

Frensham Heights Special Educational Needs Policy

Aims

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The school provides full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996). At Frensham all students are valued and respected. Frensham is committed to providing both equal access for all within the broad and balanced curriculum of which they are entitled. Special educational needs and learning disabilities may take many forms, whether short-term or long-term. At Frensham, these needs are met through high standards of teaching and learning that are responsive to individual needs.

The aims of this policy are:

- to promote good practice in our detection and management of special educational needs
- to explain the support that Frensham can provide for students who have learning difficulties and the co-operation required from parents to allow them to thrive

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

Guiding Principles

All teachers at Frensham are teachers of Special Educational Needs and Disability (SEND) and they work closely with the Director of Support for Learning, the Junior School Head of Support for Learning and the Early Years SENCo alerting them to any concerns that they may have.

The responsibilities of these appointed persons include:

1. overseeing the day-to-day operation of Frensham's policy on special educational needs, learning difficulties and disabilities;
2. liaising with parents and other professionals in respect of a student's special educational needs;
3. ensuring that relevant background information about individual students with special educational needs is collected, recorded and updated and that learning plans are in place.

Frensham's approach to the detection and management of learning disabilities is guided by the SEND Code of Practice 0-25, Department for Education (DfE) and Department of Health (DH), January 2015, or any substituting or amending code of practice issued from time to time by the DfE and DH.

Objectives

At Frensham, every member of staff works to ensure that each student can access the curriculum. We recognise that the students' academic attainment and progress are

inextricably linked with their pastoral welfare and for this reason the Support for Learning Department work closely with other members of the teaching and support staff in reviewing each student's achievement and progress in the broader context of their well-being. In doing so they ensure that the pastoral and academic needs of the students are met and that they are helped to fulfil their intellectual potential.

Identification of Need

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Frensham recognises that a child has a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age nationally
2. have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post 16 institutions
3. are under five and fall within the definition at 1 or 2 above or are likely to do so when of compulsory school age if special educational provision was not made for the child

Frensham recognises that the definition of 'disability' has some overlap with the definition of 'special educational needs' (Children and Families Act 2014) and further information relating to our provision for disabled students (including those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability') can be found in the separate Disability Policy.

A child must not be regarded as having a learning difficulty solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home (section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be assessed by the Teacher in Charge of EAL and will be provided with appropriate support on condition that it is within the Frensham's capacity to support the student as established on admission. Please refer to the Frensham's Language Policy for more information.

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

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

We are guided by the overarching principle of the graduated approach as described in the SEND Code of Practice (SEND COP) with the four stages of action: assess, plan, do, review (SEND COP 2015 5.38). The form this graduated approach may take will be appropriate to the student's setting and age.

This approach may include some of or all the following:

Baseline tests: These are carried out in the form of regular assessments both formative (continuous and informal by the teacher) and summative (end of topic/unit/year formal test) using baseline tests from GL Assessment, NFER and the Centre for Evaluation and Monitoring (CEM) amongst others. The results of these tests allow a better understanding of the individual profiles of our students and enable appropriate differentiation of the teaching for that cohort. The tests used are not diagnostic, but they do allow detection of circumstances which may need further investigation, monitoring or formal assessment. The cost of these tests is included in the fees and no specific preparation is needed.

Screening tests: Students in Years 7, 8 and 9 and new entrants to the School will be screened in order to detect any problems with Literacy and Mathematics. It is important to note that these tests are not diagnostic in nature, nor do they encompass all areas of individual need. Nonetheless, if the results of the screening test point to a possible learning difficulty, the Support for Learning Department Support will contact parents and make recommendations. The cost of these tests is included in the fees and no specific preparation is needed.

Tracking: The results of baseline tests and screening tests are monitored alongside additional data including internal and external examination results and progress measures throughout the year. Discrepancies are always investigated, and where there is no apparent pastoral reason for underperformance a learning need is always investigated.

Formal assessment: If the test results, tracking data or teacher observations indicate that a student may have a learning difficulty which ought to be assessed without delay, the student's parents are asked to agree to their child being formally assessed by a specialist assessor. The cost of assessment by an external assessor must be borne by the parents. Following an assessment parents will be invited into school to discuss the findings and, if appropriate, a Frensham Focus will be written or amended to take into account the recommendations made. The Support for Learning Department will ask parents to agree to follow his/her recommendations unless there are persuasive reasons to the contrary. Where an outside agency is employed, the professional will be recommended by the Support for Learning Department, Educational Psychologist or Occupational Therapist will conduct assessments of Students where at all possible. The Support for Learning Department will liaise with the appropriate professional as to the suitability of each assessment according to the Students' needs. Educational Psychologists and Occupational Therapists will be known to the school, whereby all qualifications and certificates provided, will be kept securely and checked by the School including their DBS.

SEND Support

If assessment results, tracking data or teacher observations indicate that there may be a learning difficulty, but the circumstances are not such as to indicate an immediate formal assessment, monitoring of the student continues and, if necessary, implement short-term targeted help. In such instances the necessary dialogue between school and parents, and any agreed actions, will be shared with the relevant parties. This additional level of tracking, monitoring or in-class differentiation enhances the holistic view of the student and provides important evidence for any future formalised assessment.

Where a learning need is suspected or identified, the following age-appropriate procedures are put in place-

Junior School (Nursery – Year 6)

The EYFS follows the SEND Code of Practice to implement the graduated approach within the EYFS and its framework. All adults working with students in early years are duty bound to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The EYFS framework also requires practitioners to review children's progress and share a summary with parents.

For all Junior School students, when the class teacher, another member of staff, parent, or an outside agency expresses concern regarding a child's progress and development the student's needs are discussed with the relevant staff. Any concerns are shared with the parents by the class teacher and the student is closely monitored to see if their needs are preventing them making expected progress. If necessary, a plan and targets are written in consultation with the class teacher, parents and the Support for Learning Department.

In most cases the student's individual needs are met through increased differentiation and support in the classroom but if, after support has been given, a student's progress continues to be of concern, it may be necessary to draw up a Frensham Focus. The Frensham Focus will always include the views of teachers, parents and, most importantly, the student depending on their age or understanding. How this information is gathered will be tailored to be appropriate for the student in question. The Frensham Focus is an integral part of the graduated approach demonstrating what has been learned from the assessments gathered, with targets written in student-friendly language. The plan will be carried out by all appropriate adults and form a communication between school and home so the student has consistency of action between both environments. The Frensham Focus will have a specific review date when the final part of the graduated approach will be carried out to ascertain what successes have been achieved and what the next steps may be. It may be the case that following the implementation of the Frensham Focus, a referral for further professional assessment may be recommended. When a student has had an assessment with an external specialist, the Head of Support for Learning, Junior School will meet with the student's parents and other relevant members of staff in order to discuss the report. In the light of the suggested recommendations, new targets will be set and fresh strategies implemented in order to support the student's progress.

Frensham endeavors to make all reasonable adjustments to ensure that a student can access the curriculum adequately, but recognise that some additional support may be needed. In the Junior School group sessions run for English and Maths where a group of students has been identified as needing support, this would be highlighted in the baseline assessments and discussions would be had with class teachers, parents and the Support for Learning Department. Frensham is flexible and does recommend 1:1 individual support for students with identified learning difficulties with specialists in dyslexia and dyscalculia. The cost of these sessions is borne by the parents, unless the additional services are considered to be a "reasonable adjustment" where no charge will be made, in accordance with the provisions of the Equality Act 2010.

Frensham recognises that it is unlawful to discriminate directly or indirectly because of disability arising from an identified special educational need.

Year 7 – Year 13

In most cases the student's individual needs are met through high quality teaching and additional differentiation in the classroom. Teachers follow advice given by the Support for Learning Department. Regular communication between subject teachers, the pastoral team and the Support for Learning Team ensures that appropriate progress is being made. Where necessary, a member of the Support for Learning Team may suggest one or more of the following:

Monitoring: To look at emerging learning difficulties or the need for an examination provision which is not in response to a diagnosed learning difficulty. Monitoring status does not indicate that the student is on the SEND Register.

The drawing up of a Frensham Focus plan: If it is agreed that the student's needs are such that intervention would be beneficial, a member of the Support for Learning Team will draw up a plan in consultation with the student, parents and Educational Psychologist/Specialist assessor if appropriate. This plan is kept under regular review.

Additional advice for SEND students: All students are given advice with regard to subject choices and University admissions. However, we recognise that those with SEND may need additional help in deciding the best way forward and the options available to them.

The use of technology: Provision is made for a student to use an electronic device for word-processing where one of the criteria set out in Appendix 1 is satisfied.

Adjustments to the curriculum: The curriculum may be adjusted to reflect the needs of an individual student in consultation with the Deputy Head (Teaching and Learning) and parents – for example, reducing the number of languages studied in KS3 or the number of GCSEs studied at KS4.

Attendance at subject-specific support sessions: A department may hold ‘surgeries’ to provide additional support for students, both on an optional ‘drop in basis’ and as part of a targeted programme, in consultation with the subject teachers.

Specialist materials: A student with learning difficulties or disabilities may require specialist equipment such as reading rulers, coloured paper or enlarged font, and this is accommodated for.

If there are concerns regarding the need for access arrangements such as extra-time, the concern should be raised with the Director of Support for Learning. If the concern is raised by a teacher, then they will be in contact with the Director of Support for Learning. If the concern is raised by a parent or a student, then they should bring this to the attention of the individual’s tutor who will in turn contact the Director of Support for Learning. Information will then be gathered to determine whether or not there is enough evidence to warrant the employment of an outside agency to carry out further assessments in accordance with JCQ requirements. Outside agencies will be directly employed by the school and parents should not seek to employ a private assessor. The outside agency will be known by the school and where possible the assessments will take place during school hours on the school premises. A meeting between the assessor and the Director of Support for Learning will be held directly after the assessment to discuss the results. The Director of Support for Learning has the responsibility of ensuring that the assessor meets the academic requirements needed to carry out the assessments and will keep a copy of the assessors’ qualification available for inspection and their DBS.

In certain exceptional cases, students may be allowed to word process their examination scripts rather than write them out by hand. In this instance evidence will be provided. In consultation with teachers and the Director of Support for Learning will meet with the Examinations officer and the Deputy Head (Teaching and Learning) to determine the need of a laptop.

Monitoring and Evaluation

Some students with special education needs or learning difficulties may also have a disability. Frensham will make all reasonable adjustments in order to afford opportunity to disabled students. However, if, despite such reasonable adjustments, Frensham is unable to provide adequately for the student’s needs, Frensham may decline to offer a place to a student. Alternatively, if a student's needs change whilst at the school and after reasonable adjustments, their needs cannot be met, parents may be requested to withdraw their child from the school.

Frensham recognises that students at school with medical conditions should be properly supported so that they have full access to all aspects of education. Some students with medical conditions may also be disabled and where this is the case Frensham will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have a special educational need (SEN) and in this case the School will be guided by the SEND Code of Practice (2015).

Safeguarding and SEND

Recent amendments (September 2018) to the DfE's Keeping Children Safe in Education highlight the following regarding SEND students. Staff should be aware that certain groups of children are potentially more at risk. Evidence shows that children with SEND are one of those groups at greater risk.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- I. is disabled and has specific additional needs; and/or
- II. has special educational needs (whether or not they have a statutory Education Health Care Plan)

Frensham recognises that students with special educational needs or learning difficulties may be at risk of being bullied or other kinds of 'peer on peer abuse' (for further reference to the types of peer on peer abuse see KCSIE 2018 and Frensham Safeguarding and Child Protection Policy). Frensham has an Anti-Bullying Policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

Frensham is aware of a necessary joined-up approach in terms of students' welfare and that safeguarding is a fundamental duty of care for all members of staff. The Support for Learning Department are made aware of any wellbeing or safeguarding concerns by the Designated Safeguarding Lead or relevant Deputy Designated Safeguarding Lead.

Academic Matters

Frensham caters for the needs of students of all abilities by looking at the needs of each student and cohort holistically.

At Frensham, mixed ability teaching is deemed to be the most appropriate arrangement in most departments and year groups. Setting is used sparingly at Frensham and is used in certain cohorts to enhance the learning experience for the students of varying needs. Assessment is conducted via regular testing, end of year examinations and continuous teacher evaluation in Year 7 and above to determine where setting would be appropriate.

In accordance with all good teaching styles, departments attempt to exercise considerable care when devising tasks and activities, the nature, features and requirements of which will enable them to be accessible to all students. When undertaking this task, teachers should pay particular attention to the part of the policy which deals with differentiation.

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs.

Liaison with Parents

Frensham will do all that is reasonable to report and consult with parents about their child's learning difficulties. Parents are kept informed of any intervention and, where necessary, will be invited to school to discuss their child's individual learning needs and next steps. Provision is reviewed regularly and at a time appropriate to the individual's needs; parents are invited to be part of that review.

Parents bear the overall responsibility for taking decisions about the management of their child's learning difficulties. A parent who would prefer to have a formal assessment instead of learning support is advised to consult with the person responsible for SEND in their child's stage. Frensham advises against privately commissioned reports (see 'Examinations' below) without prior consultation but where these do take place parents must ensure that copies are submitted of all advice and reports received.

In order to ensure adequate monitoring and provision from the outset (see Registration Form and Admissions policy), all prospective parents are asked to:

- I. disclose information relating to any previous concerns or testing of a SEND nature
- II. provide a copy of any report or recommendations which have been made in relation to special educational needs at any previous school or elsewhere within the last 24 months

Students with a diagnosed SEND or learning difficulty will, by the nature of the diagnosis, require additional support, monitoring and tracking across their schooling. In order for Frensham to fulfil their obligations to students, this information is shared with the appropriate teaching staff. All data is stored securely to ensure a high degree of confidentiality and protection of personal data.

If a student transfers from Frensham to another educational setting, this information may be required as part of the documentation process. Frensham recognises the importance of sharing this information to ensure a positive, supportive transition for the student.

Examinations

In accordance with the regulations and guidelines issued annually by the Joint Council for Qualifications (JCQ) and Cambridge Assessment International Education (Cambridge International) Frensham recognises that there are some students with disabilities, learning difficulties or emotional needs for whom special arrangements are appropriate in their exam sessions, and Frensham implements the awarding bodies' regulations in that respect. Frensham needs to be fair to all students and to maintain the integrity of the exam system. Special arrangements must not therefore provide an unfair advantage. All cases of doubt will be referred to the awarding body.

For GCSE, IGCSE and GCE examinations, the application for Access Arrangements is processed by the Director of Support for Learning.

Access arrangements, including an allowance of extra time, can be awarded (subject to JCQ/Cambridge International regulations) to students whose academic performance is

disadvantaged by any of a variety of learning difficulties. In order for an application to the Head for such an allowance to be approved, it must be supported by an up-to-date diagnostic report from a specialist assessor within the Centre or a certified Educational Psychologist. However, a report alone, even with the requisite standardised scores, is not sufficient to award Access Arrangements and it must be accompanied by detailed evidence of need from within Frensham. We advise that privately commissioned reports may not be valid for examination purposes and that parents should consult with the Director of Support for Learning before seeking such a report.

Where students have sensory, physical or emotional needs an application for Access Arrangements would only be made on the recommendation of a CAMHS, a HCPC registered psychologist, a hospital consultant or a psychiatrist or any other criteria in the JCQ Access Arrangements and Reasonable Adjustments document. In all cases Frensham must provide historical evidence of how the student's needs have been met during the course of study leading up to the examination. With the exception of temporary conditions, all Access Arrangements in place during examinations must be proven to be the student's normal way of working.

Education, Health and Care plans

Parents and the Foundation have the right under section 329(1) of the Education Act 1996 and section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an Education, Health and Care (EHC) plan. Frensham will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not Frensham) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective student has an EHC plan Frensham will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the Statement or EHC plan can be delivered by the School. The School will co-operate with the local authority to ensure that relevant reviews of Statements and EHC plans are carried out as required. At Frensham we consider carefully each prospective student and their individual needs to ensure that student can flourish and progress within our educational setting.

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 Frensham is named in Part 4 of the statement or Section I of an 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.

Alternative arrangements

Frensham reserves the right, following consultation with parents, to ask or require parents to withdraw their child from Frensham if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

1. the child is in need of a formal assessment, specialist teaching, learning support or medication to which the parent does not consent; and/or
2. the parent(s) have withheld information from Frensham which, had the information been provided, would have made a significant difference to Frensham's management of the child's learning difficulties; and/or
3. the child's learning difficulties require a level of support or medication which, in the professional judgment of the Head, Frensham is unable to provide, manage or arrange;
4. the child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which Frensham provides.

In any of these circumstances, Frensham will do what is reasonable to help families find an alternative placement which will provide the child with the necessary level of teaching and support. Withdrawal of a student in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of the child will be credited to the parents' account.

Unless negligent in the operation of this policy, Frensham accepts no responsibility to the student or parents caused by or arising out of any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

Appendix 1

Technology use for Students with SEND

Technology may be used in lessons as permitted by the Director of Support for Learning in accordance with their instructions (detailed below). Digital curation should be completed by using the students own Microsoft 365 school account. Whilst every effort is made to support students and provide secure and reliable systems, Frensham cannot be responsible in the event of a data loss.

Students' Personal Electronic Devices

If personal electronic devices are deemed appropriate for students with SEND, the school cannot take responsibility for loss or damage to students' personal electronic devices. They should not be left visible or unprotected in school, for example on bag racks or in desks. Parents should be aware of potential risks such as theft, bullying and inappropriate contact, including grooming by unsuitable persons. Parents are encouraged to ensure that suitable filtering systems are activated on mobile technology used by their child(ren). If a personal mobile device contains access to school data it must be protected by a password or fingerprint. Personal electronic devices may only be used in class if instructed by a member of staff. If a mobile (or similar) is deemed to have been used inappropriately then the student will be referred to the Devices Code of Conduct and Appropriate Sanctions, as outlined in Frensham's Behaviour and Discipline Policy, and will be challenged for any misuse of technology.

Policy on the use of word processors in examinations

This policy on the use of word processors in JCQ and Cambridge International examinations is reviewed and updated annually on the publication of updated regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments (JCQ) (AARA), Instructions for Conducting Examinations (JCQ) (ICE) and Cambridge Assessment International Education regulations and guidance contained in the Cambridge Handbook (UK) - Regulations and guidance for administering Cambridge exams. At the Foundation, candidates who require a word processor for their examinations are provided with desktop computers which comply with the relevant regulations which can be summarised as:

“Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre” (JCQ, AARA paragraph 5.8.1)

Frensham expects that the majority of candidates will write by hand in examinations, however, in exceptional circumstances it may be appropriate for a candidate to use a word processor to avoid them being at a substantial disadvantage.

Purpose of this Policy

This Policy details how Frensham manages and administers the use of word processors in examinations.

Principles for using a word processor:

- The use of a word processor will not be granted to a candidate simply because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.
- The use of word processors is only allowed in order to remove barriers for candidates who would otherwise be placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- 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 on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.
- Except in rare circumstances, the use of a word processor is considered and agreed where appropriate at the start of the course.
- 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; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations.

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. Any decision in relation to this will be made by the Head and/or Director of Support for Learning.

- Particular types of candidates may benefit from using a word processor, for example a candidate with:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
 - a medical condition;
 - a physical disability;
 - a sensory impairment;
 - planning and organisational problems when writing by hand;
 - poor handwriting (this list is not exhaustive).

Candidates must show proficiency in the use of a word processor before using it for examinations, except in the case of temporary injury or impairment at the time of the examination.

Criteria applied by Frensham

All candidates will be able to complete coursework using a word processor unless this is prohibited by the specification.

Frensham will enable a candidate to use a word processor in examinations when they meet one of the following criteria:

- A specific learning difficulty, (identified via an assessment by a Specialist Assessor, Access Arrangement Assessor or Educational Psychologist) which has a substantial and long-term adverse effect on their ability to write legibly.
- A medical condition, communication and interaction need, physical disability/sensory impairment, mental/emotional need, which has a substantial and long-term adverse effect on their ability to write legibly

- Planning and organisational problems when writing by hand, regarded by the Director of Support for Learning as substantially improved by the use of word processor.
- Handwriting regarded by the Director of Support for Learning as illegible to the extent that an examiner may be unable to read it.
- A standard score on a free writing speed test, administered by a Specialist Assessor, Access Arrangement Assessor or Educational Psychologist, of 84 or below.

In all of the above circumstances word processing must also be the candidate's normal way of working i.e. wherever appropriate in the classroom, in homework, in internal school tests and examinations, and in mock examinations.

The use of a word processor

Provided that the candidate meets one of the eligibility criteria set out above, Frensham will:

- make candidates aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)
- in the case of examinations, provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless the candidate has also been granted the use of a scribe/spell check in accordance with JCQ/Cambridge International regulations;
- only grant the use of a word processor to a candidate where it is their normal way of working within the centre;
- only grant 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);
- provide access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) as standard practice unless prohibited by the specification;
- allow candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwriting shorter answers;
- in all cases, ensure that a word processor cover sheet (JCQ Form 4 for AQA, Edexcel and OCR examinations and Exam Day - Form 4 for Cambridge International examinations) is completed and included with each candidate's typed script.

Frensham is 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 handwrite within the answer booklet. The candidate then avoids the difficulty of visually tracking between the question paper and screen.

Word processors and their programmes

Frensham complies with the instructions set out in ICE, paragraph 14.25, by ensuring that word processors used by candidates in examinations:

- are used as a type-writer, not as a database, although standard formatting software is acceptable;
- have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. Where required, Frensham will provide a memory stick to the candidate, which is cleared of any previously stored data;
- are in good working order at the time of the examination;
- 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 in another room, a separate invigilator will be required;
- 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. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers
- are used to produce scripts under secure conditions;
- are not used to perform skills which are being assessed;
- are not connected to an intranet or any other means of communication;
- do not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
- do not include graphic packages or computer aided design software unless permission has been given to use these;
- do not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;

- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Please refer to:

- Access Arrangements and Reasonable Adjustments 2018-2019 (JCQ), paragraph 5.8, p54-55
- Cambridge Handbook (UK) 2019, paragraph 1.3.8.9, p43-45

Appendix 2

Guidelines for Helping Students with Specific Learning Difficulties

The term Specific Learning Difficulty (SpLD) is often used to cover a whole spectrum of learning difficulties, including dyslexia, dyspraxia, ADHD, ADD, etc. General guidance on how to support students in their lessons is given below:

- Sit students near to the front or where there are few distractions, preferably away from windows and doors.
- Instructions may need to be repeated, step by step as some students experience difficulties with sequencing in any form. There can be misunderstandings if instructions contain several separate activities.
- Allow time students time to think through responses. (Many pupils with SpLDs have difficulty with word retrieval/memory skills).
- Be aware that speed of writing may be slow and that copying can be difficult for some due to tracking difficulties. Allow ample time for copying or supply a photocopy of your notes/PowerPoint, if possible. It is also appropriate to give permission to photograph the board using a phone or other device.
- It is recommended that pastel coloured paper is used for photocopying as this can help to alleviate distortions commonly experienced by dyslexic students.
- Dyslexic students can struggle to read some typefaces: the British Dyslexia Association suggests the use of sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans. Font size should be 12-14 point or equivalent. However, some dyslexic readers may request a larger font.
- Allow plenty of time when providing instructions for homework at the end of the lesson, ensure that requirements are recorded on Teams, the school's homework setting tool.
- Minimise the number of spelling errors that are highlighted. Approximately 4-5 common words per page is sufficient.