

**RADLEY**

# **Special Educational Needs and Disability Policy**

Appendix A: Access Arrangements Policy

Appendix B: Word Processor Policy

Appendix C: EAL Policy

**May 2023**

# Special Educational Needs and Disability Policy

## 1. Policy

As an ISI independent school, Radley College does not have a statutory obligation to comply with the SEND Code of Practice (2014), although it is closely followed as a means of good practice. This policy also has due regard to the statutory guidance contained in the Special Education Needs and Disability Code of Practice [2014], the statute law of the Families Act [2014] and adheres to the philosophy underlying the Equalities Act [2010]. The School commits to observing its principle and does not discriminate on any grounds.

### Head of Academic Support:

Lil Pullen

[emp.pullen@radley.org.uk](mailto:emp.pullen@radley.org.uk)

Radley College, Abingdon, OX14 2HR

### Member of SMT i/c Academic Support:

Roger Shaw

[rds@radley.org.uk](mailto:rds@radley.org.uk)

### Members of Academic Support

Laura Hakimi (EAL, [ljh.hakimi@radley.org.uk](mailto:ljh.hakimi@radley.org.uk))

Kirstie Barlass (AS Assessment, [keb.barlass@radley.org.uk](mailto:keb.barlass@radley.org.uk))

Amanda Jewell [acj@radley.org.uk](mailto:acj@radley.org.uk)

Kirstie Donald

Tracy Miller (Maths Support Teacher, [TM.Miller@radley.org.uk](mailto:TM.Miller@radley.org.uk))

AA Assessor – Esther Canosa-Pereira

Administrative Assistant – new appointment pending

## **1.1 Definitions**

The Special Education Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has:

‘a learning difficulty or disability which calls for special educational provision to be made for him or her.’

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

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

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

## **1.2 Values and Principles**

Radley College’s vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve and lead happy and fulfilled lives:

*‘To provide an outstanding educational experience which promotes equality of opportunity for all our pupils, 13-18, allows them to fulfil their potential, and fully prepares them for further education and the global environment beyond.’*

Radley College is an inclusive and equal opportunities establishment. Pupils identified as having special educational need or a disability will, like all pupils at Radley College, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the School to achieve their full potential in all areas of school life.

For those identified as having a special educational needs or a disability, Radley College is committed to providing the appropriate support, as best as it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

## **1.3 Admission**

Radley College is an independent boarding school for boys from 13-18 years. Admission is in accordance to the School’s Admission Policy. Entrance is through Pre-Test, Common Entrance results, GCSE scores, references from current school, other examination and test scores and interviews. EAL speakers may have additional tests to determine their understanding and usage of the English language. Radley’s curriculum is suited to the needs of many pupils and the School can support pupils with a range of SEND.

For Shell Entry, the ISEB Pre-Test is used in assessing a prospective pupil. This is sat by boys in Year 6. Reasonable adjustments are made to the admission process to prevent students being put at a substantial disadvantage. The Director of Admissions and Communications will inform the Head of Academic Support of any SEN information on registration and for boys who accept a place in advance of them joining the School, having sat the Common Entrance examination in Year 8. An exception to the Year 6 ISEB Pre-Test is for those boys applying for scholarship who are not required to sit the Pre-Test.

## 1.4 Objectives

### Principles of SEND provision

Radley College undertakes the following:

- that the School has a named Head of Academic Support who will be responsible for the day-to-day operation of the SEND policy
- that appropriate funds are used to enable the School to fulfil its duties to those pupils with SEND
- that on admission to the School, assessment procedures will be used to assess the individual needs of all pupils in accordance with statutory requirements and that on transfer, this information will be passed on
  - to monitor all pupils with SEND carefully to ensure that they can access the curriculum appropriately
  - that the entrance procedures are fully accessible to pupils with special needs
  - that parents of SEND pupils have access to Dons responsible for special educational needs; in the first instance by contacting the Tutor and then the Head of Academic Support
  - the Academic Director will liaise with the Academic Support department and will monitor individual pupil needs within and outside the classroom

In following guidance from the 2015 SEND Code of Practice, the Academic Support department will follow a graduated approach where decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. There are four key elements to this approach: Assess, Plan, Do, Review.

#### 1.4.1 Assess

The School will ensure identification of all pupils requiring SEND provision by providing limited screening for all pupils entering Radley College in their first year to assess their literacy and numeracy needs. Such screening will be subject to any limitations in expertise, experience or the screening tools available. Parents may seek further professional diagnosis, which the School will assist if able, but any fees will be payable by parents.

LUCID Exact, MIDYiS scores, school examination and test results, reports and observations from dons, parental and pupil feedback are all used as part of the screening.

It is expected that parents will ensure that the School is in full possession of all previous diagnostic tests, medical reports and previous school reports which might be important in the School recognising and addressing, as far as it can make reasonably make, a pupil's special educational needs or disability.

As part of the screening process, Shell boys who had exam provision at Prep / Junior school are permitted to sit the Michaelmas term examinations with these arrangements **provisionally** in place. The information on each boy's performance under these conditions forms part of the "history of need" evidence used to paint the full picture ahead of possible formal assessment. If Access Arrangements other than extra time were granted before arrival at Radley, these will be treated on an individual basis when deciding provision for Michaelmas examinations. This is the same for boys entering the School in other year groups who either have a completed Form 8 post year 9 (Shells) or who provide us with evidence of need and appropriate exam support.

Setting decisions (for boys who had Access Arrangements before starting at Radley) following the Michaelmas examinations are not to be based solely on a boy's performance in the exam hall. Heads of Departments are provided with a list of all boys with previous Access Arrangements and this information, in conjunction with exam performance and term performance, can be used in determining grouping.

The department expects that all staff will refer those pupils who they suspect may have learning difficulty to the Academic Support department for screening, subject to any reasonable limitations in their qualifications, experience or expertise. Members of staff can refer boys after discussion with the pupil's Form Master and by direct communication with the Academic Support department.

Should screening indicate that a specific learning difficulty exists, the School will inform parents of the services they can reasonably expect to be provided with, including further assessment for possible Access Arrangements.

Parents have the right to withdraw their son from the screening process.

#### **1.4.2 Plan**

Upon diagnosis of a learning difficulty, the Academic Support department will post information on the School Database detailing the pupil's specific learning difficulty and how teachers can support that pupil in lessons. Pupils may not necessarily receive additional specialist support but their needs will be covered by Quality First Teaching.

Appropriate Access Arrangements will be put into place once a difficulty has been diagnosed. These will be on the Database and will form part of a boy's "normal way of working" in lessons and for examinations.

The Database is updated regularly and these updates are communicated regularly to colleagues.

For those whose learning difficulty or disability requires specific additional support, an individual learning plan may be drawn up with details concerning the extra lessons and the specific skills that will be covered as well as the outcomes sought.

The Academic Support department will work with parents, where required, to gain a better understanding of their son and involve them in these stages of their son's education. This includes supporting them in terms of understanding SEND procedures and practices, and in particular those provided for their son.

#### **1.4.3 Do**

Pupils with SEND will have full access to the School's curriculum, but some aspects may be tailored appropriately. This will be co-ordinated by liaison between the Head of Academic Support, Heads of Department, Social Tutor, Dons and Form Masters and will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Parents will be consulted and kept informed of any planned curriculum adaptations.

**All teachers are teachers of special needs** and as such are accountable for the progress and development of all pupils with a learning difficulty in their class with high quality teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND. Continuous monitoring of those pupils with SEND should be undertaken by their teachers to help ensure that they are able to reach their full potential.

Where a learning difficulty requires additional support, one-to-one or small group provision will be organised on a weekly or fortnightly basis to address barriers to learning and assist individual needs. Records of lessons will be kept, targets set and changes in need communicated to teaching staff. Charges are made for this additional support and parents are billed at the end of each term.

The Academic Support department will also work with and in support of outside agencies when the pupils' needs cannot be met by the School alone.

Charges are made for Academic Support tutorials. Details of the charges are available from the Bursary. Below is an extract from the guidance notes:

*Academic Support generally takes place during Central Hour, after Games or in APT for Lower School boys and in Study Periods for Upper School boys. Boys with EAL needs, specific learning difficulties or boys who have been referred to the Academic Support Department requiring additional specialised help in a small group or on an individual basis will be charged £150 per term, with shorter interventions charged accordingly. (£90 in the Summer term for boys in the Vth Form or in 6.2). If boys do ad hoc lessons this will be charged at £16.00 per lesson.*

*Additional charges may be applicable for boys receiving more bespoke support. We are also able to provide assessment for access arrangements. These are charged for separately, depending on the level of assessment and, if a boy is formally assessed, there is also a one-off charge of £50 for the administration and dissemination of information and advice.*

#### **1.4.4 Review**

The School will ensure that parents/carers of pupils with SEND are kept as fully informed as possible, of their son's progress and attainment via end of term reports, in line with the School's reporting policy.

It will ensure that pupils with SEND and their parents are involved in decisions affecting their future SEND provision.

The Academic Support department reserves the right to discontinue additional support if its assessments suggest that a pupil, who has benefited from additional support and secured the foundation skills, would no longer gain any measurable benefit from further additional support. Parents will be informed of this decision.

The Department is also bound by JCQ regulations to review Access Arrangements regularly. A decision whether or not to "roll over" Access Arrangements from GCSE to GCE has to be made in 6.1. and, if there is no longer evidence of a need for it, the Access Arrangement will be withdrawn.

#### **1.5 The Local Offer**

The School will cooperate fully with the local authority and local partners in the development and review of The Local Offer in order to provide a comprehensive, transparent and accessible picture of the range of services available for students and parents.

## **1.6 Responsibilities**

Radley College has an Academic Support department consisting of a Head of Department and part-time Academic Support teachers. Teachers within the department hold specialist qualifications and expertise in supporting pupils with Specific Learning Difficulties. One of the staff is a Level 7 Assessor.

### **1.6.1 The role of the Deputy Head (Systems)**

- to line manage the performance and operations of the Academic Support department

### **1.6.2 The role of the Head of Academic Support**

- to liaise with and advise fellow teachers, parents, external agencies and discuss teaching strategies where necessary
- to play a key role in the organisation and application of SEND provision and in the maintenance of the SEND register
- to work in tandem with Admissions regarding new boys with SEND requirements to ensure provision is correct on entry
- to manage the departmental timetables and to allocate provision as best possible in response to teacher referrals
- to manage the Academic Support team
- to process Access Arrangements Online in line with JCQ regulations
- to identify and encourage appropriate SEND training for staff involved with SEND pupils
- to regularly update and maintain the SEND register on Schoolbase with updated information on students with SEND and appropriate advice on teaching within the classroom. This will be emailed to Dons when new information is added with a reminder that Dons should annotate/mark books as appropriate.
- to make appropriate use of teachers and facilities from outside the School, including support services; these may include health and social services, services and voluntary organisations.
- to co-ordinate the provision for pupils with an Education, Health and Care Plan (EHCP) and provide updates to the local authority.
- to supervise the IELTS with the designated in-house EAL Co-ordinator.

### **1.6.3 The role of Departments and Dons**

- to have a responsibility to be aware of all pupils with a SEND and their specific needs.
- to be aware of the broad symptoms of learning difficulties and refer all pupils who they think might have a SEND to the Academic Support department for screening. [This should not lead to the assumption that teaching staff are fully trained in the recognition and diagnosis of all learning difficulties and disabilities.]
- to plan and structure lessons which effectively differentiate and provide basic strategies to support pupils with a SEND. **[Quality First Teaching]**
- to attend all SEND in-service training and act on latest advice/policy as well as being aware of the support and training that can be provided.
- to communicate concerns about boys to the Form Master in the first instance and/or to Academic Support directly.

## 1.7 Communication

Parents of pupils with SEND will have all the usual opportunities for access to Dons. In addition they have the opportunity for involvement in the identification, assessment, monitoring and review of the child's progress with the Head of Academic Support. Parents who have specific concerns about SEND provision for their child should also liaise, in the first place, with the Form Master.

Pupils who are thought to have Special Education Needs or Learning Difficulties are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a variety of sources e.g.:

- subject teachers / Tutor / Form Master
- pupil self-referral
- parental request
- SMT request
- GP request
- information from previous school
- diagnostic tests including: MidYIS (Year 9), LUCID Exact (Year 9 onwards)

## 2 Special Examination Arrangements

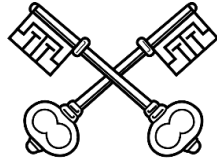
Where permitted by the specification, and in accordance with the *JCQ Access Arrangements and Reasonable Adjustments Sept 2021 to Aug 2022*, the following Access Arrangements may be put in place by the College to support a specific need or disability:

- amplification equipment
- bilingual dictionaries
- bilingual dictionaries with extra time
- braille
- braille transcript
- closed circuit television (CCTV)
- colour naming by the invigilator for candidates who are colour blind
- computer reader / reader
- extra time
- live speaker for pre-recorded examination components
- low vision aid / magnifier
- modified papers
- enlarged papers
- modified enlarged papers
- coloured papers
- non-interactive electronic PDF question papers
- modified language papers
- optical character reader (OCR) scanners
- oral language modifier
- practical assistant
- prompter
- read aloud / examination pen
- scribe / speech recognition technology
- separate invigilation within the centre



- sign language interpreter
- supervised rest breaks
- transcription (currently CIE board only)
- word processor

More information about the JCQ guidelines can be found here: [AA regs 22-23\\_FINAL.pdf \(jcq.org.uk\)](#) and in Appendix A.



**RADLEY**

# **ACCESS ARRANGEMENTS POLICY**

**November 2022**

## Key staff involved in the policy

Role	Name(s)
Head of Academic Support / SENCo	<b>Elizabeth (Lil) Pullen</b>
Deputy Head (Systems)	<b>Roger Shaw</b>
Head of centre	<b>Warden - John Moule</b>
Access arrangement facilitator(s)	<b>Head of Exams – Jo Bailey</b>

## Contents

Key staff involved in the policy.....	11
What are access arrangements and reasonable adjustments?.....	13
Access arrangements.....	13
Reasonable adjustments.....	13
Purpose of the policy .....	13
General principles.....	14
Equalities Policy (Exams) .....	15
The assessment process .....	15
The qualification(s) of the current assessor(s).....	15
Appointment of assessors of candidates with learning difficulties .....	15
Process for the assessment of a candidate's learning difficulties by an assessor .....	16
Picture of need/normal way of working .....	16
Processing access arrangements and adjustments .....	16
Arrangements/adjustments requiring awarding body approval .....	16
Centre-delegated arrangements/adjustments.....	17
Centre-specific criteria for particular arrangements/adjustments .....	17
Word Processor Policy (Exams).....	17
Separate Invigilation Policy .....	17
Appendices.....	9

## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. (<sup>1</sup>AA, Definitions)

### Reasonable adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. (<sup>1</sup>AA, Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

## Purpose of the policy

The purpose of this policy is to confirm that Radley College has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its ...obligation to identify the need for, request and implement access arrangements.

1. (JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by the SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (<sup>1</sup>AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

<sup>1</sup>This publication is further referred to in this policy as AA

## **General principles**

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

Where possible, access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate should have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

## **Equalities Statement for Exams**

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The head of centre/senior leadership team will recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid...

†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR, section 5.4)

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

### **The assessment process**

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, section 7.3.

#### **The qualification(s) of the current assessor(s)**

Ms Esther Canosa-Pereira - Postgraduate Certificate in Education (Working with Children with Literacy Difficulties) Level 7
---

#### **Appointment of assessors of candidates with learning difficulties**

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

#### **Checking the qualification(s) of the assessor(s)**

The head of centre, via HR Team will have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments... ( <u>GR</u> , section 5.4)
---

The head of centre **must** ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) **must** be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo. (AA, section 7.3)

Make full reference to AA, section 7.3 (Appointment of assessors of candidates with learning difficulties) and record your process that reflects the requirements.

### **Reporting the appointment of the assessor(s)**

Signpost to the location of the evidence that the assessor(s) is/are suitably qualified held by the SENCo.

Make full reference to AA, section 7.4 (Reporting the appointment of assessors) and record your process that reflects the requirements.

### **Process for the assessment of a candidate's learning difficulties by an assessor**

Radley College assesses pupils with reference to AA, sections 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties)

### **Picture of need/normal way of working**

Before the candidate's assessment, the SENCo provides the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor work together to ensure a joined-up and consistent process.

Independent assessors contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This takes place before the candidate is assessed. Additionally, the independent assessor is approved by the SENCo to assess the candidate.

All candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

Independent assessors discuss access arrangements/reasonable adjustments with the SENCo (AA, section 7.5)

## **Processing access arrangements and adjustments**

### **Arrangements/adjustments requiring awarding body approval**

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).



AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Radley College's processes for using AAO include:

- when applications are submitted
- who is responsible
- what information is required, printed, kept on file
- location of files
- dealing with cases that do not gain approval
- awarding body referrals
- ordering modified papers

(AAO) Candidate Personal data consent from and completion of the Data protection confirmation (by the examinations officer or SENCo, prior to the processing of the online application), is retained for 26 months from the date of the online application being approved.

The SENCo keeps detailed records, in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (AA, section 8.6)

### **Centre-delegated arrangements/adjustments**

Centre-delegated arrangements are evidenced with a file-note

### **Centre-specific criteria for arrangements/adjustments**

#### **Word Processor Policy (Exams) – Appendix B**

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

#### **Separate Invigilation Statement**

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

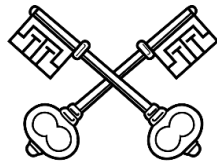
The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AA, section 5.16)

Separate invigilation within the centre may include sitting the examination outside of the main examination hall/room e.g. a room for a smaller group of candidates or one-to-one invigilation. In the case of separate invigilation, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA, section 5.16)



RADLEY

# **WORD PROCESSOR POLICY**

## **(Exams)**

December 2022

## Key staff involved in the policy

Role	Name(s)
Head of Academic Support / SENCo	<b>Elizabeth (Lil ) Pullen</b>
Head of Exams	<b>Jo Bailey</b>
SMT – Deputy Head (Systems)	<b>Roger Shaw</b>
IT manager	<b>Richard Grice</b>

## **Contents**

Key staff involved in the policy.....	20
Introduction.....	22
Purpose of the policy .....	22
The criteria Radley uses to award and allocate word processors for examinations and assessments.....	23
Arrangements at the time of the assessment for the use of a word processor .....	24

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2022-2023 and Instructions for conducting examinations 2022-2023 publications.

## **Introduction**

The use of a word processor in exams and assessments is an available access arrangement/reasonable adjustment.

(AA 4.2.1)

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2)

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.

(AA 4.2.1)

The SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage a candidate.

(AA 4.2.7)

The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

## **Purpose of the policy**

This policy details how Radley College complies with AA chapter 4 (Managing the needs of candidates and principles for centres), section 5.8 (Word processor) and ICE (sections 14.20-27) when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

## **The criteria Radley College uses to award and allocate word processors for examinations and assessments**

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams unless there are exceptions.

### **Exceptions**

A candidate may be awarded the use of a word processor in examinations where:

- the candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology
- the candidate has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage compared to other candidates

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
  - award the use of a word processor to a candidate where appropriate to their needs
2. 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 (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
  - not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
  - consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
  - process access arrangements/reasonable adjustments at the start of the course, or as soon as practicable having firmly established a picture of need and

normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4)

- provide the use of word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not:

- simply grant the use of a word processor to a candidate because he/she now wants to type rather than write in exams, or because he/she uses a laptop at home. (AA 5.8.4)

Additionally the use of a word processor would be considered for a candidate:

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

### **Arrangements at the time of the assessment for the use of a word processor**

A candidate using a word processor is accommodated in a computer room set up specifically for exams.

In compliance with the regulations the centre:

- provides a word processor with the spelling and grammar check predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise (ICE 14.20)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost) (ICE 14.24)
- instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)



(ICE 14.25)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), e-mail, the Internet, social media sites, spreadsheets
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does 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 computer reading (text to speech) software unless the candidate has permission to use a computer reader
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

(ICE 14.25)

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam has ended**

(ICE 14.25)

The centre will ensure:

- the centre will have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or their own
- a word-processed script is attached to any answer booklet which contains some of the answers
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite the details as a header or footer; the candidate is supervised

throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)

The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)

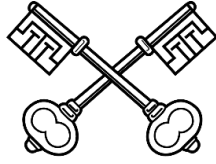
The centre may retain electronic copies of word-processed scripts as the electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

### **Centre specific processes**

#### **Allocating word processors at the time of the assessment**

The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.]

### **Appendix C**



**RADLEY**

## **EAL Policy**

**December 2021**

**In aiming to ensure we fulfil the needs of EAL students, we recognise that the elasticity of the definition of EAL may encompass students whose English - written and spoken - is extremely advanced and who have already clearly certificated competence in English e.g. GCSE or IGCSE English Language and/or English Literature. For that reason, and to ensure we are able to target the needs of those with genuine difficulties, we carefully maintain an ongoing review of the needs of those on it.**

It is expected that boys who may have EAL needs and require support upon arrival are identified before entry via the Admissions team during the application process. The EAL Co-ordinator contacts the parents during the summer (and, in some cases, the boys' current school) to find out their level of English and, if necessary, starts to plan provision to support this. Baseline assessment is carried out at the start of the boy's first term and any decision regarding EAL support and provision is taken by Radley after discussion with the boy, his Tutor, his Form Master and his teaching dons.

If a teaching don wishes to make a referral to the EAL Co-ordinator for a boy not currently receiving support, this is done via a conversation and/or via email. No Teacher Referral form is required, although this is always helpful.

In the Lower School, EAL provision is provided both in group and in individual sessions, depending on the needs of the boys. These sessions take place during Central Hour and focus both on general English support (in terms of literacy) and on subject-specific support where it is required. In the Sixth Form, the lessons take place during Central Hour and focus predominantly on English competency for university preparation – i.e. IELTS. IELTS preparation classes are offered – this is different from EAL support sessions in the Sixth Form. The School holds and updates a Watchlist for EAL, particularly in the Shell year.

As part of the ongoing support, the EAL Co-ordinator might observe a boy in class to see their proficiency in an academic context. Observations will then be shared with the boy and his don(s), and provision tailored accordingly.

Attendance registers are kept by each Academic Support tutor for Academic Support tutorials and Form Masters, Tutors and the boy concerned are e-mailed after a missed tutorial. Repeated absences are communicated directly to parents.

Reporting is termly and a full written report is sent to parents as part of the EOT report cycle.

Charges are made for EAL support tutorials. Details of the charges are available from the Bursary. Below is an extract from the guidance notes:

*Academic Support generally takes place during Central Hour, after Games or in APT for Lower School boys and in Study Periods for Upper School boys. Boys with EAL needs, specific learning difficulties or boys who have been referred to the Academic Support Department requiring additional specialised help in a small group or on an individual basis will be charged £150 per term, with shorter interventions charged accordingly. (£90 in the Summer term for boys in the Vth Form or in 6.2). If boys do ad hoc lessons this will be charged at £16.00 per lesson.*