THE HOWARD PARTNERSHIP TRUST (THPT)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

Cuddington Community Primary School

Date of review: December 2025

Review period: Annually

Next due for review: December 2026

Status: Statutory

Responsible Body: The Howard Partnership Trust

Trust Committee: THPT Inclusion Committee

THPT Lead Contact: DCEO with advice from Head of Special Phase and THPT Inclusion Lead

School Specific Lead: Alicia Roberts

Publication: Website

Purpose and Aims

- All pupils, staff, parents and carers know that SEND provision in place in THPT schools aligns with the Trust's and school's aims, values and principles, as set down in the following policies and guidance documents:

    - THPT Equality Policy
    - THPT Respectful Relationships and Behaviour Policy
    - THPT Supporting Children at school with Medical Conditions Policy
    - THPT Mental Health and Emotional Wellbeing Policy
    - Information Report
    - Equality Plan
    - Accessibility Plan
    - Safeguarding Policy
    - Risk to Life Protocols and Guidance for Schools
    - Children with Health Needs that Cannot Attend school
    - Equality Act (2010)
    - The Children and Families Act (2014)
    - Schools SEN Information Report Regulations (2014)
    - Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
    - Teachers Standards (2012)
    - SEN and Disability – a guide for parents and carers (2014)
    - Keeping Children Safe in Education (2025)
    - Working together to Safeguard Children (2015) last updated 2025
    - JCQ 'adjustments for candidates with disabilities and learning difficulties' 2024/25
    - SEND and Alternative Provision Green Paper (2022)
    - SEND and AP Improvement Plan (2023)
    - DFE Special Educational Needs and Disabilities Guidance for Governance Boards (2025)

- Trustees and staff at THPT will ensure that all pupils enjoy a broad, balanced and relevant education that meets individual needs.

- The fundamental purpose of THPT's SEND policy is to provide the supportive framework within which pupils requiring additional support, access arrangements and/or reasonable adjustments are identified, assessed, assisted and monitored.
- In every THPT school, all staff respect the unique contribution that every individual can make to the community and seek to place this contribution within a clear structure that both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and skills. Every teacher is a teacher of every pupil, with a focus on bringing out the best in all. We are proud of our inclusive environment which ensures that all pupils, no matter what their additional needs, are included in all activities, including educational visits, and can access public examinations.
- We define special educational needs and disability (SEND) using the SEND Code of Practice 2015;

  SEN: '*A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*'.[1]

  Disability: Many children and young people who have SEN may have a disability under the Equality Act (2010) – that is '*…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.*' [2]

[1] Code of Practice 2015

[2] Equality Act 2010

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1. Aims and Objectives

In all THPT schools, all pupils, regardless of their profile of need are provided with inclusive and high-quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. All schools:

- Expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age/starting points. Progress should at least align with pupils without SEND who exhibit the same starting points.
- Set ambitious educational and wider outcomes in collaboration with the pupil, parents/carers and SENCO.
- Will use their best endeavours to give pupils with SEND the support they need.
- Aim that all pupils become confident individuals who recognise and celebrate their unique strengths who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

2. Key Roles and Responsibilities

Trustees will:

- Ensure that all pupils enjoy a broad, balanced and relevant education that meets individual needs and secures the best possible standards for all children with SEND.

Heads of Phase will:

- Monitor the quality and effectiveness of SEND and disability provision within the school and update Executive Leaders and Trustees on this.
- Work with the Trust to determine the strategic development of the SEND Policy and provision in the school.
- Work with the Principal to ensure that the THPT SEND policy is upheld in the school.

School Principals will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Special Educational Needs Co-ordinators (SENCo) will:

- Have the day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those with an Education, Health, Care Plan (EHCP).
- Coordinate arrangements with the school staff regarding those pupils with SEND and/or disabilities.
- Work with external professionals to identify and meet the needs of children and young people with SEND.
- Identify training needs and implement a contextually relevant and developing training programme.
- Lead on the access arrangements process, supported by teaching staff and senior leaders.
- Work with all staff, specialist advisory teachers and medical professionals, where appropriate, to ensure that approved access arrangements are put in place for internal school tests, and examinations, including mocks ensuring that these arrangements are the identified pupils' normal way of working.
- Ensure that for every pupil applying for examination access arrangements, the school collects and holds relevant evidence.

- All SENCOs will complete safeguarding training in line with their responsibilities for identifying and responding to safeguarding concerns, including DSL-level training where appropriate.

Designated Safeguarding Leads will:

- Liaise with the SENCO for any child who bridges between Safeguarding and SEND.
- Attend annual reviews where appropriate.
- Work with Alternative Provision Lead where appropriate.
- Ensure SENCos are aware of all pastoral interventions so whole pictures of individual pupils can be built.

Mental Health Senior Leads will:

- Liaise with the SENCO for any child who bridges between Mental Health Register/Risk to Life Register and SEND.
- Attend annual reviews where appropriate.
- Work with Alternative Provision Lead where appropriate.
- Ensure SENDCos are aware of all Mental Health interventions so whole pictures of individual pupils can be built.

Alternative Provision Leads will:

- Liaise with the SENCO for any child who bridges between Alternative Provision and SEND.
- Attend annual reviews for pupils with an EHCP attending Alternative Provision.
- Liaise with Surrey and relevant trust personnel when a child with an EHCP may benefit from engaging with an alternative provision.

Teaching and Learning Leads will:

- Ensure SENCos are aware of all Teaching and Learning interventions so whole pictures of individual pupils can be built.
- Ensure that Teaching and Learning needs know and understand the OAP framework and are using this in all monitoring and evaluation

Behaviour Leads will:

- Liaise with the SENCO for any child who bridges between Behaviour Support and SEND.
- Ensure SENDCos are aware of all Teaching and Learning interventions so whole pictures of individual pupils can be built.

Every teacher is responsible for:

- The implementation of Ordinarily Available Provision (OAP) within their classroom (appendix 7).
- The progress, attainment and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions.
- Working with the SENCo to review each pupil's progress and development and plan required changes to provision.
- Identifying pupils who may need access arrangements for public examinations.

Key contacts for Cuddington Community Primary School

Details of staff in school with specific roles

SENCo: Alicia Roberts
Contact details: Alicia.Roberts@cuddington.thpt.org.uk
National Award for SEN: Alicia Roberts
SEN Portfolio Holder: Alicia Roberts
Designated Safeguarding Lead (DSL): Emma Dempster dsl@cuddington.thpt.org.uk
Deputy Designated Safeguarding Leads (DDSL): Alex Farley and Sara Walker
Teacher responsible for managing Pupil Premium funding: Alex Farley
Teacher responsible for medical needs of pupils: Alex Farley
Mental Health Senior Lead: Emma Dempster
Alternative Provision Lead: Alex Farley
Senior Lead responsible for behaviour: Alex Farley

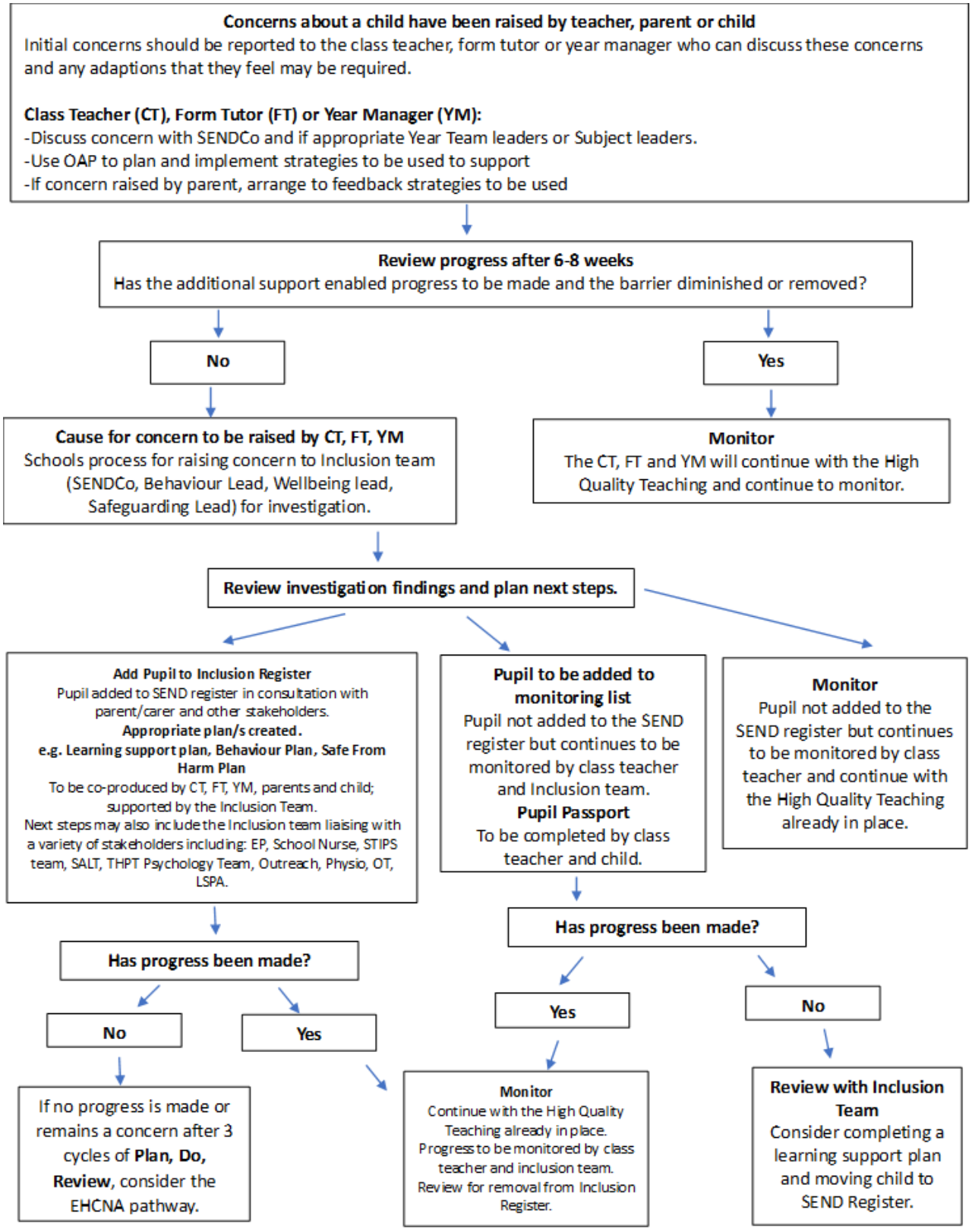
3. Identification of Needs

Any decision to coordinate special educational provision is taken involving the teachers, relevant support staff, SENCO and parents/carers, considering all information gathered from within school about the pupil's progress based on their age and starting points. The information is then considered within the context of national data and expectations of progress and attainment. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Impact of Provision
- Specific assessments, as required (including external specialist assessments)

3.1 Identification Process

The school's identification process is detailed below:



3.2 Concerns Raised by External Agencies

Concerns may also be raised by external agencies, including Child Protection officers and previous settings. All concerns will be investigated thoroughly. On these occasions, the concern will be passed onto the SENCO who will communicate with parents/carers and the pupil to jointly agree next steps. Depending on the situation, the SENCO may delegate the first communication about the concern to an adult within school who already has a relationship with the family such as the class teacher or a form tutor.

3.3 Parental or Carer Concerns

If a parent and/or carer has a concern that their pupil has an unidentified need, their first port of call would be to discuss their concerns with the class teacher or form tutor for that pupil via the school's communication protocols.

Once a concern has been raised, the class teacher or form tutor will work with parents/carers to identify if there are steps that can be taken to support the student before the concern is escalated; in most cases, strategies should be implemented over a six-week period to enable meaningful monitoring and evaluation. Teachers will use the Ordinarily Available Provision guidance (Appendix 7) to support them when considering this.

If the need continues to persist, the SENCO will become involved to assess need further and identify appropriate next steps.

3.4 How SEND is Identified at Transition Points

Pupils join our THPT schools at various points over the year. When a pupil joins a THPT school a robust investigation of need will take place where required. This will be facilitated through collaboration with:

- previous setting/s
- parents/carers
- pupils, where appropriate
- external agencies such as 'Speech and Language' when indicated a pupil has been known to that service

This investigative work should identify if there are adjustments needed, any external agency involvement and reasonable adjustments the school needs to make regarding the implementation of Ordinarily Available Provision.

When a pupil leaves school, all relevant information is shared, in line with GDPR guidance, with the next setting. Safeguarding and SEND information will be shared securely and promptly with the receiving school, including any risk assessments, Safe from Harm plans, and relevant safeguarding history.

3.5 Whole School Screening

Whole School Screening predominantly takes place in at transition points e.g. Reception and Year 7, with individual screening and other assessments of need implemented on a case-by-case basis. In years Reception and 7, all children will be screened for any language and communication difficulties using assessments such as language link and Well Comm. This information will be collated by the school. Following the analysis of this benchmarking, early interventions/targeted support will be planned. This intervention may be class-based support through the Ordinarily Available Provision or bespoke for individuals/groups of individuals.

3.6 Associated Safeguarding Process:

THPT recognises that Looked After Children (LAC) and Previously Looked After Children (PLAC) with SEND may face additional barriers to learning and safeguarding. The SENCO will work closely with the Designated Teacher for LAC, the Virtual School, and social workers to ensure appropriate support and safeguarding measures are in place.

To support with robust identification of need, within THPT, SENCOs and/or DSLs will be involved in the following, if relevant to the individual pupil concerned:

- Regular safeguarding meetings take place where high risk children and their provision are discussed.
- Regular meetings to discuss any pupils at risk of placement breakdowns, including those at risk of suspension and exclusion.
- Half term THPT risk to life meetings to plan support.
- THPT supervision and moderation to discuss key cases and initiatives.

3.7 Online Safety:

Pupils with SEND may be more vulnerable to online risks, including grooming, exploitation, and cyberbullying. Staff will receive training to recognise these risks and implement appropriate support and monitoring.

4. SEND Register

4.1 Categories of SEND

In alignment with the definition of SEND presented on page 2, students on the SEND register will have an associated primary need from the list below:

- **Communication and interaction –** this includes speech, language and communication needs (SLCN) and autism (ASD)
- **Cognition and learning** – this includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD includes dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health** – this includes pupils that: are withdrawn or isolated or inattentive; display challenging or disruptive behaviours; are diagnosed with attention deficit hyperactive disorder (ADHD); are inattentive; have an attachment disorder, anxiety or depression
- **Sensory and/or physical needs** – this includes hearing impairments, visual impairments, cerebral palsy, multi-sensory impairments and physical disabilities. If the medical need is impacting on learning and requires different and additional support for their learning, they should be assessed to be on the SEND register.

When being placed on the SEND register, students will be placed in one of the following categories:

SEND Support (also referred to as SEND K):

This is where a pupil has been identified as requiring special educational provision.

In line with best practice, all pupils registered as SEND K will have the school's version of a learning support plan (although the names of these vary across schools). It is expected that all parents/carers will be given the opportunity to discuss these plans and contribute to these. When age and stage appropriate, the pupil will also be involved in process. Targets set on these plans should reflect the identified area of need and specific strategies to support these; these targets will be reviewed regularly and updated formally on a termly basis.

Educational, Health, Care Plan (EHCP):

Some pupils will require SEND support beyond what a school can offer within their Ordinarily Available Provision offer. As a result, an Education Health and Care Plan (EHCP) may be applied for to support meeting their educational needs. Schools and/or Parents/Carers can request Education Health and Care Needs Assessment and information for how to do this is detailed on Surrey's local offer and the school website. If children reside outside of Surrey, the process may differ, and SENCOs will provide support to families under such circumstances. THPT encourage all stakeholders wishing to pursue an Education Health and Care Needs

Assessment to do so in collaboration with the student's network, which pivotally includes the school professionals as well as the student and their family.

The following two subheadings outlines Surrey's process for applying for an EHCP. If the pupil lives in a different local authority the school, parents and carers will need to follow that local authorities process which can be found on the local authority's local offer.

Schools may also identify children that need further assessment and monitoring but will use their own terminology to identify these children. Within THPT schools, those identified as needing further monitoring, will only be used as a temporary measure (meaning a student will not remain on this list for longer than six weeks) in recognition of ongoing assessment/investigation for longer term SEND support requirements.

4.2 How Schools Can Apply (in Surrey)

Schools will apply using the guidance provided by Surrey Local offer: Learners' Request for Statutory Education, Health and Care Needs Assessment (0 to 25 years) | Surrey Local Offer.

4.3 How Parents/Carers Can Apply

The process for applying for an EHCP as a parent and/or carer can be found by engaging with the 'local offer'. Parents are able to apply for an EHCNA assessment, and more information can be found here:

Education, Health and Care (EHC) plans | Surrey Local Offer.

This information is also available via the school's website by following the link below: Cuddington Community Primary School - Home

Parents can also seek guidance and advice from Surrey SENDIASS. Which can be found here: SEND Advice Surrey

4.4 Needs Met Through Ordinarily Available Provision

Our schools are committed to ensuring that *Ordinarily Available Provision* meets the needs of our pupils within the classroom. When this provision is sufficient to meet a child's needs — even if they have a diagnosis — and no additional reasonable adjustments or interventions are required, the pupil will not be placed on the SEND register as 'K'. However, they will have a *Pupil Passport*/one page profile, outlining their needs and the *Ordinarily Available Provision* strategies that are most supportive.

When the SEND register is reviewed, these pupils will be monitored to ensure that this level of support continues to meet their needs adequately. If necessary, their support will be increased, and they may be moved to SEND K. Their *Pupil Passport* will be reviewed at least annually, with input from the pupil (where age- and stage-appropriate) and their parent or carer.

4.5 SEND Information Report

The school's SEND Information Report, which can be found on the website SEND Information report 2026 - 2027 .pdf provides additional information about how the school support pupils with SEND to achieve their full potential.

5. The Assess, Plan, Do, Review Model

All THPT schools are committed to providing an inclusive and supportive learning environment for all students and are guided by the 'Assess, Plan, Do, Review' model, a structured and cyclical process designed to ensure that every student receives the tailored support they need to thrive academically, socially, and emotionally.

This model is outlined below:

Assess

The first step of this model involves a thorough assessment of each student's unique needs. This includes gathering information from various sources such as teachers, parents, and external specialists. A range of assessment tools and observations will be used to identify the specific challenges and strengths of each student.

Plan

Based on assessments, a personalised plan is devised that outlines targeted interventions and support strategies. This plan is created collaboratively with input from teachers, parents, and, where appropriate, the students themselves. The plan sets clear, achievable goals and specifies the resources and support required to meet these objectives.

Plans that may be created for pupils included but are not limited to:

- Individual learning plans – outlining SEND support arrangements
- Safe From Harm Plans
- Behaviour Support Plans
- Risk Assessment Plans

Do

In the implementation phase, the planned interventions and support strategies are put into action. Dedicated staff work closely with the students, providing the necessary resources and adjustments to facilitate their learning and development, ensuring curriculum access. Regular monitoring ensures that the interventions are being applied effectively and consistently.

Review

The final step involves a comprehensive review of the student's progress towards the set goals. This review is conducted at regular intervals and involves all stakeholders. Based on the findings, the plan is adjusted as necessary to ensure continuous improvement and responsiveness to the student's evolving needs.

By adhering to the 'Assess, Plan, Do, Review' model, THPT schools strive to create a dynamic and responsive educational environment that empowers all students to achieve their full potential.

6. Joint Working

As part of THPT's graduated approach, joint working is key to success. The following section outlines the Trust's joint working approaches for engaging with different stakeholders:

6.1 Joint Working within the Trust

There are a number of peer learning opportunities across the Trust. All SENCOs and Inclusion leads are offered continuing professional development opportunities, such as but not limited to:

- Network Meetings – where colleges share targeted training against areas of need in addition to sharing good practice.
- Surrey SAfE Network Meetings – Where national and local updates are shared.
- Peer Reviews - These are opportunities to visit other schools within the Trust and develop theirs and the school's knowledge and expertise, celebrating successes and identifying around next steps.
- Multi-professional consultation service

6.2 Joint Working within Schools

All staff at THPT recognise that a pupil's need can present in many ways and as a result, teams within schools work closely to ensure the full holistic picture of a pupil is understood by all relevant staff. All schools will hold regular meetings involving:

- SENCO/Inclusion Lead
- Safeguarding Lead
- Behaviour Lead
- Mental Health Senior Lead
- Pastoral Lead
- Attendance Lead
- EBSNA Lead

During these meetings, pupils who overlap in receiving support from more than one team will be discussed to ensure any targets set are appropriate, reflect all need, intervention and provision in place and that appropriate next steps are taken.

6.3 Joint Working with Child or Young Person

In line with the Trust values and Code of Practice, we recognise that the pupils voice is one of the most important elements in providing impactful provision and support. Therefore, when developmentally appropriate, every pupil will be given a voice in developing their learning support plan to express the strategies that support them and their ambition for targets.

In addition to this, school leaders will capture student voice throughout the year to reflect how pupils feel about the ordinarily available provision at the school. This will be used to support the leadership team when considering improvement priorities for the school. Student voice may be captured in a variety of ways, which small group conversations, online surveys, or 1:1 sessions with trusted adults.

6.4 Joint Working with Parents and Carers

We also recognise the importance of parental and carer voice. Parents and carers will be informed at the earliest point of intervention if their pupil is starting on one of the school's SEND pathways. This communication may come from any member of staff within the school, including but not limited to class teachers, pastoral leads, form tutors or the SENCO.

Progress against a pupil's SEND pathway journey will be shared with parents and carers a minimum ~~of~~ three times ~~a~~ per year~~.~~ Parents and carers, pupils and school staff will all be invited to input into these updates.

In addition to input into the strategies and feedback on provision and support, leaders will seek parent and carer voice in a variety of ways during the year. This will be inclusive of but not limited to parents and carers with pupils on the special educational needs register. Forms of parent and carer voice may include online surveys, feedback to teachers at parent and carer's evenings, or other events such as coffee mornings.

THPT recognises that there are times that parents and carers need support to deal with specific situations at home. All schools will work with parents and carers to support them and where possible can signpost to external agencies for additional support.

Examples of support are:

- SENDIASS: SEND Advice Surrey
- Crisis line: 24/7 crisis line :: Mindworks Surrey (mindworks-surrey.org)
- Local offer: Surrey Local Offer
- Surrey OAP: Ordinarily available provision (schools) | Surrey Local Offer
- Mindworks: Home :: Mindworks Surrey (mindworks-surrey.org)
- School Website: Cuddington Community Primary School - Home

6.5 Joint Working with External Agencies

Where pupils have higher levels of need, schools work in partnership with other specialist professionals and agencies to assess this need. This includes:

- Specialist Teachers for Inclusive Practice (STIPs)
- Race Equality and Minority Achievement (REMA) service
- Autism outreach
- Physical and Sensory Support Service
- Speech and Language service
- Occupational Therapy service and Children and Adolescent Mental Health Service (CAMHS/Mindworks)

If involvement with one of these services is indicated on a pupil's EHCP, Surrey Local Authority will support schools to source and supply these services. The school will facilitate the direct sessions for a pupil and continue any follow-up work required. Additionally, they will maintain regular (minimum of termly) contact with the service to inform their overview of progress.

If a child does not have this support already in place and it is felt that they need the support, schools will undertake screening process to identify the need and follow the appropriate referral pathways, which are set by each service, to make the referral. Details of the most common referral pathways can be found below:

- Mindworks: Request support for a child or young person (referral) :: Mindworks Surrey (mindworks-surrey.org)
- Speech and Language: For Professionals :: Children and Family Health Surrey (childrenshealthsurrey.nhs.uk)
- Occupational Therapist: Occupational therapy (OT) :: Children and Family Health Surrey (childrenshealthsurrey.nhs.uk)
- STIPS: Specialist Teachers for Inclusive Practice (STIP) | Surrey Education Services (surreycc.gov.uk)

Please note that referral pathways criteria are not set by the school and are subject to review by each of the services. If parents and/or carers need more information on these or other referral pathways, they should arrange a discussion with the school's SENCO.

If a parent and/or carer wishes to commission a private external agency to support or assess their child, a robust assessment of safeguarding will first take place by the school, as well as further vetting to assess the quality of the provision. If upon completion this is found to be in line with the Trust's safeguarding expectations and quality standards, the school will facilitate the support within school.

7. Annual Reviews

All pupils with an EHCP will be offered an Annual Review meeting once a year, approximately one year since their last review. Exceptions to this time frame would include:

- Reception aged children who have two annual reviews.
- Pupils who need an interim annual review. These take place when a significant change of provision is being requested, such as a change of placement.
- It might be appropriate to bring forward an annual review if a child joins mid-year to ensure placement and provision are correct. This should be decided on a case-by-case basis.
- In alignment with statutory guidelines, all attendees will be provided with a copy of the available annual review paperwork in advance and be given at least 2 weeks' notice before an annual review can take place. Whilst schools are not able to ensure this, as it relies on different professional agencies, SENCOs will support families by encouraging timely reporting by all stakeholders involved.

When a pupil is involved with an external agency, such as speech and language therapy, the therapist will be invited to the annual review. If they cannot attend ~~it~~ they will be asked ~~to~~ provide a report and will receive feedback from the review

THPT are committed to making these meetings as accessible as possible and therefore are happy to facilitate the meeting in the following ways:

- In person
- Via the internet, using a platform such as Teams
- As a hybrid meeting with some people joining online and some joining in person.

During the annual review parents/carers have the right to bring an advocate with them when they feel this is appropriate. If a family or carer needs a translator, this can be arranged to allow full participation in the review.

8. Change of Placement

If parents and carers wish to request a change of placement, this will usually be discussed during the key stage transfer. During Key stage transfers, (Year 1, Year 5, and Year 10) parents/carers and pupils (where appropriate) will also be asked to provide the name of up to 5 school placements they would like consulted with for school placements. These will be passed on to the local authority to consult with. Schools do not have to ability to consult with other placements on a parent and/or carer's behalf.

If parents/carers would like to request a change of placement outside of the key stage transfer, they will need to hold an interim annual review. This can be arranged through the school. During this annual review, parents/carers, school, external agencies and parents/carers will have the opportunity to discuss reasons for the need of change of placement and the desired places for consultation.

When a pupil is awaiting a change of placement, this can often be a long process. Schools will work with Surrey to ensure all information is shared promptly and robustly. Where parents/carers need further support services that can support with this will be signposted.

9. Alternative Provisions

When a child needs to access an alternative provision, a robust process is in place to ensure all safeguarding, academic and special educational needs are met for a child. These provisions are sought as a temporary measure whilst a wider piece of work takes place to ensure that pupil receives the best outcome for them. These could include seeking a change of placement or undertaking specific therapeutic work to allow successful reintegration into school.

Any pupil who attends an Alternative Provision remains the school's responsibility to safeguard. All pupils attending an alternative provision will have had a risk assessment completed with specific consideration to the provision as well as the student's own circumstances.

Before seeking an Alternative Provision, the placement must be discussed with the school's Alternative Provision Lead, the School SENCO and THPT's team for Alternative Provisions. The Trust team can be contacted at: Alternativeprovisions@thpt.org.uk. Pupils with an EHCP must have any Alternative Provision discussed and agreed at an annual review before proceeding with the placement.

10. Part Time Timetables

There may be some situations where a pupil is not able to attend school for the entire school day/week. This will be discussed on a case-by-case basis with:

- parents/carers
- school staff – including safeguarding, attendance and inclusion leads/SENCOs
- where appropriate external agencies
- where appropriate the pupil.

An outcome of this discussion could be the placement of the pupil on a Part Time timetable. These will be a temporary measure (lasting no longer than six weeks) with the aim of successfully reintegrating the pupil back into school.

11. Examination Access Arrangements

As with learning, some pupils require additional support to access exams. Access Arrangements are agreed before an assessment. They allow pupils with specific needs, such as special educational needs (SEN), disabilities, or temporary injuries to access the assessment, show what they know and can do without changing the demands of the assessment. Access arrangements meet the needs of an individual pupil without affecting the integrity of the assessments. These can be put in place at any point in a child's school career from Reception up to completing A levels. However, the adaptations made need to be based on normal school practice and linked to an area of need.

11.1 Within Primary Schools

Within the Primary school setting, it is up to school staff to identify when an adaptation is needed and build it into normal practice for that pupil. When they sit their statutory exams, they must complete the National Testing Agencies portal form to ensure the access arrangements are agreed.

11.2 Within Secondary Schools

In Secondary schools, access arrangements must be supported and identified by an exams officer who has completed the Certificate in Psychometric Testing, Assessment and Access Arrangements module (CPT3A). Where a school does not have a member of staff with this qualification, access arrangements will be supported by THPT or through an appropriate external agency, who does hold the qualification. Access arrangements will then be built into a pupil's normal way of working and be available for their exams.

Whilst the aim of the school is to complete all specialist assessments within school, the school's specialist assessor is not able to test for learning difficulties such as dyslexia. If parents and carers decide to work with an assessor outside the school, the following must be in place:

- The independent assessor must have an established working relationship with the school or, before an assessment, must establish a relationship with the school. This involves speaking to the school, discussing the needs of the pupil and providing the school with a copy of their qualification. This must take place before the candidate is assessed.
- The SENCO must provide the assessor with background information verbally and in writing (section A of Form 8) before the candidate's assessment. The SENCO and the external assessor must work together to ensure a joined-up and consistent process. The independent assessor must be approved by the Principal to assess the candidate.
- The candidate must be assessed considering the picture of need and the background information provided.
- An independent assessor must discuss access arrangements with the SENCO as the responsibility to request access arrangements specifically lies with the SENCO.
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.
- Current editions of nationally standardised tests which produce standardised scores must be used, where published.
- Results must be given as standardised scores, which use a mean of 100 and a standard deviation of 15. Standardised scores of 84 or less are described as 'below average' and those of 85-89 are described as 'low average'.

Access Arrangements may include:

- Supervised rest breaks
- 25% extra time (or more in exceptional circumstances)
- Computer reader/reader
- Read aloud/use of an examination reading pen
- Scribe/speech recognition technology
- Word processor (see word processor policy, appendix three, for more detail)
- Prompter
- Live speaker for pre-recorded examination component
- Practical assistant
- Alternative site for the conduct of examinations
- Modified papers (e.g. enlarged)

Evidence cannot be accepted from a GP, except in the case of a temporary injury. This evidence must be provided **no earlier than Year 9.** In addition to this evidence, and across all phases, there must be evidence of 'normal way of working' from the pupil and the staff who work with them. When a pupil moves from Year 11 to 12, additional evidence needs to be gathered that their access arrangement continues to be their normal way of working.

The Cuddington Community Primary SEND Information report details how the needs of pupils with SEND will be met in more detail.

A privately commissioned assessment carried out without prior consultation with the school <u>cannot</u> be used to award access arrangements and <u>cannot</u> be used to process an application using *Access arrangements online.*[3]

'Before commissioning a private assessment, parents should liaise with the school to ensure that there is strong communication between the assessor and the school informants, to ensure best practice guidance is followed, that the assessor is appropriately qualified and their practice regulated and that the report can be used to apply for exam arrangements'. Even before that, it might be discussed that as any exam arrangements will need to be based on established way of working, that liaising at the earliest opportunity to plan this with the school will best ensure that the student's needs can be best met prior to the assessment.

12. Evaluating the Effectiveness of SEND provision

In all THPT schools we regularly monitor and evaluate the quality of provision we offer to all pupils, and this informs future developments and improvements. For example, this may include monitoring and evaluation of the following:

- Progress of pupils with SEND
- SEND funding
- Departmental and School Self-Evaluation
- School Development Plan priorities
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils
- External audits and school improvement visits e.g. Peer reviews
- Developing best practice e.g. moderation of pupil progress.

13. Pupils with Medical Conditions

THPT schools recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Refer to the THPT Supporting Children at School with Medical Conditions Policy for further guidance.

14. Reviewing the SEND Policy

The SEND policy will be reviewed yearly by Alicia Roberts, SENCO, and Trustees.

If parents/carers have comments, complaints or concerns that they would like to share, these should be addressed to the SENCO at Cuddington Community Primary Alicia.Dickinson@cuddington.thpt.org.uk in the first instance. If you feel your concern has not been resolved, please see the THPT Complaints Policy on the school website.

[3] JCQ Adjustments for candidates with disabilities and learning difficulties (2023)

Appendix 4: The Equality Act 2010 and conduct of examinations[4]

A	Training invigilators
1	The yearly training will make invigilators aware of the Equality Act 2010 and train them in disability issues. A copy of this training will be kept on file
2	Invigilators will be made aware of policies and procedures relating to emergency evacuation and medication, especially when they relate to a candidate with a disability
3	Invigilators will be made aware of alternative means of communication, where appropriate, especially in the exam room when conveying information to disabled candidates
B	Information for candidates
1	Information supplied to candidates with a disability, such as the JCQ Information for Candidates, are suitably sized and adapted
C	Seating arrangements
1	There will be chairs available outside the examination rooms, or a separate place to wait, to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
2	Where required, there will be sufficient space between desks and chairs to enable a candidate or invigilator to enter and leave the room without difficulty
3	If the school is aware that a candidate may become unwell during the examination due to the nature of their disability, they will be seated close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
4	Seating will be appropriate and comfortable for those who may have a disability, which affects sitting and posture.
D	Candidates requiring access arrangements
1	Where a candidate has been granted the use of a Language Modifier, a reader or scribe, the individuals who will be acting in this capacity will be introduced to the candidate before the examination takes place. This is particularly the case for those candidates with autism who will find it difficult to relate to someone who is a stranger. For identified pupils, this person will be someone known to them from the regular staff body. If this person teaches or supports them in lessons, an additional invigilator must be in the room with them.
2	Where a candidate has been granted supervised rest breaks, the rest areas will be suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long-term health conditions.
3	Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt or tapping the candidate's arm or shoulder. This will also apply to those candidates with autism who may have difficulty with time.
4	For on-screen tests, hardware and software will be adapted for those candidates with a sensory or multi-sensory impairment.
E	Emergency evacuation procedures
1	Invigilators and all other centre staff involved in conducting examinations will be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.
2	When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom these procedures may be different.

[4] JCQ Instructions for Conducting Examinations 2023

Appendix 5: The Equality Act 2010 definition of disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities

Statutory guidance on the Equality Act 2010 produced by the Office for Disability Issues http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf states that disability means **'limitations going beyond the normal differences in ability which may exist among people'.**

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment.
- Persistent distractibility or difficulty concentrating.
- Difficulty understanding or following simple verbal instructions.
- Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected <u>not</u> to have a substantial adverse effect include:

- Minor problems with writing or spelling.
- Inability to read very small or indistinct print without the aid of a magnifying glass.
- Inability to converse orally in a language which is not the speaker's native spoken language.
- Nervousness or low-level anxiety about examinations.

Appendix 6: Word Processing Policy for Public Examinations[5]

Cuddington Community Primary School in line with the JCQ regulations, allows pupils to word process assessments and examinations only if is their normal way of working within the centre and they fulfil at least one of the following criteria:

- They have a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- Their handwriting is illegible to the extent that it is deemed disadvantageous for them to handwrite their exams, as the examiner will not be able to read their work.
- Their speed of handwriting is below average (a standardised score of 84 or below) and they can type in the average range.
- They have a medical condition that makes extended handwriting painful
- They have a physical disability
- They have a sensory impairment
- The quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

Whilst a pupil may use their own laptop in lessons, they will have to use an 'exam ready' school laptop in any assessments, including GCSEs and A levels. They will not have access to spell and grammar check unless this is a specific access arrangement that has been applied for.

[5] Based on JCQ Adjustments for candidates with disabilities and learning difficulties (2023)

Appendix 7: THPT Ordinarily Available Provision (OAP)

APPENDIX TO BE ADDED IN SEPTEMBER, ON PUBLICATION OF SCC'S UPDATED DOCUMENT.

This document is based on Surrey's Ordinarily Available Provision document published **DATE**. The aim is that these provisions are in place in all our THPT schools however our schools are currently on a journey to embed all of these provisions.

Universally Available to all Pupils

Reasonable Adjustments

Additional Support