



HARROW
SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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1.0 POLICY OVERVIEW

This policy is:

- To ensure that all pupils at Harrow School who have special educational needs and disabilities (SEND) are identified and that their needs are met appropriately.
- To ensure that the School's systems and procedures meet the needs of boys who require additional support or arrangements.
- To ensure that staff and Governors of the School are aware of the importance of their responsibilities in identifying and providing for those who have SEND.
- To help parents and guardians of boys who have SEND to understand their role in meeting the needs of their sons.

As an ISI independent school, Harrow School does not have a statutory obligation to comply with the SEND Code of Practice (2014), although the School follows the code closely as a model of good practice. This policy also has due regard to the statutory guidance contained in the Special Education Needs and Disability Code of Practice (2014), the statute law of the Families Act (2014) and adheres to the philosophy underlying the Equalities Act (2010). The School is committed to observing the principles of the Act and does not discriminate on any grounds.

Electronic copies of this document are available on the website. Relevant staff are notified of any significant policy changes.

DEFINITIONS

The Special Education Needs and Disability Code of Practice (updated 2015) and the Families Act (2014) define a Special Educational Need or Disability as a child or young person who has 'a learning difficulty or disability which calls for special educational provision to be made for him or her'.

A child with a learning difficulty 'has a significantly greater difficulty in learning than the majority of others of the same age'.

A child with a disability 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.2 VISION

Harrow School is an inclusive institution that is committed to equal opportunities for all. The School welcomes boys who meet the admissions criteria, including those who have special educational needs and disabilities (SEND). The School recognises its duty to make reasonable adjustments for boys who have SEND. Boys who are identified as having SEND will, like all others, be entitled to access the full School curriculum and be encouraged to take advantage of the opportunities on offer in all areas of School life.

All Masters at the School are committed to understanding and providing for pupils who have SEND. With due regard to the SEND Code of Practice, Harrow School acknowledges that all Masters are responsible and accountable for the progress and development of the boys in their divisions. For those boys identified as having additional needs or requirements, be that on entry or during their time at Harrow, the School is committed to providing support, to the extent that it is reasonably able, so that they can become independent, successful learners and confident young men.

1.3 ADMISSIONS ARRANGEMENTS

Admission to Harrow School is in accordance with the School's Admission policy. It is made on the grounds of academic performance, character, personality and the willingness to make the most of the opportunities offered by the School.

The selection process takes into full account all assessments (i.e. the ISEB Common Pre-Test, the Harrow Test, the Hong Kong Harrow Test, Common Entrance and GCSE examinations) together with the reported findings of any chartered educational psychologist, medical or allied professional who has been consulted about an applicant's additional needs.

Parents of boys who have SEND or any other additional needs such as medical or psychological needs, are required to inform the School about these on registration. Feeder schools are also required to disclose details of a boy's specific needs and requirements on their written references. At all points of entry, all historic and current documentation, including educational psychologist reports, medical documentation, and other relevant reports, should be submitted to the Admissions Office. The Registrar will then liaise with a member of the School's SEND specialist team to assess whether the School is able to meet a boy's needs and, if so, to ensure that reasonable adjustments that are within the School's capability and resources (in line with the duties outlined in the Equality Act 2010) are put into place.

It is important to note that Harrow has a small specialist SEND team, but the School does not have the facilities to offer highly specialised and intensive support. Physical access to some areas of the site is also limited because of the historic nature of the campus. Please refer to the School Disability Access Plan for more information.

1.4 MEETING THE SEND OF HARROW LEARNERS

Provision for boys with SEND is led by the Head of Learning Skills/SENDCo, who manages a small team of specialist Masters within the Learning Skills department. The team works in close partnership with House Masters, division Masters, the rest of the School community and parents to ensure that boys' needs are holistically understood and met during their time at Harrow. The voice of the boys is considered integral to the provision.

Boys who have SEND at Harrow School are included on a register, and are flagged to Masters through our internal computer system, iSAMS. This register is regularly updated in line with boys' needs or diagnoses. Masters are expected to familiarise themselves with the information about boys they teach to inform teaching and learning in the form room. Regular communication about the needs of boys who have SEND occurs through various forums at the School and also through the departmental SEND liaisons in the School.

1.5 ROUTES TO IDENTIFY NEEDS

Harrow School recognises the importance of identifying boys who have SEND at the earliest possible point in their Harrow career. This process usually begins before the boy arrives at the School, where we expect and welcome information-sharing between a boy's parents, his previous school and Harrow's Admissions team to enable a positive transition.

Identification may occur through one of these routes:

BEFORE ENTRY

The School requests SEND information in the Confidential Reference form completed by the previous education setting, as well as from parents in the registration form, the medical form in the New Boys' Information Pack and the Parents' Contract. The boy's previous school must also complete the ISEB SEND Report form requesting access arrangements, and should outline the nature of any support received, the boy's usual way of working and any anticipated needs for support upon transition.

In the case of those boys arriving with a history of learning needs and provision, the Head of Learning Skills/SENDCo will review the boy's needs and his name will be added to the School's SEND Register. Where appropriate, bespoke implications and strategies for teaching and learning will be detailed on the pupil's entry on iSAMS to support differentiation in the form room. Depending on the boy's particular needs and requirements, further support may also be put in place.

DIFFICULTIES IDENTIFIED THROUGH SCREENING

All boys undergo baseline testing (MidYIS) in the first term of the Shell year. A boy entering the School mid-year will also undergo the same baseline test. The Head of Data Analysis, the Head of Shells, and the Head of Learning Skills/SENDCo will use this data to identify boys who may have potential learning difficulties, and thereafter further investigation, support and assessment will be considered.

DIFFICULTIES DURING A BOY'S TIME AT THE SCHOOL

For some boys, their SEND will become apparent during their time in School. Where no previous additional needs have been identified, Masters have responsibility for noting a boy's possible SEND and referring him to the Learning Skills department through the standardised referral procedure. Parents, too, may highlight concerns about possible SEND but should discuss this first with the boy's House Master before the Head of Learning Skills/SENDCo is contacted.

1.6 CHARGING MODEL FOR ASSESSMENTS AND OTHER PROVISION

From September 2018, some of the lessons in the Learning Skills department that were previously included in the School fee are now charged. This change has allowed the School to target resources more directly to those boys with SEND needs who require additional help and support.

The flow diagram in Appendix 3, The Journey of a Harrow Boy with Additional Needs, sets out the details of our provision in this area.

In line with guidance from the Department for Education and in compliance with the Equalities Act 2010, we will continue to provide lessons free of charge to those with identified and documented learning needs and disabilities.

For Shell boys who transfer to the School with existing access arrangements, the choice of an assessment undertaken internally by one of the School's specialist teachers or a full diagnostic assessment with the School's linked educational psychologist will be discussed with parents. The internal assessments will be included within the school fee and the educational psychologist's assessment will be charged to the parents with their prior agreement.

In cases where a full diagnostic assessment, other SEND assessment or specialist provision is required, the Head of Learning Skills/SENDCo or a member of the specialist team will discuss the boys' requirements on a case-by-case basis with parents. By agreement, any necessary assessments and provision will be charged to parents.

In cases where a boy is receiving means-tested bursary support, proportionate financial support can be provided by the School.

1.7 ASSESSMENTS AND ADDITIONAL PROVISION

Although boys may transfer to the School with existing diagnoses and assessments, boys can also be referred to the SEND team for assessment at any point during their time at Harrow. Through referral from House Master, division Master, tutor or parent or indeed the boy themselves the School can arrange for appropriate assessments to be undertaken. Additional costs for diagnostic assessments will be agreed with and met by parents. Professional recommendations for specialist provision (i.e.

physical or practical aids) may be met within or outside the School. Again, any additional costs will be agreed with, and met by, parents.

1.8 SUPPORT LESSONS

Whilst most Harrow boys who have SEND will have their needs met in the form room, the School can also provide some individual sessions. Provision is carefully considered on a needs-led basis for each boy and, where necessary, a bespoke plan of support is established. The nature of the support will vary according to the needs of the boy. This may include strategies being communicated to Masters to support their teaching of a boy, individual or group lessons, extra assistance in the form room or additional help with prep or study skills.

Lessons are usually organised at the beginning of each term and they take place around the demands of a boy's normal academic timetable and co-curricular activities. If a boy is considered to have needs that require more support than can ordinarily be provided, his timetable may be adjusted to ensure his special educational needs are met.

Any additional support beyond the provision set out above will be the responsibility of the parents. Boys with bursaries may have their provision, or a proportion of it, covered from within the School's own resources.

1.9 PARTNERSHIP WORKING

For boys who have SEND needs, provision is planned and delivered in a co-ordinated way with parents and colleagues at the School. The SEND team and Masters in the Learning Skills department, the School's Lead Nurse, the Pastoral Support Committee and School Psychologist share information as required and work together to meet a boy's needs. The SEND team also works in close collaboration with external medical and other professionals, where required, to meet a boy's needs.

Working in partnership with parents is at the heart of our Learning Skills provision at Harrow. The views of parents are warmly welcomed, encouraged and sought at regular stages of their son's time at Harrow.

1.10 SEND MONITORING

Boys who have identified SEND needs are allocated a caseworker within the Learning Skills Department. The caseworker will monitor boys' progress through the use of Harrow's Assessment Tracking System (HATS) and where appropriate, in conversation with the boy, his parents, beaks and Housemaster. Feedback is also formally sought through the use of a questionnaire post-trials to ascertain the effectiveness of a boy's access arrangements and to flag any areas where a boy may require additional support or adjustments.

1.12 ACCESS ARRANGEMENTS FOR US UNIVERSITIES APPLICATIONS

Parents of boys with additional needs and/or existing access arrangements who are planning to apply to US universities are required to contact the Head of Learning Skills/SENDCo and Master-in-Charge of US Universities in the Summer Term of their Fifth Form year to confirm their intentions. This is to enable the School to have sufficient time to ascertain that all the required information is held on file to

support boys' applications for access arrangements. In some cases, owing to the criteria set out by the ACT and the College Board (SAT), additional assessments may be required and evidence of usual way of working may also need to be established.

It should be noted that in most cases, the School will be unable to make applications for access arrangements to US universities on the basis of private assessments which have been undertaken externally without prior engagement with, and the support of, the School.

While families may choose to engage an independent, external US universities advisor, the School will not be able to liaise with such external consultants with regards to the provision of access arrangements.

1.11 ALTERNATIVE ARRANGEMENTS

After making reasonable adjustments and exhausting appropriate strategies, the School reserves the right, following consultation with parents/guardians, to ask for the withdrawal of a boy from the School if:

- Information has been withheld from the School which, had the information been provided, would have made a significant difference to the School's management of the boy's difficulties; and/or
- The boy's special educational needs and/or disabilities require a level of support which, in the professional judgement of the Head Master, the School is unable to provide, manage or arrange.

In such circumstances, Harrow School will do what is reasonable to help find an alternative placement that will provide the boy with the appropriate level and type of teaching and support.

2.0 MANAGING COMPLAINTS

Please refer to the School's Complaints Policy, which is available on the website.

2.1 REVIEW

The Head of Subject, the Director of Studies and the Health & Safety Manager regularly review this policy to ensure it remains effective, operational and compliant. Any changes will be recorded with a new policy issued.

A formal evaluation of the policy takes place annually in co-ordination with the Head of Learning Skills, the SEND Governor and the allocated member of SMT (the Director of Studies).

The delivery of this policy is monitored by the Head of Subject supported by the Director of Studies and the Health & Safety Manager. If necessary, an internal or external audit is undertaken to assess formally the policy's implementation.

In some instances, members of staff undertake specific tasks to support the Head of Subject to help him/her implement this policy. Where relevant, these compliance responsibilities are (a) listed below in the policy and (b) listed in the relevant Support Staff Handbook.

Head Master	Alastair Land
Author	Gemma Cole et al
Date implemented	September 2023
Date of next review	September 2025
SEND Governor and Governing Body approved	September 2023
Placed on website	October 2023

APPENDIX 1: ACCESS ARRANGEMENTS POLICY

The School's allocated specialist teachers working in close liaison with the Head of Learning Skills/SENDCo and the Examinations Officer are responsible for managing applications for access arrangements for public examinations.

Access arrangements are defined by the Joint Council for Qualifications (JCQ) as pre-examination reasonable adjustments that allow candidates/learners with 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 exist to enable those candidates to access examinations who would otherwise be unable to do so. They do not exist to give candidates an unfair advantage over their peers in examinations, nor do they exist to 'maximise the potential' of a given candidate.

To ensure this, the awarding bodies require that evidence of need must always be obtained by centres to support an access arrangement. Where an online application needs to be made for an access arrangement, and approval for that arrangement is given, the evidence of need must be made available for inspection by the centre's inspection service.

The JCQ makes it clear that students who may receive extra time will be performing in the below-average band of ability in standardised tests administered by the School or by a recognised specialist assessor. The JCQ also requires a history of provision that has been made by a student's school to meet his or her needs.

The message from the JCQ is that the only learning difficulties meriting significant adjustments to the normal examination conditions are those whose effects can be described as substantial, not minor or trivial. Students are tested to establish a 'deficit' in a particular skill, not a 'discrepancy' where different skills are compared, as for dyslexia.

Regulations have changed in the last few years, and a diagnosis of dyslexia is no longer sufficient to allow a candidate extra time.

The awarding bodies now require 'evidence of need in the normal working arrangements' i.e. the candidate has been given extra time in class and for tests and internal exams and has been identified by the school as having specific learning difficulties. Such evidence is referred to as the 'history of need'.

This is in addition to a report from an educational psychologist or specialist teacher who has an on-going relationship with the school. Any privately commissioned report that is carried out by a specialist teacher or educational psychologist does not necessarily mean that there is evidence of need for extra time in exams.

The JCQ guidelines make it clear that a privately commissioned assessment carried out without the recommendation of the centre cannot be used to award access arrangements and cannot be used to process an online application for access arrangements. It is essential, therefore, that all privately commissioned reports be conducted by an educational psychologist or specialist teacher with whom the school has an on-going working relationship. The head of centre is responsible for making suitable internal appointments.

The regulations also state that if a student has a medical condition that could affect their examinations, a report from a doctor or specialist can be submitted: 'In circumstances such as a medical, physical or psychological requirement, appropriate evidence of need must be available at the centre for inspection.'

At Harrow, all boys who are new to the School and transfer with existing access arrangements are re-tested in the Spring term. Evidence from the division Masters is also sought so that we can ensure that we have a history of need for those who require examination access arrangements. This means that appropriate provision can be made during a boy's School career and that the School has the correct evidence of need for JCQ should it be required.

The main types of access arrangements are:

- Up to 25% extra time – for candidates who work very slowly and have demonstrable and documented learning difficulties;
- Rest breaks – for poor concentration, dyspraxia, extreme stress or chronic illness;
- Readers/computer readers – for very poor readers with decoding or comprehension difficulties who cannot read by themselves;
- Reading aloud – for those who have reading difficulties and can concentrate better if they can hear themselves read;
- Scribes – for very poor or slow writers who are not used to typing*;
- Prompters – for candidates who lose concentration easily;
- Word processors – for very poor or slow writers who are used to typing**.

*Please note that there is no specific access arrangement for poor spelling, unless it is so poor that it is likely to impair the examiner's ability to read the candidate's answers. In this case, a transcript (for some exam boards) or, in some cases, a scribe may be appropriate. If spellings are incorrect but still decipherable, no access arrangement can be offered.

**Students can only use word processors if they are already using this method of recording written work in their normal lessons because of their learning difficulties. Spelling and grammar check functions must be disabled.

At Harrow, all decisions regarding access arrangements are carefully considered and taken by an Access Arrangements Board (AAB), which is a panel composed of masters in the school. The AAB meetings are convened to include three Masters, of whom one is always the Head of Learning Skills, another a specialist SEND Master, and one other who is either a SEND Master or a Master from another teaching department. In cases where a unanimous or majority view cannot be established and in which the opinion of the board is equally divided, the view of the Head of Learning Skills will prevail. Where a parent is dissatisfied with the decision taken, they can appeal to the Head Master as the Head of Centre, who will arbitrate on the decision in consultation with the Director of Studies. In all cases, the Head of Learning Skills, as the SENDCo, will be actively involved in every related discussion.

ACCESS ARRANGEMENTS FOR US UNIVERSITY ADMISSIONS

Boys who currently have access arrangements at the School and who wish to apply for access arrangements for American university standardised tests (e.g. ACTs/SATs), may require a fuller body of documentation than the School would normally hold. In these circumstances, the boy and his parents should liaise directly with the Head of Learning Skills to ascertain if additional documentation or assessments are required and to discuss the potential consequences for any existing access arrangements that a boy may hold for UK public examinations. This should take place in the academic year preceding their application for access arrangements.

If a boy does not have access arrangements at the School but wishes to apply for them for his American standardised tests, the boy and his parents should discuss this directly with the Head of Learning Skills in the first instance.

APPENDIX 2: WORD PROCESSOR POLICY

INTRODUCTION

This policy on the use of word processors in examinations and assessments is reviewed and updated on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations. It adheres to the principles of the Equality Act 2010.

References to 'AARA' relate to JCQ Access Arrangements and Reasonable Adjustments 2023/24, and ICE to JCQ Instructions for Conducting Examinations 2023/24.

The guidelines state that, principally, a word processor cannot simply be granted to a candidate because he wants to type rather than write in examinations, or because he can work faster on a keyboard, or because he uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working in the centre and be appropriate to the candidate's needs. The use of a word processor is allowed only where the candidate has an underlying condition or disability which is known to the School and which would have an adverse effect on his performance if he were not to be allowed to type his responses.

Examples include candidates with:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly or at sufficient length;
- a recognised medical condition, supported by a letter from a specialist medical practitioner;
- a physical disability;
- a sensory impairment which is known to the School and/or supported by a letter from specialist medical practitioner;
- a specific learning difficulty which impacts on his planning and organisational skills, and which necessitates extensive editing of and amendments to his written work;
- planning and organisational problems when writing by hand;
- poor handwriting.

PURPOSE OF THE POLICY

This policy details how the School as an Examinations Centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

PRINCIPLES FOR USING A WORD PROCESSOR

Harrow School complies with AARA Chapter 4 (Adjustments for candidates with disabilities and learning difficulties) regulations and guidance as follows:

(AARA 4.2.1)

- Candidates with access to word processors are allowed to type in order to remove barriers for disabled candidates, which prevents them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted provided that the integrity of the assessment is maintained, at the same time as access to assessments for a disabled candidate is provided.

(AARA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

(AARA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

(AARA 4.2.4)

- Whenever possible, the use of a word processor is considered and agreed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework).

(AARA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom
 - working in small groups for reading and/or writing
 - literacy support lessons
 - literacy intervention strategies
 - in internal school tests and mock examinations
 - successful completion of a touch-typing course

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an examination or assessment.

THE USE OF A WORD PROCESSOR

Harrow School complies with AARA Chapter 5 (Access arrangements and adjustments) available as follows:

(AARA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

The above could also extend to the use of electronic brailers and tablets in order to remove barriers which place a disabled candidate at a substantial disadvantage as a consequence of persistent and significant difficulties.

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessment components (including controlled assessments or coursework) as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions i.e. those requiring extended writing, and to hand-write shorter answers

- Is also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to hand-write within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Ensures that in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

WORD PROCESSORS AND THEIR PROGRAMS

Harrow School complies with ICE 8.8 Word processors instructions by ensuring:

- Word processors are used as a typewriter, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must be any portable storage medium used.
- An unauthorised memory stick is not permitted for use by a candidate.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in any answer booklet which contains some of the answers.
- Word processors are used to produce scripts under secure conditions. If they are not, the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.
- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.
- Graphic packages or computer-aided design software are not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.

- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

ACCOMMODATING WORD PROCESSORS IN EXAMINATIONS

Candidates using word processors are internally accommodated in the following manner: separate examination room (IT 1/2); separate invigilation by specially trained invigilators; candidates can use their own keyboard; adherence to JCQ ICE 8.8 as above.

SPECIAL EXAMINATION ARRANGEMENTS

Where permitted by the specification, and in accordance with the JCQ Access Arrangements and Reasonable Adjustments Sept 2023 to Aug 2024, the following access arrangements may be put in place by the School to support a specific need or disability:

- access to a mobile phone for medical purposes
- alternative rooming arrangements (formerly known as separate invigilation within the centre) (sitting the examination outside of the main examination hall/room e.g. a room for a smaller group of candidates)
- amplification equipment
- bilingual dictionaries
- bilingual dictionaries with extra time
- brailers
- braille transcript
- closed circuit television (CCTV)
- colour naming by the invigilator for candidates who are colour blind
- coloured overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)
- computer reader/reader
- extra time
- fidget toys and stress balls
- live speaker for pre-recorded examination components
- low vision aid/magnifier
- modified papers
- enlarged papers
- modified enlarged papers
- coloured papers
- non-electric ear defenders/ear plugs
- non-interactive electronic PDF question papers
- modified language papers
- optical character reader (OCR) scanners
- oral language modifier
- practical assistant
- prompter
- read aloud/examination pen
- remote invigilation
- scribe/speech recognition technology

- sign language interpreter
- squared paper for visual spatial difficulties
- supervised rest breaks
- timetable variation requiring overnight supervision for a candidate with a disability
- transcription (currently CAIE board only)
- word processor

Decisions about the use of a word processor or laptop and other similar accommodations covered in this appendix are made by the Access Arrangements Board. They are based on the individual boy's learning needs, feedback from Masters and evidence of his normal way of working.

Recommendations from diagnostic reports will be considered but will only be followed if the School believes they are in the best interests of the boy. For example, the School will not allow the use of a word processor in internal or public examinations if the quality of a boy's writing, spelling or punctuation deteriorates when he types, as this would not be in the boy's best interests.

APPENDIX 3: JOURNEY OF A HARROW BOY WHO HAS SEND

Journey of a Harrow boy who has SEND



This document sets out how Harrow School identifies, monitors and meets the additional learning needs of boys, including those who have special educational needs and/or disabilities (SEND).

As stated in the School's SEND policy, the School welcomes boys who meet the admissions criteria including those who have SEND. The School recognises its duty to make reasonable adjustments for boys with SEND. Boys who are identified as having SEND will, like all others, be entitled to access the full School curriculum and be encouraged to take advantage of the opportunities on offer in all areas of School life.

Provision for boys with SEND is led by the Learning Skills department. The Head of Learning Skills manages a team of SEND specialist teachers who support boys identified as having additional learning needs. The team works in close partnership with the boy, his parents, House Masters, division Masters and the rest of the School community to ensure that the boy's needs are understood and met during his time at Harrow. Although the School does not have the facilities to offer highly specialised and intensive support, the SEND team supports boys with a range of needs.

Throughout a boy's five years at Harrow, he will be regularly monitored by his division Masters and, if necessary and in agreement with his House Master, referred to the Learning Skills department for further investigation and support.

Learning for all boys happens in the form room. For boys who have SEND, this will occur in tandem with the advice of the specialist SEND team in the Learning Skills department. SEND provision is carefully considered on a case-by-case basis for each boy and, where required, a bespoke plan of support is established. The input of division Masters and the House team, and the views of the boy and his parents, are integral to this process and the delivery of strategies and support.

BEFORE STARTING AT HARROW

Before a boy starts at Harrow, his parents are required to provide all current and historical documentation relating to their son's SEND and/or medical needs to the School. This may include reports from previous schools and relevant professionals such as educational psychologists, clinical psychologists, paediatricians and psychiatrists.



SHELL

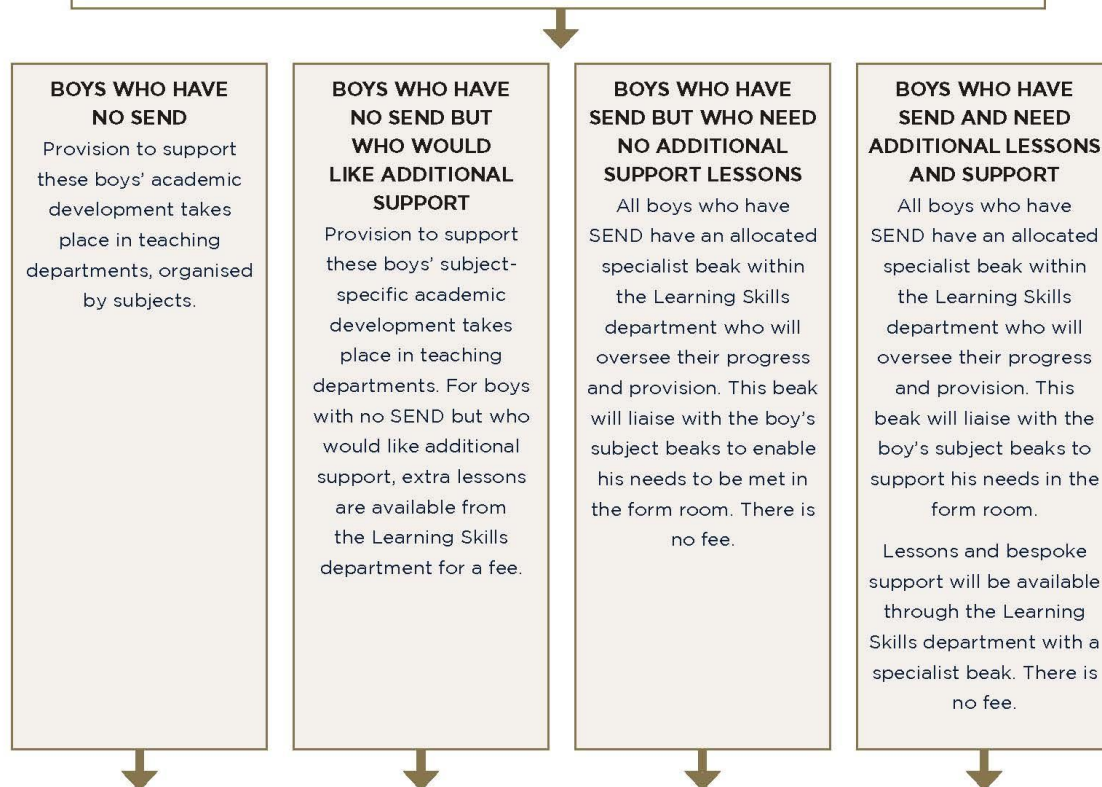
All pupils undergo baseline testing (MidYIS) in the first term of the Shell year. The Head of Data Analysis, the Head of Shells, and the Head of Learning Skills will use this data to identify boys at risk of having potential learning difficulties and thereafter further investigation, support and assessment will be considered. The Learning Skills Department may also use LUCID Dyslexia Screener to further screen boys for difficulties, in addition to other diagnostic tests.

All Shell boys who have existing SEND will be allocated a specialist caseworker in the Learning Skills department. Support will be bespoke and allocated according to need. For some boys, this will be in the form of one-to-one or small group lessons; for others, it might be through differentiation in the form room or through monitoring in tandem with the boy's House Master. Lessons are not usually provided for the first half term. This is to give boys time to settle into Harrow life and for the School to determine the provision that is most appropriate for their needs. Shell boys who enter the School with existing approved access arrangements will retain them until the point of review in the Spring term of their first year. These arrangements will be reconsidered at that point in the context of JCQ requirements.

At this point, boys will fit into two categories:

1. Boys who no longer meet the JCQ criteria will no longer receive access arrangements.
2. Boys who do meet the JCQ criteria for access arrangements will continue with their access arrangements until the point of review in the Spring term in their Remove year.

As the boys enter the Summer term, they are split into four strands:



REMOVE

In the Remove, boys who have access arrangements continue with them until the point of review at the beginning of the Spring term.

Lessons and appropriate methods of support are allocated on a case-by-case basis.

Detailed monitoring of these boys continues throughout the year through their SEND caseworker.

Boys who are new to Harrow in the Remove follow the same process as the incoming Shell boys.



FIFTH FORM

Boys in the Fifth Form continue with their access arrangements from the Remove.

Applications are made to JCQ for access arrangements by 21 February in the Spring term.

Lessons and appropriate methods of support will be allocated on a case-by-case basis.

Detailed monitoring of these boys continues throughout the year through their SEND caseworker. Any boy in the Fifth Form who aspires to apply to a US university should contact the Head of Learning Skills in the Spring term of the Fifth Form.

All Fifth Form boys are offered support with revision during the Spring and Summer terms.

At the end of the Fifth Form, with boys' A level and Pre-U selection in mind, a review takes place of all boys' learning support provision allocated both in and outside the School fee.

Boys new to Harrow in the Fifth Form follow the same process as incoming Shell boys.



LOWER SIXTH FORM

Boys in the Lower Sixth who have previously been granted access arrangements will continue with them until the Easter holidays. At this point, a reappraisal of these arrangements will take place in the light of the boys' presenting needs and the subjects that they have chosen to study in the Sixth Form. Lessons and provision will be then allocated on a case-by-case basis.

Lessons are not usually provided during the first half term of the Lower Sixth year so that boys have time to adjust to the demands of their new courses.

Detailed monitoring of these boys continues throughout the year through their SEND caseworker.

Boys new to Harrow follow the same process as incoming Shell boys.



UPPER SIXTH FORM

Boys in the Upper Sixth continue with their access arrangements as previously granted.

Lessons and appropriate methods of support are allocated on a case-by-case basis.

Detailed monitoring of these boys continues throughout the year through their SEND caseworker.

Applications are made to JCQ in the Spring term for access arrangements for the boys' public examinations.

Before heading to higher education, boys may request a summary of the information gathered by the Learning Skills department about their needs and provision.

All boys in the Upper Sixth are offered support with revision during the Spring and Summer terms.

CHARGES FOR ADDITIONAL SUPPORT

As outlined above, boys who have no SEND but who would like additional lessons from the Learning Skills department are charged a fee.

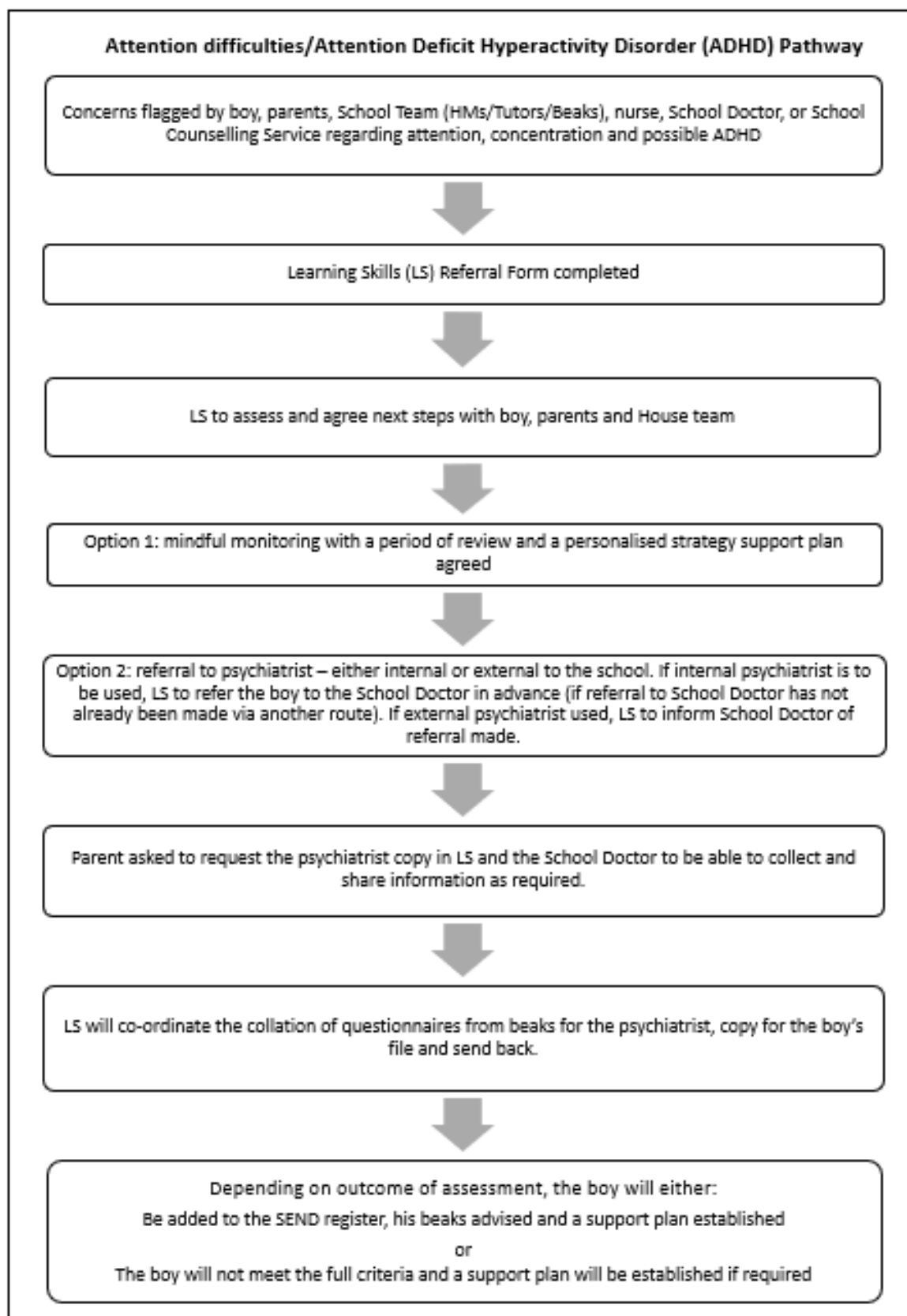
Each lesson in the Learning Skills department lasts 30 minutes. These lessons will be charged at £45 for an individual session, £30 for a group lesson involving two or three boys and one member of staff, and £20 for larger group lessons.

Any boy may be referred to the Learning Skills department by his House Master or by any of his division Masters over the course of his five years at the School. The first appointment made with the Learning Skills department is not chargeable. Following this consultancy stage, the Head of Learning Skills will then decide on one of patterns outlined below.

- 1) The boy has no SEND but would like additional support. The boy will, therefore, receive Learning Skills lessons with a charge made through the School bill.
- 2) The boy appears to exhibit evidence of SEND. A professional assessment will be considered. If an assessment is carried out and shows that the boy does not have SEND but he still wants to have additional support, the boy will be able to receive Learning Skills lessons with a charge made through the School bill.

All lessons in the Learning Skills department will be timetabled in advance. If a boy misses a timetabled chargeable lesson without sufficiently good reason in the judgement of his House Master, the standard charge will be made on the School bill.

APPENDIX 4: ADHD AUTISM PATHWAY



Social Communication Difficulties and Autism Pathway

Concerns flagged by boy, parent, School Team (HMs/Tutors/Beaks), nurse, School Doctor or School Counselling Service regarding social communication difficulties or possible autism



Learning Skills (LS) Referral Form completed



LS to assess and agree next steps with boy, parents and House team



Option 1: mindful monitoring with a period of review and a personalised strategy support plan agreed, this may include support from external specialists



Option 2: referral to psychiatrist - either internal or external to the school. If internal psychiatrist is to be used, LS refer the boy to the School Doctor in advance (if referral to School Doctor has not already been made via another route). If external psychiatrist used, LS to inform School Doctor of referral made.



Parent asked to request the psychiatrist copy in LS and the School Doctor to be able to collect and share information as required..



If required, LS will co-ordinate the collation of questionnaires from beaks for the psychiatrist, copy for the boy's file and send back.



Depending on outcome of assessment, the boy will either:
Be added to the SEND register, his beaks advised and a support plan established
or
The boy will not meet the full criteria and a support plan will be established if required