writing:-</p> <ul style="list-style-type: none"> • Is illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time
Reader	<p>Where there is a disability and/or a learning difficulty which results in a standardised score of below 85 in a test delivered by the SENDCO (100 is the average)</p> <p>Where there are language and vocabulary difficulties which have a substantial and long term adverse effect on his/her ability to access written text; or</p> <p>a substantial and long term visual impairment and cannot read a Braille paper or a modified enlarged paper independently, or at a sufficient speed even with extra time allowed.</p>
Prompt	<p>For a student who loses concentration/focus and is not aware of time.</p>
Extra time	<p>There must be information/evidence relating to the student of the nature and extent of the disability or difficulty relating to the processing speed of the student; i.e. the candidate has an impairment which has a substantial and long term adverse effect on his/her speed of processing; (the candidate is disabled within the meaning of the Equality Act 2010.)</p> <p>The candidate must have at least one below average standardised score of 84 or less which relates to an assessment of:</p> <ul style="list-style-type: none"> • speed of reading; or • speed of reading comprehension; or • speed of writing; or • cognitive processing measures which have a substantial and long term adverse effect on speed of working <p>There is evidence to confirm that the candidate has persistent and significant difficulties when accessing and processing information;</p> <p>There is evidence of how the disability/difficulty has impacted on teaching and learning in the classroom;</p> <p>There is supportive documentation from teaching staff in determining the need for 25% extra time;</p> <p>Teaching staff confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.)</p> <p>Teaching staff confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.</p> <p>Extra time will also be allocated when there is supporting evidence that demonstrates the candidate requires a scribe/reader.</p>
Separate Room	<p>For a student with a medical condition such as epilepsy/diabetes where it is not appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have severe anxiety/psychological condition as detailed in their schools records.</p>
Supervised Rest Breaks	<p>Where a student has a physical disability which prevents them from concentrating for long periods of time and it is his/her normal way of working.</p>