Special Education Needs (SEN) and Disability Policy

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This policy is for Bury Grammar School

1. Policy aims

The aim of this policy is to:

a. Set out clear guidelines which will ensure a consistent approach to providing for those pupils who have special educational needs and disabilities at Bury Grammar School ('**BGS**');
b. Establish clear procedures to be followed when a learning concern is raised about a child.

2. This policy has regard for

a. The Education (Independent School Standards) Regulations 2014 (as amended)
b. ISI Inspection Framework, September 2023 (last updated September 2025)
c. ISI Inspection Handbook, September 2023 (last updated September 2025)
d. Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015 (last updated September 2024)
e. Equality Act 2010
f. Children and Families Act 2014
g. Equality and Human Rights Commission guidance 'Reasonable adjustments for disabled pupils' 2019
h. Equality and Human Rights Commission guidance 'Technical guidance for schools in England' (last updated July 2024)
i. The Equality Act and School, DfE non statutory advice (May 2014)
j. Statutory framework for the early years foundation stage (July 2025)
k. JCQ General Regulations for Approved Centres and JCQ Access Arrangements Guidance.

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities and Diversity Policy and Accessibility Plan.

3. Scope of policy

This policy applies to all pupils in the Primary Division (including EYFS), Senior Division and Sixth Form and applies at all times whilst the pupil remains a pupil at the School. All teaching staff at the School are required to read and follow this policy.

4. Introduction

As a school, we may have pupils with physical disabilities, individual learning needs, including dyslexia, speech and language concerns, difficulties with handwriting and fine motor skills, poor reading and processing speeds, autistic spectrum disorders, hearing and visual impairment and also pupils who need support to access the academic curriculum, sport and the extracurricular programme. Such pupils may also need support in dealing with social issues and should be protected from stigmatisation which may surround their special education needs ('**SEN**') and disabilities.

BGS is committed to the equal treatment of all pupils including those with special educational needs and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

5. Implementation of policy

The Special Educational Needs and/or Disabilities Coordinator ('**SENDCo**') is responsible for ensuring that all parts of this policy are fully implemented. She liaises with staff, pupils and parents and ensures that the staff are provided with up to date and accurate information.

The Senior Teacher Inclusion in the Senior Division and Sixth Form and the Head of Infants in the Primary Division provide support for the SENDCo. In particular, by ensuring systems are in place (for example lesson observation, appraisal and INSET) which allow for high quality teaching and learning, and that progress is made by all pupils irrespective of ability.

6. Definition of Special Educational 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 them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them 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.
c) are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The expression 'learning difficulty' covers a wide variety of conditions and may include those known as an autistic spectrum condition, dyslexia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing.

Children will not be 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. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Long term means that the impairment will have lasted or be likely to last for 12 months or more.

Not all pupils who have SEN are disabled and not all disabled pupils have SEN but the School recognises that, understandably, there is overlap.

7. Roles and Responsibilities

a. Teachers

Each department includes within its Schemes of Work how it will meet the needs of pupils with SEN and disabilities within its subject area(s).

Individual teachers are responsible and accountable for the progress and development of pupils in their classes. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs. High quality teaching is differentiated and personalised to meet the needs of the majority of pupils. Some children will require arrangements to be tailored to their specific individual needs and this is defined as special educational provision. Teachers should ensure that there are no barriers to every pupil achieving in line with personal expectations. When a pupil is not making adequate progress, teachers, the SENDCo, parents, and where appropriate, the pupil themselves, should collaborate on planning support and teaching strategies.

All teachers are responsible for raising concerns about potential pupils with SEN and disabilities and passing on concerns to the SENDCo using the referral proforma; being aware of the individual needs of pupils with SEN and disabilities; differentiating their lessons to take into account the learning needs of pupils with SEN and disabilities, i.e. Quality First Teaching; ensuring they have up-to-date knowledge about the implications of dyslexia in particular and implementing appropriate strategies in their classroom teaching; positively reinforcing pupils with SEN and disabilities in the classroom; ensuring that assessment is used to inform the next stages of learning; where necessary, collaborating with the SENDCo to decide the action required to help pupils with SEN and disabilities make progress; making reasonable adjustments in accordance with the guidance outlined in the Pupil's Profile; checking that the pupil's progress is in line with academic potential and set targets; recording use of Access Arrangements in the shared spreadsheet within Learning Support on the Staff Public drive.

Teachers must be aware of:

- the confidentiality of data and information relating to pupils with SEN and disabilities;
- the procedures to be followed;
- the mechanisms which exist to allow them to access information about pupils with SEN and disabilities;
- how special needs may affect pupils of different ages;

- their commitment to keep the SENDCo informed about progress;
- their responsibility to make provision for pupils with SEN and disabilities.

Teachers respond to pupils' needs by:

- providing support for those who need help;
- planning to develop pupils' understanding through the use of varied teaching and learning methodologies;
- planning for pupils' full participation in learning;
- providing additional material, tasks or events to stretch gifted and talented pupils.

Pupils may have SEN and/or a disability either throughout or at any time during their school career. The School recognises that when it begins to make special educational provision for a pupil without an EHC plan, the pupil's parents **must** be told that such provision is being made; indeed involving parents effectively in the setting and review of outcomes from the outset leads to better progress and improved attainment overall.

b. SENDCo

The SENDCo is responsible for:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Principal and governing body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have an education, health and care (EHC) Plans
- maintaining the special education needs and disabilities ('**SEND**') register for Bury Grammar School;
- developing and managing a system for timely responses to requests for assessment;
- being the first point of contact for SEND referrals from teachers or parents;
- writing and reviewing Pupil Profiles and sharing and reviewing these with teachers, pupils and parents on a regular basis;
- regularly monitoring the progress of pupils SEN and disabilities and liaising with the relevant pastoral or academic teams;
- sharing relevant resources/ articles that will help classroom teachers with lesson planning, particularly for pupils with SEN and disabilities;
- ensuring that teachers are given any necessary information relating to a child's learning support needs and disabilities (if known) so that teaching practices are appropriate
- arranging appropriate training and INSET to develop classroom teachers' knowledge of high frequency SEN and disabilities ;

- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- overseeing intervention lessons;
- assisting the examinations officer to ensure provision for pupils with SEN and disabilities is in place;
- monitoring 'Evidence of Use of Access Arrangements' forms to ensure provision reflects normal way of working;
- working in partnership with external agencies/individuals to identify and support pupils with SEN and disabilities ;
- liaising with parents of pupils on the SEND register and ensuring parental insights are considered by the School to support their child's SEN and/or disability;
- ensuring that the Senior Leadership Team and Governing Body are kept informed on issues pertaining to SEND;
- advising on the effectiveness of SEND provision in relation to the 2010 Equality Act;
- liaising with Senior Teacher Inclusion to produce a budget on an annual basis to ensure adequate resources and funding is in place to support pupils with SEN and disabilities ;
- liaising with the Examinations Officer to ensure that all Access Arrangements are facilitated. For example, the SENDCo and Examinations Officer together ensure that there are sufficient resources available, e.g., suitable rooms, laptops and Reader Pens;
- ensuring that the assessment process is conducted correctly by the educational psychologist or specialist assessors and that the qualifications of such persons have been verified and meet the required threshold for JCQ in respect of access arrangements;
- in line with JCQ Access Arrangements the SENDCo must present documentation to the JCQ Inspector during an Access Arrangement or General JCQ visit. If the SENDCo is absent, then the Senior Teacher Inclusion would make such documentation available.

c. The Senior Leadership Team

SLT are responsible for ensuring that the SEND policy is implemented. SEND issues will be addressed by the Senior Teacher Inclusion at SLT meetings for the Senior Division and Sixth Form and the Primary Principal for the Primary Division (including EYFS).

d. The Principal

The Principal is responsible for:

- the day-to-day management of the School, including SEND provision;
- keeping the Governing Body well informed about SEND within the School;
- ensuring that the School has clear and flexible strategies for working with parents, which encourage their participation in their child's education.

e. The Governing Body

The Governing Body is responsible for determining school policy and provision for pupils with SEN and disabilities.

The Governing Body will ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

f. Parents

The School values the contribution that parents make and the critical role they play in their child's education. The development of a strong partnership with parents will enable pupils with SEN and disabilities to achieve their potential and flourish. To this end, parents **must** inform the School of any known SEN and/or disability when their child joins the School.

Parents will be supported and enabled to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have input into how their child is educated;
- plan for their child's full participation in learning;
- have access to information, advice and support during assessment and any related decision making processes about SEND provision.

Parents are involved in supporting the target setting process for their child and we encourage active participation by providing guidance on how they can support their child's learning at home.

The School provides an annual written report for parents on their child's progress, and Parents' Evenings take place once or twice each year depending on the pupil's Year Group.

In the Senior Division and Sixth Form parents also receive Assessment Grade sheets and Examination sheets at regular intervals throughout the year, which give an indication of how their child is performing in relation to their Target Grades.

In the Primary Division (including EYFS) pupil attainment is shared with parents on a regular basis. This may include face-to-face contact, interim grades and online learning journey logs (EYFS only).

In accordance with the School's 'Open Door' policy, parents are encouraged to contact their child's Class teacher or Form Tutor in the first instance and/or the SENDCo as needed either by telephone or appointment.

Others within school providing services for pupils with SEN and disabilities:

- Counsellor
- Teacher of SEND
- Designated Safeguarding Lead
- Examinations Officer

- Librarian
- School's Health Support Worker
- Pastoral Officer
- Senior Teacher Inclusion

8. Identification of pupils with SEN and disabilities and procedure to be followed

The majority of pupils in Bury Grammar School have their needs met through quality first teaching that involves inclusive classroom arrangements, including appropriate differentiation and provision by the classroom teacher.

All staff are responsible for identifying pupils with SEN and disabilities. The SENDCo will work with staff to ensure that those pupils who may need additional or different support are identified and the needs of the whole child are considered.

If at any stage in a pupil's time at Bury Grammar School a parent is concerned about their child having special educational needs, they are actively encouraged to speak directly with the SENDCo. At the 'Assess' stage, we follow the steps outlined below:

- Sharing information from/and transitional arrangements with the previous school or setting. This includes contacting primary feeder schools to get to know pupils with SEN and disabilities . Parents are also expected to share information about their child if they have additional educational needs prior to joining BGS.
- All pupils at Bury Grammar School will sit baseline data tests at various points during their school career. The School will use this information to identify pupils with SEN and disabilities who may need further assessment and support.
- Classroom teacher and form tutor input. Teachers are encouraged to raise SEND concerns about a particular child with the SENDCo. This may be done via the SEND referral form on SharePoint. Where it is fairly apparent that a pupil has SEN and/or a disability, teacher concerns and data will be shared with parents by phone, letter, email or at a parents' meetings.

9. Assessment of pupils with SEND

Once a referral has been made to the SENDCo, information will be gathered from the pupil's subject teachers. In the Senior Division and Sixth Form if a pupil is suspected of having a cognitive specific learning difference (dyslexia) the SENDCo, who is a member of AMBDA, or the Teacher of SEND will carry out the initial screening assessments and, if necessary, make recommendations for further specialist assessment. For other SENDs the SENDCo will collate information, liaise with the parents and pupil and, where appropriate, make recommendations for further specialist assessment by external agencies or encourage the parents to consult their family GP to seek a referral.

In the Primary Division (including EYFS), for both cognitive and medical SENDs, the SENDCo will carry out an informal assessment of the pupil and working in cooperation with the pupil and the parents, make recommendations for further specialist assessments if it is felt it is necessary.
BGS does not pay for private educational psychology reports. The SENDCo will always refer parents to our preferred Educational Psychologist / Specialist Assessor as specified by JCQ guidelines. Where a recommendation is made, the School will verify the qualifications of the educational psychologist / assessor.

Once the SENDCo or Teacher of SEND has conducted the screenings/assessments or received specialist reports, parents will be contacted and invited to discuss the findings of reports and their desired outcomes. Where appropriate, pupils will be invited to contribute their own views on outcomes that may be important to them. It is at this point that support mechanisms are put into place to help achieve the agreed outcomes.

10. Support to meet the needs of pupils with SEND

Once a specific learning difficulty for a pupil has been assessed, the SENDCo working with staff, parents and the pupil concerned will produce a Pupil Profile (PP). This will detail how to support the pupil at school, parents' responsibilities, and where appropriate, set individual targets. This will be distributed to all subject staff and reviewed on an annual basis or as required.

In the Primary Division (including EYFS), guided support is available for pupils with reading difficulties. This could be in the form of paired reading with an able Year 6 pupil or on a 1:1 basis with the class teacher, the SEND department or the School Librarian. Within the Primary Division curriculum, the pupils have guided reading and shared reading sessions either in class or with the Form Tutor. In the EYFS class teachers, supported by support staff, regularly hear all the pupils read individually.

In the Senior Division and Sixth Form, the SEND department and subject specialists provide assistance, for those pupils who need more directed support, for example for GCSE pupils nearing their exams.

If a pupil is entitled to access arrangements in examinations, the SENDCo will ensure that necessary documentation and applications are made with the Examinations Officer to JCQ. Access arrangements are reviewed throughout the year to ensure pupils are receiving appropriate support.

In the Primary Division, pupils completing assessments should receive the support stipulated in the Pupil Profile.

11. Reasonable adjustments

The School is committed to treating all pupils fairly. In light of the School's obligations under the Equality Act 2010, the School will seek to ensure that disabled pupils are not put at a substantial disadvantage, by comparison with pupils who are not disabled, by making reasonable adjustments:

1. to policies, criteria and practices (i.e. the way the School does things); and
2. by providing auxiliary aids and services (i.e. provision of additional support or assistance).

There is no standard definition of an auxiliary aid or service. Anything which helps, aids or renders assistance for disabled pupils or applicants is likely to be an auxiliary aid or service. Examples could include:

- pieces of equipment;
- extra staff assistance;
- note-taking;
- induction loops;
- audio-visual fire alarms;
- readers; and

- assistance with guiding.

The School is not required to remove or alter physical features to comply with the duty to make reasonable adjustments for disabled pupils or applicants. Similarly, the School is not required to provide auxiliary aids for personal purposes unconnected with its provision of education and services.

School staff seek to understand the needs of each and every pupil and to ensure that all pupils have the chance to make good progress according to their ability. In practice, making reasonable adjustments can be a daily, iterative process. Adjustments can often be made by staff at short notice or no notice, for example, taking steps to ensure that a child has understood instructions, or that they are seated where they are able to hear and concentrate.

Once any required adjustments have been identified, the School will consider whether they are reasonable adjustments for the School to make by reference to the following factors:

- whether it would overcome the substantial disadvantage the disabled child is suffering;
- the practicability of the adjustment;
- the effect of the disability on the pupil;
- the cost of the proposed adjustment;
- the School's resources;
- health and safety requirements;
- the need to maintain academic, musical, sporting and other standards; and
- the interests of other pupils (and potential pupils).

The School will discuss the proposed adjustments with parents and, where appropriate, the pupil, SENDCo, and (with the parents' consent) any appropriate third party, which may include, for example, a medical practitioner or educational psychologist. The School will communicate any decision regarding reasonable adjustments with parents and the child (where appropriate).

Parents can assist the School in this process by ensuring that staff are informed of their child's needs, making available any relevant reports, assessments and information and working with the School if appropriate to implement any measures or reinforce any strategies put in place.

Where, despite reasonable adjustments to assist a child's access to educational provision and the other benefits, facilities and services the School provides, a disabled pupil is evidently still at a substantial disadvantage, the School may draw this to the attention of the parents and make recommendations. This might include, for example, seeking further external professional advice, seeking a statutory assessment, additional support funded by the parents or other external sources.

If the parents feel that there are further particular adjustments the School could make, parents may write to or speak with their child's class teacher, in the first instance, or the SENDCo. Parents are encouraged to provide copies of any medical or specialists reports as evidence of the adjustments required.

12. Review the progress of pupils with SEN and disabilities

All pupils at Bury Grammar School are monitored for their progress set against targets made using initial baseline data, which is updated throughout the various key stages in their school career. The SENDCo will liaise with the Senior Teacher Inclusion to assess the data.

Any individual pupil who has SEN and/or a disability is also monitored by the SENDCo with the support of the Senior Teacher Inclusion in the Senior Division and Sixth Form and the Head of Infants in the Primary Division (including EYFS). Meetings will be held at regular intervals to review the progress of pupils with SEN and disabilities. Any concerns about progress will be communicated to parents throughout the course of the year, not just at the review stage.

13. Education, Health and Care Plan (EHC plan)

The majority of children and young people with SEN or disabilities will have their needs met within the mainstream setting of BGS. However, parents and the School have the right under section 36(1) of the Children and Families Act 2014 (Part 3) to ask the local authority to make an assessment with a view to drawing up an EHC plan. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care). The School does not have this right of appeal.

Where either a prospective pupil has an EHC plan, or a current pupil obtains their first EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will co-operate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in Section I of the EHC plan. In all other circumstances charges will be made directly to parents, unless the additional services can be considered to be a ‘reasonable adjustment’ where no charge will be made, in accordance with the provisions of the Equality Act 2010.

14. Admissions

We do not discriminate in any way regarding entry. We welcome pupils with special educational needs, provided that the School can offer them any support that they require and cater for any additional needs and that our site can accommodate them. We will consider resources available to us and have due regard to the safety, welfare, needs and wellbeing of all pupils, including the pupil with SEN and/or a disability.

Where a prospective pupil is disabled, the School will discuss with parents (and their child's medical advisers, if appropriate) the adjustments that can reasonably be made for the child if they become a pupil at the School, to ensure that the prospective pupil is not put at a substantial disadvantage compared to a pupil who is not disadvantaged because of a disability.

There may be exceptional circumstances in which we are not able to offer a place for reasons relating to a child’s disability. For example, if, despite reasonable adjustments, we feel that a prospective pupil is not going to be able to access the education offered, or that their health and safety or those of other pupils or staff may be put at risk, we may not be able to offer a place at the School.

The School's Admissions Policy can be found on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and disabilities.

15. Withdrawal

If, in our opinion, the School is unable to meet a child's needs or, in the case of a child with an EHC plan we are unable to meet the provisions of the plan, we reserve the right, following consultation with parents, to request or require the withdrawal of a pupil from the School. In these circumstances the School will support the parents in finding an alternative placement which will meet the child's needs. Any decision to request withdrawal or require the removal of a pupil will be made as a last resort and in line with the terms of the parent contract.

Fees in lieu of notice will not be chargeable in these circumstances.

16. Access Arrangements for examinations

Access arrangements are agreed before an assessment. They allow pupils 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 pupil 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'. BGS ensures that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working.

The SENDCo works closely with all teaching staff and the Examinations Officer in order to make sure that exam access arrangements are appropriate and trialled in end-of-year exams, mocks and, following application to the awarding bodies, terminal summer exams. Further details of access arrangements for examinations can be found at Appendix 1 of this policy.

Parents should speak with their child's form teacher or the SENDCo with regard to any application for additional support as soon as reasonably practicable. The SENDCo will process applications for appropriate examination access in conjunction with the child's form teacher and Head.

17. Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the Designated Safeguarding Lead (DSL) as appropriate. The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

18. Parental responsibility

To ensure that parents and pupils can be given the most appropriate advice and support, it is important that all relevant information and documentation about any possible special educational need and any history of learning support is shared with the School. Parents must provide the SENDCo with copies of any reports or recommendations concerning the pupil’s special educational needs or disability from previous schools or elsewhere. Parents agree to do this when completing the registration form and accepting the terms and conditions of the parent contract.

19. Three-year accessibility plan

In line with its duty under the Equality Act 2010 the School’s three-year Accessibility Plan sets out how the School will:

- increase the extent to which disabled pupils can participate in the School's curriculum;
- improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and

- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

A copy of the School's Accessibility Plan can be provided upon request by writing to schooloffice@burygrammar.com.

20. Training

The Inclusion department will provide regular updates to staff as appropriate and will arrange training for staff from time to time in strategies aimed at early identification and support of children with SEN and disabilities.

21. Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's form teacher or the SENDCo if their child's progress or behaviour gives cause for concern.

We hope that any difficulty or concern can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which applies equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send parents a copy of the Complaints Procedure on request.

22. Management, monitoring and review

This policy will be strictly implemented by staff and be subject to annual monitoring following the Summer public examination sessions to ensure that it is being consistently applied and incorporates regulatory changes.

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Appendix 1: Guidelines for Access Arrangements and reasonable adjustments

Full details of the most recent Access Arrangement and Reasonable Adjustments for pupils with disabilities and learning difficulties can be found at JCQ-AARA-2025_FINAL.pdf

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that an individual learner has a disability, defined as 'a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.'

The provision of access arrangements would normally follow a significant history of learning difficulties. Late identification of learning difficulties can occur in very exceptional circumstances, but concerns should normally be raised during the early months of a course leading towards an examination. It is recognised that, in a selective environment, high attaining pupils may have adopted strategies which allow them to cope with their disability and mean that this does not become apparent until their work becomes progressively harder. However, every effort will be made to gather appropriate evidence from staff, parents and pupils to ensure that identification of need is made in a timely fashion so that a pupil's normal way of working is well established prior to any access arrangements being in place.

At BGS, pupils are identified as having a possible need using a combination of one or more of the following:

- baseline testing completed at the start of Year 7 and/or at the start of Year 10 and/or at the start of Year 12;
- information from primary schools for pupils joining us at Year 7 and from Secondary schools for pupils joining later on during their school career, including at Year 12, which indicates a history of need and/or provision;
- information from parents sourced at the time of a pupil joining the School or during the pupil's time at the School;
- subject teacher referral during the course of KS3, 4 (and/or 5), demonstrating a history of need throughout the Senior School, with concerns passed on to the SENDCo;
- subject teacher referral and/or referral by a Head of Department following end of year examinations and/or regular whole-year assessments;
- pupil or parental concerns expressed to teaching or pastoral staff and/or the SENDCo;
- specialist diagnostic testing which indicates a significant learning need and indicates that modification may be required to ensure equal access;
- medical diagnosis suggesting modifications may be required to ensure equal access.

In order to be eligible for examination access arrangements, the Centre must demonstrate that the arrangements made reflect the pupil's normal way of working, including during internal tests. Where a late diagnosis is made, "normal way of working" may be evidenced by ensuring that the pupil has had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

The SENDCo would need to establish that any arrangement would have been the normal way of working had an earlier diagnosis been made.

Pupils may not require the same access arrangements in each subject and specification. Applications should consider the need for access arrangements on a subject by-subject basis.

The arrangement(s) put in place must reflect the support given to the pupil in the centre, for example:

- In the classroom (where appropriate);
- Working in small groups;
- Intervention lessons;
- In internal school tests/examinations;
- In mock examinations.

This is commonly referred to as 'normal way of working'. For pupils with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the SENDCo, to demonstrate a history of need, support and provision and normal way of working. The arrangement must not be suddenly granted to the pupil at the time of their examinations. Approved access arrangements, or provisional access arrangements are put in place for internal school tests, mock examinations and examinations.

Access arrangements and reasonable adjustments

All applications must be processed using Access Arrangements Online.

Applications for Access Arrangements in examinations will be made to JCQ or the awarding bodies when the following criteria have been met.

Supervised rest breaks

For a pupil to be granted a rest break the SENDCo must be satisfied that:

- The candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the pupil is disabled within the meaning of the Equality Act); and
- There is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- Cognition and learning needs;
- Communication and interaction needs;
- A medical condition;
- Sensory and physical needs;
- Social ,emotional and mental health needs.

In addition, the pupil's difficulties must be supported by specialist evidence and established within the centre and thus known to a Form Tutor, Head of Year, the SENDCo and /or a senior member of staff with pastoral responsibilities.

If an injury occurs close to the examination time, Supervised Rest Breaks may be considered to be a suitable Access Arrangement. Again, this Access Arrangement should be supported by a doctor's letter.

Extra time based on a diagnosed learning difficulty

This arrangement can only be awarded following an educational assessment supported by a Form 8. If an external Specialist Assessor or Educational Psychologist carries out the educational assessment:

- BGS must be involved from the outset in providing a picture of the need of the pupil to inform the Educational Assessment.
- The Assessor must be suitably qualified and hold an up-to-date current certificate of assessment which must be shared with the School.
- The Assessor must have an established working relationship with the School.
- The SENDCo must write the Form 8 and send it to the Assessor to inform the Assessment.
- The Form 8 must be signed and returned to the School from the Assessor and it must support the Access Arrangement.
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using access arrangements online.
- BGS will NOT be able to accept a Form 8 from a previous school (for example in the case of a pupil joining the Sixth Form). That pupil will need to be reassessed by an Assessor who has an existing relationship with the School.
- Extra time may not be appropriate in practical examinations.

Extra time based on a medical need (vision impairment, ASC etc.)

A letter/report from a specialist such as CAMHS, HCPC registered Psychologist, Hospital Consultant Local Authority Specialist Service should indicate how the medical need has a substantial and long-term adverse effect on the pupil's speed of working (in accordance with JCQ AA).

In both of the above cases for extra time, the following criteria must also be met in order to secure an application for Access Arrangements to JCQ:

- the Access Arrangement must have been trialled in the mock examination. It is unreasonable to allow a pupil to have Access Arrangements if they have not had the opportunity to trial it under similar conditions since this may put the pupil at a disadvantage;
- the Access Arrangement must be (or become) the pupil's normal way of working. Evidence must be gathered of the normal way of working over a substantial duration of the course. It is unreasonable to allow a pupil to have Access Arrangements if they have not built up a

normal way of working throughout a substantial amount of the course in classwork, homework, class tests and mock examinations;

- the Access Arrangement must be supported by teaching staff. It is unreasonable to allow a pupil to have Access Arrangements if the evidence from staff suggests that they do not use their Access Arrangement in their subject.

Other Access Arrangements

The list below is not exhaustive, and all Access Arrangements at BGS are dealt with in a similar manner.

Laptop/Word processors

The School will provide a word processor (laptop) with the spelling and grammar check facility/predictive text disabled (switched off) to a pupil for use in their exams where it is their normal way of working.

Work on a laptop will only be allowed in an examination in the case of an established need identified in an Educational Assessment. A pupil cannot simply request a laptop because they prefer to use one, are faster when they use one, or because they have used one throughout their course. It is the expectation that the majority of examinations will be carried out using the examination paper and pen.

Please refer to the Laptop Policy for further information on this.

Read Aloud

The Access Arrangement of Read Aloud should ideally be supported by a recommendation in an Educational Assessment; it must become a pupil's normal way of working in internal tests and examinations.

Reader pen

Pupils will be granted the use of a reader pen if it is their normal way of working in internal tests and examinations. This will ideally be supported by a recommended in an Educational Assessment.

Prompter

A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

Modified papers

In the case of a long-established physical need (e.g., Vision Impairment) which is supported by a medical specialist's letter/report, a pupil may qualify for a modified paper.

Access Arrangements application deadline

The deadline for applications to Access Arrangements online for the summer public examination sitting is stipulated in the JCQ Access Arrangements and Reasonable Adjustment document.

In order for reasonable adjustments to be made and quality evidence to be gained in support of the Access Arrangements, it is advisable for a Specialist or Educational Assessment to take place as early as possible in the course.

Emergency Access Arrangements

Temporary arrangements may be required by pupils suffering from medical or psychological illness or injury. Pupils with an illness or injury which has a direct impact on their ability to access the examination should obtain a letter from a consultant or other professional giving a brief outline of their condition and the Access Arrangements that are deemed to be necessary. For example, a right-handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around.

In all cases where an Access Arrangement or a reasonable adjustment is needed, the School is entitled to expect reasonable notice to carry out its responsibilities. Where a need for Access Arrangements has been identified before an examination session, the Examinations Officer and SENDCo should be provided with medical evidence in reasonable time.

Temporary arrangements last for one examination session. If the condition persists, a letter from a consultant or other professional will be required for the next session.

SEND Policy Issues and Updates

Date	Policy version	Summary of key change(s)
10.9.23	2	Updated job titles throughout the policy
9.9.24	3	Updated job title of Primary division teacher in charge of SEND and link to AARA booklet.
1.9.25	4	Updated title to SENDCo from Head of Learning Support or SENCo. Updated link to JCQ regulations. Section 6 – updated to amend job titles and add people to the list Section 8 – updated to state that SENDCo or Teacher of SEND carry out the screening
20.1.26	5	Policy updated throughout including updates to definitions, the role of the SENDCo, admissions and new sections on reasonable adjustments, bullying and withdrawals,
06.06.26	6	Minor changes made to awarding of ET for pupils with learning difficulties to reflect changes in JCQ rules (March 2026).