

Special Educational Needs and Disabilities Policy

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1.0 Policy statement

Dixons Academies Trust takes seriously its duty to ensure that all students receive their entitlement to a quality education, one that is appropriate to their individual needs, and promotes high standards and the fulfilment of potential. Each student's provision should enable them to achieve their best and become confident individuals living rewarding lives, fulfilling our Trust mission to challenge educational and social disadvantage in all of its forms. All Dixons students, including those with special educational needs and disabilities, are supported to make successful transition between phases and then into adulthood, whether into employment, further / higher education or training, and to enjoy and achieve throughout their time in our academies.

This Special Educational Needs and Disabilities (SEND) Policy aims to make clear our commitment to high quality education for all students, set out how our academies will support and make provision for students with special educational needs and disabilities, and explain staff roles and responsibilities in relation to SEND.

Each academy within our Trust will publish a SEND Information Report, Academy Offer (linked to their Local Authority's Local Offer), and an Accessibility Plan. These documents work alongside the SEND Policy in order to ensure that each academy's SEND provision is responsive, dynamic and flexible in relation to their current cohort of students' needs as well as compliant with their Local Authorities guidance and processes.

This policy also links to our policies on:

- Anti Bullying
- Attendance – Student
- Behaviour
- Care and Control of Students
- Careers
- Child Goes Missing or Absconds
- Child Missing in Education
- Child Protection and Safeguarding
- Exclusion
- Intimate Care
- Looked After Children (Designated Teacher)
- Medical Conditions

This policy is based on the statutory Special Educational Needs and Disabilities (SEND) Code of Practice 2015, the Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments 2021 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), Special Educational Needs Co-ordinators (SENCOs) and the SEN Information Report
- The Equality Act 2010, which sets out the laws against discrimination, harassment and victimisation of nine protected characteristics, including disability

In line with statutory and non-statutory guidance the acronym 'SENCO', to represent the Special Educational Needs Coordinator role, will be used throughout this document. This is a statutory role in schools and all Dixons academies have a person designated as such. However, due to the differing remits and responsibilities of individual post holders there are different job titles and acronyms in use across the Trust, for example 'SENDSCO' (with the addition of a 'D' to represent 'disability') and INCO (Individual Needs Coordinator, to represent a responsibility across a range of additional needs), which is at the discretion of the individual academies and does not diminish that person's responsibilities under the statutory SENCO designation.

2.0 Scope and purpose of this policy

- 2.1 To ensure all staff understand their role and responsibilities in relation to SEND and inclusion.
- 2.2 To demonstrate our Trust's commitment to procedures relating to SEND and inclusion.
- 2.3 To facilitate our Trust's commitment to ensuring all students receive their entitlement to a high quality education, appropriate to their individual needs, and is able to achieve their full potential.
- 2.4 To contribute to the wider SEND portfolio of documents (see above).
- 2.5 The SEND policy covers all students who fall within the definitions (section 5), whether or not they have been issued an EHCP or placed on the SEN Register.
- 2.6 To clarify how we meet the expectations of our funding agreement (see DAT website).

3.0 Procedures and training

Each academy will make explicit their arrangements for SEND and inclusion through their SEND Information Report, Academy Offer, and Accessibility Plan, but all academies will be guided by these key principles.

- 3.1 Each academy must ensure that there is a qualified teacher, employed by the academy, designated as the SENCO.
- 3.2 The SENCO must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment, and this qualification must be at postgraduate level and accredited by a recognised higher education provider.
- 3.3 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies in order to ensure that students with SEND receive appropriate support and high quality teaching.
- 3.4 The SENCO and class teacher, together with any specialists and involving the student and their parent / carers, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress.
- 3.5 The identification of SEND should be built into the overall approach to monitoring the progress and development of all students.
- 3.6 Each academy will meet its statutory duty to follow the graduated approach to meeting the needs of students with SEND as set out in the SEND Code of Practice 2014 ([link in section 1](#)).
- 3.7 Each academy should ensure that a member of the governing body has specific oversight of the schools' arrangements for SEND.
- 3.8 Each academy's leadership team should regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their overall commitment to school improvement.
- 3.9 The quality of teaching for students with SEND, and the progress made, should be a core part of the academy's appraisal system and its approach to professional development for all teaching and support / associate staff.
- 3.10 Each academy's leadership team, along with their SENCO, should identify any patterns in the identification of SEND, both within the academy and in comparison with local and national data, and use this to reflect on and reinforce the quality of teaching.
- 3.11 Each academy will meet its statutory duty to make arrangements to support students with medical conditions, usually through the implementation of an Individual Healthcare Plan specifying the type and level of support the student needs. This complies with the statutory guidance, Supporting students at schools with medical conditions 2014. Refer to medical conditions policy for more information.
- 3.12 In some cases, a student with SEND may also require a level of personal or intimate care to be provided in order for them to access their entitlement to a full and quality education. In these circumstances, an Intimate Care Plan (ICP) should be considered – please refer to the Intimate Care policy for more information.
- 3.13 In some cases, a student with SEND may require a level of physical support in order to fully access their entitlement to a quality education. In these circumstances, a Physical Handling Plan (PHP) should be considered. Please refer to the Care and Control of Students policy for more information.
- 3.14 In some cases, a student with SEND may require special consideration and support in order to be able to evacuate the building in an emergency such as a fire. In these circumstances, a Personal Emergency Evacuation Plan (PEEP) should be in place for them. This should include details of why the PEEP is required and how they will be supported, and should be written collaboratively between the SENCO, families, any involved healthcare professionals and, where possible, the student. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- 3.15 Whenever there is known risk associated with a student, including any arising from a special educational need or disability (for example, use of specialist equipment), an individualised risk assessment should be considered. Risk assessments should be written collaboratively between the most appropriate staff member (in the case of a student with SEND this is likely to be the SENCO), families, any involved healthcare professionals and, where possible, the student. These should be reviewed at least annually and following any change, incident or at the request of any stakeholder.
- 3.16 All students will have access to a broad and balanced curriculum and leadership teams, teachers and support staff will set high expectations for every student, regardless of their prior attainment.
- 3.17 All students, including those with SEND, from year 8 until year 13 will be provided with independent careers guidance.
- 3.18 Academies will work cooperatively and supportively with their Local Authority in order to meet their statutory duties regarding SEND and inclusion.
- 3.19 Academies will work cooperatively and supportively with other agencies, for example CAMHS and Educational Psychology, in order to ensure that the needs of students with SEND are fully understood and met.
- 3.20 Academies will ensure the views, wishes and feelings of the student and their parent, including supporting them to participate fully in decisions, are kept front and centre at all times.



4.0 Trust commitment

Dixons Academies Trust recognises that, in order to meet its commitment to ensuring that all students receive their entitlement to a high quality education, students with SEND need both whole school systems and approaches that have inclusion built in from the outset and high quality, timely, and regularly reviewed individualised provision. Academies in our trust will therefore:

- 4.1 Establish and maintain a culture of equality, diversity and inclusiveness that allows students needs to be met as part of the main offer of the academy wherever possible and for individual needs to be met without stigma or loss of quality.
- 4.2 Establish and maintain an ethos where students, families and other agencies work collaboratively and cooperatively in order to ensure the best offer for each student.
- 4.3 Ensure that the curriculum and wider experience of students is inclusive by design and not based on segregation or exemption of students with SEND.
- 4.4 Ensure that the approach for managing behaviour is inclusive by design and not based on segregation, exemption or unintentional discriminatory penalisation of students with SEND.
- 4.5 Ensure that all staff are aware of the different types of SEND that are currently present in their academy and the processes in place to support them.
- 4.6 Ensure that all staff understand that SEND is recognised as a potentially exacerbating vulnerability to forms of abuse in Keeping Children Safe in Education and that students with SEND could benefit from early help in relation to child protection and safeguarding before their non-SEND peers.

5.0 Definitions

The following definitions are taken for the SEND Code of Practice 2014 (link in section 1).

- 5.1 A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 5.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- 5.3 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- 5.4 Post-16 institutions often use the term learning difficulties and disabilities (LDD) but the term SEND is used in the Code of Practice across the 0-25 age range and, for the purposes of meeting our statutory duties, across the Dixons Trust.

6.0 Roles and responsibilities

- 6.1 The SEND governor will:
 - help to raise awareness of SEND issues at governing body meetings
 - monitor the quality and effectiveness of SEND provision within their academy and update the governing body on this
 - work with the leadership team and SENCO to determine the strategic development of SEND provision in their academy
- 6.2 The academy leadership team will:
 - work with the SENCO and SEND governor to determine the strategic development of SEND provision in their academy
 - have overall responsibility for the provision and progress of students with SEND
- 6.3 The SENCO will:
 - work with the leadership team and SEND governor to determine the strategic development of SEND provision in their academy
 - have day-to-day responsibility for the operation of the SEND portfolio of documents and the co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs
 - provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
 - advise on the graduated approach to providing SEND Support
 - advise on the deployment of their academy's delegated budget and other resources to meet students' needs effectively
 - be the point of contact for external agencies, especially the Local Authority and its support services
 - liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned



- work with the leadership team and SEND governor to ensure that their academy meets its responsibilities under the Equality Act 2010 (link in section 1) with regard to reasonable adjustments and access arrangements
- ensure that their academy keeps the records for all students with SEND up to date

6.4 Class teachers will be responsible for:

- the progress and development of every student in their class(es)
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCO to review each student's progress and development and decide on any changes to provision
- ensuring they follow the SEND portfolio of documents

6.5 Teaching assistants and specialist staff employed by the academy will be responsible for:

- working closely with the class teacher(s) to plan, deliver and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENDCO to ensure effective deployment in order to meet the needs of all students requiring support
- ensuring at all times that they are promoting the development, independence, and personal wellbeing of the student(s) they are supporting
- ensuring they follow the SEND portfolio of documents

7.0 SEND Information Report

- 7.1 Each academy will make explicit their provision for SEND and inclusion in the publication of their statutory SEND Information Report, in line with guidance set out in the SEND Code of Practice 2014 and the SEND Regulations 2014 (links in section 1).
- 7.2 The SEND Information Report will be published on the academy website and updated annually, with any changes made during the year to be updated as soon as possible.
- 7.3 The contents of the SEND Information Report are prescribed by law in the documents mentioned in paragraph 7.1 of this policy and reproduced in an optional Trust-wide template.
- 7.4 Each academy will ensure that their SEND Information Report is easily accessible and set out in clear, straight forward language.
- 7.5 The SEND Information Report should include relevant named contacts who are available at the academy.
- 7.6 The SEND Information Report must include information on the academy's contribution to the Local Offer (see section 8) and information on where the Local Offer is published.

8.0 Local Offer

- 8.1 Each Local Authority has a statutory duty to produce a 'Local Offer' detailing information about provision they expect to be available across education, health and social care for children and young people who have SEN or are disabled, including those who do not have an EHCP, in their area.
- 8.2 As a 'partner body or agency', schools have a statutory duty to cooperate with the Local Authority in the development and review of the Local Offer.
- 8.3 Each academy will comply with their Local Authorities guidance on how schools should contribute to the Local Offer in their area, including ensuring that it is published appropriately - within or alongside the SEND Information Report – in the form of an Academy Offer.
- 8.4 The Academy Offer takes the form of a Trust-wide but customisable provision map detailing each academy's provision at each stage of the graduated response, as outlined in the SEND Code of Practice 2014 (link in section 1).
- 8.5 The SENCO, along with the leadership team and SEND governor, will take overall responsibility for liaising with the Local Authority and maintenance of their Academy Offer and their academy's contribution to the Local Offer.

9.0 Accessibility Plan

- 9.1 All academies have a statutory duty, under section 10 of the Equality Act 2010 (link in section 1), to produce an Accessibility Plan detailing how they are going to increase the extent to which disabled students can participate in their curriculum, improve the physical environment of the academy for the purpose of increasing the extent to which disabled students can take advantage of education and associated benefits, facilities and services, and improving delivery to disabled students of information which is readily available to students who are not disabled.
- 9.2 The Accessibility Plan must be in writing, take the views of students and their parents / carers into account, and be regularly reviewed.
- 9.3 The academy has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.

- 9.4 Each academy will comply with this statutory duty by publishing an Accessibility Plan in the form of a rolling development plan detailing strategies, timeframes, financial requirements and persons responsible over a three-year period.
- 9.5 The SENCO, along with the leadership team and SEND governor, will take overall responsibility for producing and maintaining the Accessibility Policy, including at least annual review of progress made.

10.0 Exam Access Arrangements

- 10.1 The SENCO, along with the SEND governor, senior leadership team and teachers, have additional responsibilities in relation to externally marked examinations as detailed in JCQ's Access Arrangements and Reasonable Adjustments annual publication.
- 10.2 The Trust understands and takes seriously its legal duty to provide reasonable adjustments to any student disadvantaged in examinations by a Special Educational Need or Disability Accessibility Plan must be in writing, take the views of students and their parents / carers into account, and be regularly reviewed.
- 10.3 Entitlement to Exam Access Arrangements (EAA) will be determined through a combination of relevant assessments administered by a qualified assessor, evidence provided by outside agency professionals (such as the educational psychologist), evidence collected from education (such as teacher feedback and evidence of 'normal way of working') and, where there is one in place, a student's Education, Health and Care Plan (EHCP), in accordance with JCQ guidance for each type of access arrangement available the academy has responsibility for allocating adequate resources to ensure the furtherment of the Accessibility Plan.
- 10.4 Where a student's needs have been met through normal way of working, including differentiation and personalisation that can be provided through the academy's universal offer, it may be the case that a student is entitled to EAA even though they have not been placed on the SEN Register.
- 10.5 Where a student's additional needs do not place them at a disadvantage in an exam or other eligible assessment, it may be the case that they are not entitled to EAA despite being on the SEN Register or having an EHCP the SENDCO, along with the leadership team and SEND governor, will take overall responsibility for producing and maintaining the Accessibility Policy, including at least annual review of progress made.
- 10.6 Requests for EAA to be provided that are made by parents / carers or outside agency professionals, for example GPs or paediatricians, will always be taken seriously and investigated thoroughly. EAA will only ever be provided in accordance with JCQ guidance and so such requests may not always result in a student being eligible for any access arrangements to be made.
- 10.7 Where relevant, the SENCO will ensure that a student's EAA documentation, including information about their EAA assessor, is forwarded to their next place of education so that appropriate reasonable adjustments based on normal way of working can continue to be made for them.

6 Schools

What this chapter covers

This chapter applies mostly to mainstream schools. The Equality Act duties described under 'Equality and inclusion' and the duty to publish an SEN information report under 'Publishing information: SEN information report' apply to special schools, as do schools' duties in respect of EHC needs assessments and plans (Chapter 9 – Education, Health and Care needs assessments and plans). The chapter explains the action that mainstream schools should take to meet their duties in relation to identifying and supporting all children with special educational needs (SEN) whether or not they have an Education, Health and Care (EHC) plan.

Relevant legislation

Primary

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with SEN but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support pupils with medical conditions: Section 100

The Equality Act 2010

Regulations

The Special Educational Needs and Disability Regulations 2014

Improving outcomes: high aspirations and expectations for children and young people with SEN

- 6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training
- 6.2 Every school is required to identify and address the SEN of the students that they support. Mainstream schools, which in this chapter includes maintained schools and academies that are not special schools, maintained nursery schools, 16 to 19 academies, alternative provision academies and Pupil Referral Units (PRUs), **must**:
 - use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN
 - ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN
 - designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO (this does not apply to 16 to 19 academies)
 - inform parents when they are making special educational provision for a child
 - prepare an SEN information report (see 'Publishing information: SEN information report', paragraph 6.78 onwards) and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- 6.3 There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.



- 6.4 The quality of teaching for students with SEN, and the progress made by students, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this whole school approach have been piloted by Achievement for All – for further details and links to other sources of training and support materials, see Annex 2: Improving practice and staff training in education settings.
- 6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all students.
- 6.6 A mainstream school's arrangements for assessing and identifying students as having SEN should be agreed and set out as part of the Local Offer. A school should publish its arrangements as part of the information it makes available on SEN (see the Special Educational Needs and Disability Regulations 2014).
- 6.7 In fulfilling these duties schools should have regard to the principles set out in Chapter 1. In particular, they should ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out in this chapter.

Equality and inclusion

- 6.8 Schools support students with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools **must** co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They **must** have due regard to general duties to promote disability equality.
- 6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.
- 6.10 Further duties are referred to in the Introduction. The guidance in this chapter should be read in the light of the principle in Chapter 1 which focuses on inclusive practice and removing barriers to learning.

Medical conditions

- 6.11 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Academies are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions' (see the References section under Introduction for a link).

Curriculum

- 6.12 All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.

Careers guidance for children and young people

- 6.13 Maintained schools and PRUs must ensure that students from Year 8 until Year 13 are provided with independent careers guidance. Academies are subject to this duty through their funding agreements. Chapter 8 provides more information about careers guidance for children and young people.

Identifying SEN in schools

- 6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.
- 6.15 A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.
- 6.16 Schools should assess each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.



- 6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
- is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- 6.18 It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- 6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the student and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can help identify their particular needs.
- 6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.
- 6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.
- 6.22 Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEN. Further guidance on dealing with bullying issues can be found on the GOV.UK website – a link is given in the References section under Chapter 6.
- 6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.
- 6.24 Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.
- 6.25 When reviewing and managing special educational provision the broad areas of need and support outlined from 6.28 below may be helpful, and schools should review how well equipped they are to provide support across these areas.
- Information on these areas of need and support is also collected through the School Census and forms part of the statutory publication 'Children and Young People with SEN: an analysis' which is issued by DfE each year.
- 6.26 There is a wide range of information available on appropriate interventions for students with different types of need, and associated training which schools can use to ensure they have the necessary knowledge and expertise to use them. See the References section under Chapter 6 for links to organisations that provide this information.
- 6.27 These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.



Broad areas of need

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and / or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special educational provision in schools

- 6.36 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- 6.37 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- 6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- 6.39 This information gathering should include an early discussion with the student and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the student's record on the school information system and given to the parents. Schools should also tell children, parents and young people about the local authority's Information, Advice and Support Service.



- 6.40 Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- 6.41 More detailed information on what constitutes good outcome setting is given in Chapter 9, Education, Health and Care needs assessments and plans (paragraphs 9.64 to 9.69). These principles should be applied to planning for all children and young people with SEN. From Year 9 onwards, the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood.
- 6.42 The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life. Schools should engage with secondary schools or FE providers as necessary to help plan for these transitions (see Chapter 8, Preparing for adulthood from the earliest years). The agreed actions may also include those taken to make sure the school meets its duty to ensure that students with SEN engage in school activities together with those who do not have SEN.
- 6.43 However support is provided, a clear date for reviewing progress should be agreed and the parent, student and teaching staff should each be clear about how they will help the student reach the expected outcomes. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. Where it is decided that a student does have SEN, the decision should be recorded in the school records and the student's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.

SEN support in schools

- 6.44 Where a student is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

- 6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the student is developing.
- 6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- 6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

- 6.48 Where it is decided to provide a student with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- 6.49 All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.
- 6.50 The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.
- 6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the student's parents.

Do

- 6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



Review

- 6.53 The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date.
- 6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- 6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- 6.56 Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

Transition

- 6.57 SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8, Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and students the information to be shared as part of this planning process. Where a student is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme, as set out in paragraph 8.32.

Involving specialists

- 6.58 Where a student continues to make less than expected progress, despite evidence based support and interventions that are matched to the student's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.
- 6.59 Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a student continues to make little or no progress or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff.
- The student's parents should always be involved in any decision to involve specialists.
- The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.
- 6.60 Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.
- 6.61 Schools should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:
- educational psychologists
 - Child and Adolescent Mental Health Services (CAMHS)
 - specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability. (Those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the Secretary of State. Teachers working in an advisory role to support such students should also hold the appropriate qualification.)
 - therapists (including speech and language therapists, occupational therapists and physiotherapists)
- 6.62 The SENCO and class teacher, together with the specialists, and involving the student's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Requesting an Education, Health and Care needs assessment

- 6.63 SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.



Involving parents and students in planning and reviewing progress

- 6.64 Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.
- 6.65 Where a student is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Schools should meet parents at least three times each year.
- 6.66 These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the student's needs.
- 6.67 These discussions should be led by a teacher with good knowledge and understanding of the student who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the SENCO. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student.
- 6.68 Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for students with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.
- 6.69 These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings.
- 6.70 The views of the student should be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation.
- 6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the student's parents. The school's management information system should be updated as appropriate.

Use of data and record keeping

- 6.72 It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for students with SEN should be recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of student progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted publish more detail about their expectations in their inspection guidelines.
- 6.73 Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEN support that has been provided over the student's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the student's needs will wish to review such information (see Chapter 9). For children and young people detained in custody, a Youth Offending Team will seek information from the school to support their initial assessments. The school should respond to such requests as soon as possible (see Chapter 10).
- 6.74 Schools use information systems to monitor the progress and development of all students. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.
- 6.75 As outlined in 'Involving parents and students in planning and reviewing progress' from paragraph 6.63 above, the school should readily share this information with parents. It should be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the student's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).
- 6.76 Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help SENCOs to maintain an overview of the programmes and interventions used with different groups of students and provide a basis for monitoring the levels of intervention.
- 6.77 Provision management can be used strategically to develop special educational provision to match the assessed needs of students across the school, and to evaluate the impact of that provision on student progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help the school to develop the use of interventions that are effective and to remove those that are less so. It can support schools to improve their core offer for all students as the most effective approaches are adopted more widely across the school.
- 6.78 The Department for Education publishes a helpful range of further information and resources about provision mapping (see the References section under Chapter 6 for a link).

Publishing information: SEN information report

- 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as



soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for students with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify students who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

The role of the SENCO in schools

6.84 Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

6.85 The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.

6.86 A National Award must be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes (see the References section under Chapter 6 for a link). When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCO to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual students with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.



- 6.90 The key responsibilities of the SENCO may include:
- overseeing the day-to-day operation of the school's SEN policy
 - co-ordinating provision for children with SEN
 - liaising with the relevant Designated Teacher where a looked after student has SEN
 - advising on the graduated approach to providing SEN support
 - advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
 - liaising with parents of students with SEN
 - liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
 - being a key point of contact with external agencies, especially the local authority and its support services
 - liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
 - working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
 - ensuring that the school keeps the records of all students with SEN up to date
- 6.91 The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.
- 6.92 It may be appropriate for a number of smaller primary schools to share a SENCO employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures sufficient time away from teaching and sufficient administrative support to enable the SENCO to fulfil the role effectively for the total registered student population across all of the schools involved.
- 6.93 Where such a shared approach is taken the SENCO should not normally have a significant class teaching commitment. Such a shared SENCO role should not be carried out by a headteacher at one of the schools.
- 6.94 Schools should review the effectiveness of such a shared SENCO role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of students with SEN.

Funding for SEN support

- 6.95 All mainstream schools are provided with resources to support those with additional needs, including students with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. School and academy sixth forms receive an allocation based on a national funding formula.
- 6.96 Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.
- 6.97 It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of students with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the student premium.
- 6.98 This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for students with SEN.
- 6.99 Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per student per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.



Appendix B - Summary of the importance of the regulations detailed in JCQ's Access Arrangements and Reasonable Adjustments guidance for Exam Access Arrangements (paraphrased from JCQ's Access Arrangements and Reasonable Adjustments 2021 publication)

These regulations reflect a whole centre approach to access and reasonable adjustments arrangements. It is therefore the responsibility of the head of centre (the Principal), members of the senior leadership team, the SENCO, specialist assessors, and where relevant, the SEN Governor to familiarise themselves with the entire contents of this document.

- The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements / reasonable adjustments process within their academy
- Teaching staff and members of the senior leadership team must support the SENCO in identifying, determining and implementing appropriate access arrangements and reasonable adjustments
- The SENCO must work with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistants) and exams office personnel to ensure that approved access arrangements / reasonable adjustments are put in place for internal school tests, mock examinations and examinations
- Where appropriate, the SENCO will also need to work with specialist advisory teachers, educational psychologists and medical professionals
- Ideally, the SENCO will also be the in-house designated assessor and will thus assess candidates, process applications online and hold the evidence for inspection purposes for GCSE and / or GCE qualifications
- The SENCO must work with teaching staff to identify the most appropriate published format of modified papers) which will enable the students to access their examinations
- These regulations must be used when processing applications using Access Arrangements Online
- Failure to comply with the regulations contained in this document have the potential to constitute malpractice which may impact on the students' results. Examples of failure to comply include:
 - putting in place access arrangements / adjustments that are not approved;
 - failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments);
 - permitting access arrangements / adjustments within the centre which are not supported by appropriate evidence; or
 - charging a fee for providing reasonable adjustments to disabled candidates

