



INCLUSION POLICY

Vision, Values and Mission

Shirley High School's mission is to offer a high quality education to all learners within an inclusive and respectful environment. An environment where all are consistently challenged and supported to be successful, well rounded global citizens. Shirley High School is a community that subscribes to the social model of disability and inclusion and therefore aims to use available resources to remove barriers to learning and participation in school activities for all students.

Shirley High School is committed to inclusion and believes that everyone should benefit from our learning community. Students, parents/carers, staff and visitors will be made to feel welcome and comfortable in an environment free from division, where all are treated with respect in a climate of trust and confidence.

We believe that educational inclusion is about equal opportunities, appropriate learning and positive experiences for all. We aim to motivate and encourage all students to build individual self-confidence and self-esteem as they strive for excellence. We value everyone's unique contribution to our community and pay particular attention to the provision for and the achievement of different groups of learners, taking into account their varied life experiences and needs.

We also believe that inclusion is facilitated by full participation and will work with students and all stakeholders to support students to participate fully in education to promote positive outcomes for all students. This means that the school will source, create and provide reasonable adjustments to support the needs of our students. A "reasonable adjustment" is an effort or action to support additional needs with available or attainable resources within the school's capabilities and without impacting on the provision of other students.

Principles

Shirley High School is committed to facilitating the learning, participation and equal opportunities of all students, all of whom have a right to fully access our curriculum and wider opportunities offered by the school. The main and essential principles are: setting suitable learning challenges; responding to students' diverse needs; overcoming essential barriers to learning; identifying, assessing and providing for students. This applies to any or all of the following:

- students with special educational needs and/or disability (SEND) (4 broad areas of need having been identified in the '*SEND Code of Practice: 0-25 years*', 2014 as; communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs)
- students who need support to learn English as an additional language (EAL ;
- students who may be gifted and talented (G&T);
- students who are in receipt of the Pupil Premium Grant;
- students with medical needs,
- students who are identified as vulnerable because they are:
 - looked after by the local authority (LAC) or previously looked after (PLAC);
 - on the Child Protection register or are a Child in Need or are subject to Early Help intervention;
 - asylum seekers and/or refugees;
 - come from traveller heritage;
 - young carers;
 - poor attenders (students with attendance below 93%); persistent absentees (students with attendance below 90%);
 - teenage parents;



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- young offenders
- classed as vulnerable for any other reason not previously listed including students who are Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+); beyond parental control; at risk of disaffection and exclusion; or who have welfare issues.

Aims

The school aims to:

- Promote an inclusive environment throughout the school
- Work towards a consistent diet of Quality First teaching for all students
- Identify the individual needs of each student and plan lessons that address, as necessary: learning difficulties; physical disability; behavioural, emotional or social issues; English as an additional language; gifted and talented; vulnerable students.
- Ensure that high expectations of all students are established and that specific and achievable targets are set through differentiated programmes and activities.
- Meet individual needs through a range of provision and endeavour to remove barriers to participation for students with additional needs.
- Seek students' views and encourage students to participate in the development of learning programmes, particularly through personal targets and self and guided peer evaluation.
- Use all available resources to provide for students with additional needs to ensure that staffing deployment, resource allocation and choice of intervention lead to the best possible learning outcomes
- Plan for learning and teaching so that students are able to make choices, express opinions and pursue interests.
- Promote positive relationships based on mutual respect and encourage understanding and inclusion of different social, religious and cultural backgrounds.
- Work in cooperative and productive partnership with parents / carers, students, staff and external agencies, to meet the needs of students with additional needs.
- Develop a high level of staff expertise to support the implementation of the policy across the school through well targeted continuing professional development.
- Provide staff with the necessary and appropriate information to ensure that all are aware of barriers and their responsibilities in using available resources to facilitate inclusion.

Roles and responsibilities

The Governors will:

- Ensure that the school complies with the Equality Act 2010.
- Ensure that the school complies with the 'SEND Code of Practice: 0-25 years', 2015
- Ensure that the school acknowledges DfE Guidance and makes every effort to take account of this.
- Identify governors with specific responsibility for monitoring inclusion.
- Ensure that inclusion issues remain an integral part of the School Improvement Plan.
- Set up appropriate staffing and funding arrangements and oversee the school's work.

The Principal will:

- Ensure that the policy and its related procedures and strategies are implemented.
- Ensure that where students with Education Health and Care Plans and /or medical conditions are admitted into school they are fully integrated, unless it would be incompatible with the efficient education of other children and there are no reasonable steps which can be taken to prevent the incompatibility.



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- Promote high standards which relate to all students in the school.
- Ensure that all staff are aware of their responsibilities and given appropriate training and support to fulfill them.
- Delegate the ongoing effectiveness of the implementation of this Inclusion Policy to the SLT member with responsibility for Teaching and Learning.
- Delegate the management of the day to day implementation of this policy to the Director of Faculty Inclusion and Student Support (SENDCo), 21/C Inclusion and Student Support (Deputy SENDCo), Heads of Year, all Curriculum Leads (including heads of departments and directors of faculties) and Attendance & Welfare Officer.

All members of the Senior Leadership Team, regardless of their area of responsibility, are responsible for promoting the Social Model of Inclusion and holding staff accountable for their duty to facilitate inclusion.

This includes:

- Tracking and monitoring staff's adherence to the Inclusion policy.
- Directing staff to CPD as necessary
- Holding staff who they line manage accountable for the outcomes and experiences of students with additional needs.
- Liaising with the SENDCO regarding the improvement and development of inclusive practices for the benefit of students with additional needs.

The SLT members with responsibility for Teaching and Learning will liaise with the SLT member with responsibility for Pastoral and both will:

- Maintain an overview of the progress of all students and specifically identified groups of students as well as any issues with regard to the school's provision in this regard through:
 - o analysis of the whole-school student progress tracking system
 - o regular meetings with the Director of Faculty Inclusion (SENDCo), 21/C Inclusion and Student Support (Deputy SENDCo), Head of Year and Attendance and Welfare Officer.
 - o discussions with students and parents/ carers
 - o liaison with external agencies and professionals ensuring that work is coordinated, effective and meets the needs of all students.
- Ensure issues of equality, inclusion and diversity are addressed across the curriculum

The Director of Faculty Inclusion (SENDCo) will:

- Ensure that information and training is given to staff to make them aware of their responsibilities to facilitate an inclusive learning community at Shirley High School.
- Inform the application of reasonable adjustments in the application of school policy and procedures.
- Plan, prepare and teach specialist programmes of work to meet the individual needs of students.
- Liaise with and involve parents/carers in plans to meet their child's additional needs.
- Liaise with and involve students with additional needs in planning and in any decision making that affects them.
- Liaise with and advise teachers, as well as managing SSAs, in supporting students with additional needs.
- Maintain and analyse whole-school provision for students with additional needs as well as monitoring and evaluating the progress of all students so needs can be identified as they arise and support provided as early as possible.
- Monitor the provision of full access to the curriculum through differentiated planning by teaching staff and support staff as appropriate.



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- Maintain a list of students with special educational needs and those identified as gifted and talented, co-ordinating their provision and overseeing the records on all of them.
- Contribute to the in-service training / continuing professional development of staff.
- Evaluate regularly the impact and effectiveness of all additional interventions for all students with additional needs (including those with special educational needs).
- Undertake Access Arrangements for students as necessary (see also Appendix 4)
- Work collaboratively with the School Medical Officer, members of SLT, AWO, Exams Officer and Heads of Year, as required, regarding the meeting of medical needs of identified students and the completion of Individual Health Care Plans (IHCPs).
- Assess new students on entry to the school.
- Advise on and refer students to relevant external agencies.

Specifically for students identified as having SEND:

- Ensure the Equality Act 2010 and relevant Codes of Practice and guidance are implemented effectively across the school to eliminate prejudice and discrimination against children with special educational needs and/or disability (4 broad areas of need having been identified in the '*SEND Code of Practice: 0-25 years*' as; communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs) and ensure equality of opportunity for them.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having Additional SEND Support and specific programmes of support for students with an Education, Health and Care Plan.
- Arrange Annual Reviews for all students with an Education, Health and Care Plan.
- Carry out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a student may have special educational needs and/or disability.
- Monitor the school's system for ensuring that Individual Education Plans and SEND Support Plans, where it is agreed they will be useful for a student with special educational needs and /or disability and with students.
- Attend any network meetings and training as appropriate.

The 21/C Inclusion and Student Support (Deputy SENDCo) with responsibility for English as an Additional Language (EAL) will:

- Deputise and support the SENDCO in the above roles and responsibilities
- Have responsibility for the inclusion of students who have EAL and the achievement of ethnic minority groups.
- Maintain an EAL student list.
- Plan, prepare and teach specialist programmes of work to meet the individual needs of students
- Advise on and coordinate provision for students with additional needs relating to ethnic or linguistic background
- Work collaboratively with teachers to plan for and teach students as part of mainstream teaching practice.
- Oversee other staff involved in supporting ethnic/linguistic minorities.
- Administer the initial and on-going assessment records on all students with EAL.
- Liaise with parents of ethnic and linguistic minority students.
- Collaborate with the Head of Year 7 and Head of Year 12, to oversee the smooth running of transition arrangements and transfer of information for Year 6 and Year 11 students with EAL.
- Contribute to the in-service training / continuing professional development of staff.
- Advise on the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural



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and linguistic diversity of the school.

- Advise on and source bilingual and culturally reflective materials to support students' learning across the curriculum.
- Contribute to the organisation of Cultural Diversity Week, Refugee Week and other cultural events such as Black History Month.
- Advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Liaise with outside agencies..
- Support and mentor vulnerable ethnic minority students in collaboration with other members of staff.
- Plan, prepare and teach specialist programmes of work to meet the individual needs of students.
- Liaise with and involve parents/carers in plans to meet their child's additional needs.
- Liaise with and involve students with additional needs in planning and in any decision making that affects them.
- Liaise with and advise teachers, as well as managing SSAs, in supporting students with additional needs.
- Undertake Access Arrangements for students as necessary (see also Appendix 4)
- Assess new students on entry to the school, including year 7, year 12 and in year admissions.
- Inform staff of results of in year admissions results and liaise with the exams officer regarding access arrangements.
- Write IEPs for SEND students and make them available to staff.
- Attend any network meetings and training as appropriate.

Heads of Years will:

- Oversee the smooth running of transition arrangements and transfer of information for Year 6 students entering Year 7 and Year 11 students entering Year 12.
- Maintain an overview of the progress of all students and specifically identified students in their year group as well as monitoring and evaluating the progress of all students so needs can be identified as they arise and support provided as early as possible.
- Liaise with the Deputy Principal (Pastoral), Director of Faculty Inclusion (SENDCo) and AWO through regular scheduled meetings, as well as informally, to discuss students in their year group with additional needs and or attendance and welfare issues.
- Liaise with their Senior Line Manager through regular scheduled meetings as well as informally to discuss the progress and achievement of the students in their year group.
- Work collaboratively with the School Medical Officer, Deputy Principal (Pastoral), EWO, Director of Faculty Inclusion, EAL Coordinator and Croydon Sensory Services as required, regarding the meeting of medical needs of identified students and the completion of Individual Healthcare Plans (IHCPs).
- Attend and contribute to annual reviews for students in their year group.
- Liaise with external agencies as required e.g. Alternative Education Providers, Social Care, Virtual School.

Attendance and Welfare Officer (AWO) will:

- Promote the importance of good attendance and punctuality and its role in reducing vulnerability as well as improving attainment of all students.
- Maintain an overview of the attendance and welfare of all specifically identified students so needs can be identified as they arise and support provided as early as possible.
- Liaise with the Deputy Principal (Pastoral), Director of Faculty Inclusion (SENDCo) and Heads of Years through regular scheduled meetings, as well as informally, to discuss students with attendance and welfare issues.
- Liaise with their Senior Line Manager through regular scheduled meetings as well as informally to discuss



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the progress of students with attendance and welfare issues.

- Liaise with external agencies as required e.g. Alternative Education Providers, Social Care, School Nurse, Family Resilience Service, Early Help Team, GP.
- Complete Multi Agency Referral Form (MARF) as required and attend and represent the school at Team Around the Family (TAF) meetings as required.
- Work collaboratively with the School Medical Officer, Deputy Principal (Pastoral), Director of Faculty Inclusion, 2 I/C Director of Faculty Inclusion, EAL Coo Heads of Year, and Lead Teacher any external provision such as Croydon Sensory Support Service.as required, regarding the meeting of medical needs of identified students and the completion of Individual Healthcare Plans (IHCPs).

School Medical Officer will:

- Work collaboratively with the Deputy Principal (Pastoral),#Director of Faculty Inclusion, AWO and Heads of Year, as required, regarding the meeting of medical needs of identified students and the completion of Individual Healthcare Plans (IHCPs).
- Maintain the register of the students in the school with medical needs.

School Exams Officer will:

- Work collaboratively with the Deputy Principals, Assistant Principals, Director of Faculty Inclusion as required, regarding the meeting of needs of students with additional needs for the completion of their internal and external exams.

Subject teachers and form tutors will:

Have an awareness of the information pertaining to the additional needs pertaining to the students on their registers.

- Plan and deliver lessons that meet the expectations of Quality First teaching.
- Be aware of their responsibilities towards all students and show a positive and sensitive attitude towards all students at all times.
- Ensure that everyone is dealt with fairly and without negative bias on grounds of race, disability or equality issues and that all incidents of discrimination, bias and stereotyping are dealt with appropriately, recorded and reported to relevant members of staff with responsibilities.
- Ensure that they set suitable learning challenges, cater for students' diverse learning needs, overcome potential barriers to learning and assessment for individuals and groups of students.
- Ensure that this is done for every student by acknowledging and catering effectively for different learning styles and abilities.
- Ensure that gifted and talented students have opportunities for enrichment, extension and acceleration.
- Provide differentiated teaching and learning opportunities, including differentiated / modified work for identified students, which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensure there is adequate opportunity for students with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" the general educational provision.
- Ensure effective deployment of resources, including SSA support, to maximise outcomes for all groups of students.
- Identify students in the class who are underachieving and / or have specific needs who may require additional interventions either in the short or long term i.e. requiring inclusion on the SEND register.
- Implement advice given on Individual Education Plans (IEP) and Individual Healthcare Plans (IHCP).
- Understand that all staff in school have a responsibility for maximising achievement and opportunity of all students. Specifically, all teachers are teachers of special educational needs and EAL.
- Work collaboratively with the Director of Faculty Inclusion, the 2 I/C Inclusion and Student Support, and



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the support staff deployed by all relevant external agencies working for and with students with additional needs.

All curriculum leads will:

- Hold staff in their departments and faculties accountable to carrying out the duties outlined above.
- Ensure that all teaching and support staff in their faculty are aware of their responsibility to facilitate inclusion for students with additional needs.
- Ensure that staff in their faculty have access to, read and apply all advice, plans and directives pertaining to the facilitation of inclusion of students with additional needs.
- Ensure that curriculum, content, delivery and resources are suited to the needs of all pupils.
- Ensure that teaching and support staff maintain high expectations for all students regardless of their prior attainment or additional needs.
- Ensure that suitable resources accompany all curriculum content and delivery to ensure that students are able to access the curriculum regardless of their needs
- Track and monitor the progress of students with additional needs and ensure that necessary and timely intervention is put in place to facilitate positive outcomes for students with additional needs.

Admission Arrangements

No child will be denied admission or prevented from taking up a place in school on the basis of his or her special educational need and/or disability; ethnicity or language need; or because arrangements for their medical condition have not been made unless:

- The school is unsuitable to the child's age, ability and aptitude or his/her special educational needs and/or disability, or:
- The attendance of a student would be incompatible with the provision of efficient education for the students with whom he/she would be educated or the efficient use of resources.
- At Post 16 they had not met the entry criteria for the course/s they wished to undertake.

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Appendix 1 - The School Accessibility Plan for disabled students.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for students with additional needs is carried out by the Deputy Principal (Safeguarding, Pastoral and Attendance), Director of Faculty Inclusion and Student Support (SENDCO), the Head of Year and Governors in the following ways:

- classroom observations
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- informal feedback from staff
- student information when setting access statements, new IEP targets or reviewing existing targets.
- Tracking of student progress using whole-school assessment data.



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- monitoring IEPs and IEP targets, evaluating the impact of IEPs on students' progress.
- Monitoring of attendance records through liaison with AWO.
- Meetings regarding students' progress involving the Director of Faculty Inclusion, EAL Coordinator, HoYs, HoDs, senior leaders and any relevant external agencies.
- Meetings with parents
- Student feedback
- Consultation with Croydon Locality Lead and other relevant external advisory services.
- Governors' strategic visits.

Identification and Assessment

Students' needs should be identified and met as early as possible through:

- the analysis of data including reading ages and other whole-school student progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual student's progress over time
- liaison with feeder primaries on transfer
- information from previous schools
- information from external agencies
- maintaining lists (The SEND register, EAL register, and Medical Needs List are updated regularly).
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs.
- involving an external agency where it is suspected that an additional need is significant.
- Collaboration with and input from external agencies,

Inclusion of students with SEND

Where students are underachieving and/or identified as having special educational needs and/or disability (SEND), the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students. The inclusion team aims to ensure that support is personalised and suits the specific needs of students. This includes:

- Teachers differentiate work as part of the Shirley Learning Journey expectation and consistently promote the expectations of a Shirley Learner to all students.
- Quality First teaching with a key focus on effective differentiation
- small group withdrawal/intervention
- 1:1 or bespoke interventions
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources
- homework/learning support club
- placement on the school's SEND list when it is clear that their needs require intervention which is "additional to" or "different from" the differentiated curriculum offer for all students in the school i.e. they have a special educational need.
- identification and tracking of intervention using the whole school provision map for students on the SEND list
- use of an individual education plan (IEP) for students with an EHCP and a SEND support plan for students who have outside agency involvement to ensure their underlying special educational need is being addressed.



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Additional SEND Support

Where a period of differentiated curriculum support has not resulted in the student making adequate progress OR where the nature or level of a student's needs are unlikely to be met by such an approach, provision at this level may need to be made when:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, or social or mental health issues.
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Provision at this level may also include the involvement of specialist services. A variety of support can be offered, such as advice to the school about targets and strategies, specialised assessment or some direct work with the student. The specialist services will always contribute to the planning, monitoring and reviewing of the student's progress.

School request for a statutory assessment

For a student who is not making adequate progress, despite a period of Additional SEND Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to issue an Education, Health and Care Plan (EHCP).

The school is required to submit evidence to the LA who makes a judgment about whether or not the student's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan

A student who has an EHCP will continue to have additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the Director of Faculty Inclusion (SENDCo), to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the EHCP.

Inclusion of Students with English as an Additional Language

Definition

A student who has English as an Additional Language, is a student whose home language is not English and who uses that language on a regular basis inside or outside of school. EAL students are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language, and may need support in EAL to access the curriculum.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all students regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents/carers in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.



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Admissions

No student will be refused admission on the basis of ethnicity or EAL. Students who have EAL will be admitted under the same criteria as any other student applying for a school place. Where parents/carers do not speak English, we try to provide oral and written information and help in the first language which will facilitate the admission process and provide key information about our school. On admission, beginner EAL students will have access to an induction programme which provides a safe and secure start. This will prepare them for access to mainstream learning across the curriculum.

Provision

Students with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given, to improve acquisition of English.

The following provision can be expected:

- initial assessment of EAL to determine proficiency in reading, writing, listening and speaking.
- students will be placed in sets and groups which match their academic ability or underlying cognitive ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed.
- work in class will be differentiated for the students to help with fluency without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- additional support for students may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support and pre-teaching of key concepts and vocabulary.
- The Ethnic Minority Achievement Coordinator will liaise with students to monitor their progress together and keep them informed of their progress by analysing the whole school data.
- The school encourages and allows EAL students who are literate in their home language to take a community language at GCSE / GCE levels, where possible.

Inclusion of Looked After Children (LAC)

Shirley High School is committed to creating a safe, secure and caring community for Looked After Children (LAC). We understand that these exceptional circumstances can create significant barriers to the social, emotional, cognitive and physical development of children and young people.

- There is a statutory requirement for all schools to have a designated teacher for children who are looked after. The Deputy Principal for Pastoral and Safeguarding (DEL) will assign the role of a Designated Teacher to a member of staff who will be responsible for all children who are Looked After (CLA) under the supervision of the DSL. The responsibilities of the Designated Teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, by the respective Head of Year.
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - ensuring that the respective Head of Year prepares a report on the child's educational progress to contribute towards the statutory review (these are usually held at six monthly intervals or more frequently if there is a concern) and that they discuss feedback from the statutory review (chaired



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by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- ensuring there is liaison with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making
- liaising with the LA Virtual School regarding progress and Pupil Premium Grant spend
- Appropriate sharing of information with relevant staff to ensure students are fully supported in all aspects of school life
- Advise on reasonable adjustments to the application of policies and procedures in relation to children who are 'looked after.'

Inclusion of Students who are High Attaining

Shirley High School endeavours to facilitate appropriate and ambitious academic challenges for all students. High Attaining students (HAP) are those who achieve, or have the capacity to achieve at a very high level in a range of subjects. Attention to high attainment is not limited to cognitive ability but a range of abilities relevant to the curriculum offered at the school.

Identification

A HAP student will be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Primary school identification
- Teacher identification
- Specialist teacher identification
- Teacher assessment
- External assessments e.g. CATs test, reading assessments, GCSE results
- Exceptional performance in any given subject area
- Parent / carer information

Provision

Classroom teachers, Curriculum Leads and Key Stage Phase Leads will be responsible for tracking and monitoring the provision for and progress of HAP. Teachers are expected to have high expectations and plan carefully to meet the learning needs of all students. Provision for HAP students consists of:

- Quality first teaching, setting and differentiation within the curriculum to meet the needs of the students on a daily basis in the classroom.
- Extended, alternative or differentiated tasks identified in schemes of work
- Encouraging progress at a higher level through appropriate targets and comments written in marking or given in verbal feedback
- Using a variety of teaching and learning styles in response to students' needs
- Access to a range of resources for group and /or independent study including access to the LRC
- Access to specific extra curricular activities – classes, groups, activities, clubs and visits
- Opportunities for collaborative working with other gifted and/or talented students from other schools
- Recognition and support of aspirations for Higher and Further Education; specific career pathways e.g. professional football, performing arts; corporate management training programmes; or specific industry employment.



Inclusion of Students with Medical Conditions

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of the school community. In September 2014 a new duty was introduced for governing bodies to make arrangements to support pupils at school with medical conditions, in terms of both physical and mental health, to enable them to play a full and active role in school life, remain healthy and achieve their academic potential.

Supporting a child with a medical condition during school hours is not the sole responsibility of one person. Partnership working; between school staff, healthcare professionals, and where appropriate, social care professionals, local authorities, parents/carers and students; is critical.

The school recognises that:

- Many of the medical conditions that require support at school will affect quality of life and may be life-threatening. They will often be long-term, on-going and complex and some will be more obvious than others. It will therefore ensure that the focus is on the needs of each individual student and how their medical condition impacts on their school life;
- any arrangements made should give parents/carers confidence in the school's ability to support their child's medical needs effectively. The arrangements will; show an understanding of how the medical conditions impact on their child's ability to learn, increase the child's confidence, are in line with the school's safeguarding duties and do not place other students at risk;
- any arrangements put in place should be sufficient to meet our statutory responsibilities.
- any members of school staff who provide support to students with medical conditions are able to access information and other teaching support materials as needed;
- all staff who need to know are aware of the student's condition;
- members of school staff should know what to do and respond accordingly when they become aware that a student with a medical condition needs help;
- reasonable adjustments will be made to encourage students with medical conditions to participate in school trips and visits, or in sporting activities. Teachers will be aware of how a student's medical condition will impact on their participation, but there should be enough flexibility for all students to participate according to their own abilities. The school will make arrangements for the inclusion of students in such activities unless evidence from a qualified healthcare professional such as a GP, consultant, physiotherapist states that this is not possible;
- students are often best placed to provide information about how their medical condition affects them. They will be fully involved in discussions about their medical support needs and contribute as much as possible to the development of, and comply with, their individual health care plan. Students who are competent will be encouraged to take responsibility for managing their own medicines and procedures. Wherever possible, students will be allowed to carry their own medicines and relevant devices or should be able to access their medicines for self-medication, quickly and easily. Students who can take their medicines themselves or manage procedures may require a level of supervision;
- the parents/carers' role in the provision of sufficient and up-to-date information about their child's medical needs is important. They will also be involved in the development and review of their child's individual health care plan. They should carry out any action they have agreed to as part of its implementation, e.g. provide medicines and equipment and ensure they or another nominated adult are contactable at all times.

The key staff that are involved in supporting a student with a medical condition in school are: the Deputy Principal (Pastoral), Director of Faculty Inclusion (SENDCo); School Medical Officer, Attendance and Welfare Officer (AWO), Head of Year.



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Their duties may be individual or collaborative but will include:

- development of IHCPs (Appendix 2)
- implementation of IHCPs
- acting in contingency and emergency situations
- liaison with the School Nurse, GP or any other qualified healthcare professional as required
- Management of medicines (Appendix 3)

Supporting students through periods of absence from school

For some students, their health condition will require them to have an extended period of time out of school. The school will do all that it can to ensure that such students are supported through their period of absence from school and sensitively re-integrated once they are well enough to attend.

The school will not authorise absences for medical reasons without a formal letter from a qualified medical professional involved in the assessment and diagnosis of an illness.

Where a child's health condition requires an extended period of absence from school, the school may seek the assistance of the Springboard Service. Staff at the service, including hospital tutors, will support students who are temporarily unable to attend classes on a full time basis. These students may be:

- a) Children who have been deemed by a medical practitioner as being too ill to attend the school for more than 15 days or who have conditions which lead to recurrent absences from school which becomes significant in the longer term.
- b) Students with mental health problems who are unable to attend school.

Some children with medical conditions may be disabled. Where this is the case the governing body will comply with their duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision. The success of an application to Springboard is dependent on the criteria set out in their own policies.

The aim of Springboard will be to support the school in its work to reintegrate students into full time education at the earliest possible opportunity. In the greatest number of cases this means a return to mainstream education.

The key staff members will;

- Take an active and continuing role in their educational, social and emotional progress
- Maintain links with appropriate agencies including Springboard and the Educational Psychology Service
- Work in partnership with parents to ensure the best possible outcomes and a return to school as soon as possible
- Maintain contact with a student who is unwell and not attending and will contribute to their academic and reintegration plans in order that they may enjoy a continuous level of education and support from the school during their period of absence
- Provide relevant information about the child to Springboard, helping to maintain contact with parents, assisting with and guiding the work of the child, supporting the process of achieving public examinations or taking part in National Curriculum tests and providing emotional support at the level of teacher and peer involvement.
- Ensure that reintegration back into school is properly supported so that children with medical conditions fully engage with learning and do not fall behind when they are unable to attend.

Links with Other Policies

The Inclusion Policy is linked and central to all other school policies.



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This policy is also linked to the School Information Report for SEND.

Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to inclusion provision and planning will be taken forward by the whole staff and used to build upon successful practice.

We want all at SHS to believe in and maintain the values of our school:





Appendix 1

Shirley High School Accessibility Plan (September 2024 – July 2027)

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

Our school's accessibility plans are aimed at three key areas:

- Increasing the extent to which disabled students can participate in school activities
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled students

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

This accessibility plan is published as an appendix to the school Inclusion Policy.

Definitions

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. Long term is defined as lasting, or likely to last, for at least 12 months.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Vision and values

Shirley High School's mission is to offer a high quality education to all learners within an inclusive and respectful environment. An environment where all are consistently challenged and supported to be successful, well rounded global citizens.

We:

- promote equality of opportunity and inclusion for different groups of students within the school so that all succeed at the highest level possible
- remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups
- offer a safe environment for students and community members to work respectfully together
- use local and national legislation related to disability and equality e.g. Equalities Act 2010



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Appendix 2

Accessibility Plan

This Accessibility Plan will be reviewed annually and renewed every three years. It will be published on Google Drive and on the school website.

Key Areas	Actions (focused on outcomes rather than processes)	Lead Responsibility
Improving the physical environment of school to enable disabled students/staff to take better advantage of education, benefits, facilities and services provided	<ol style="list-style-type: none"> 1. Accessible toilet facilities in each main school area, where possible, with space for a wheelchair and up to two adults. 2. Where possible, some disabled students/staff will need specialist furniture in order to access the classrooms/ learning areas / common areas. For example; purchase of adjustable desks, ramps or handrails. 3. Maintain a rolling programme of acoustic treatment for classrooms, including provision of new Soundfields and upgrading existing Soundfields where possible. 4. Funding opportunities to be investigated for improving the doors of the main school entrance to facilitate improved access. 	<p>Facilities Manager</p> <p>Facilities Manager</p> <p>Facilities Manager / HRC</p> <p>School Business Manager / Facilities Manager</p>



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<p>Increasing the extent to which disabled students can participate in the curriculum</p>	<ol style="list-style-type: none"> 1. All areas of the curriculum should be available to students regardless of their disability. Where an activity/exam cannot be made accessible or would be inappropriate then an alternative activity/qualification should be made available. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity. 2. All new DVDs / downloaded media to have subtitles where possible and have this facility enabled when shown to students. 3. CPD for staff annually regarding curriculum access. 4. Purchase of specialist equipment to increase access to the curriculum for disabled students/staff. For example; books with large print, writing slopes and pencil grips, Netbooks, computer risers, specialist chairs. 5. Review of the participation of disabled students during lesson observations to inform future developments in inclusion. 6. Hire of accessible minibus when necessary 7. Provision of translators and interpreters (including BSL interpreters) for parent/carer meetings where possible. 	<p>SLT Pastoral / Head of Inclusion & Student Support</p> <p>Teaching Staff / IT Support</p> <p>Head of Inclusion & Student Support/HRC</p> <p>Facilities Manager (staff) / Head of Inclusion & Student Support (students)</p> <p>Head of Inclusion & Student Support</p> <p>Facilities Manager</p> <p>2 I/C Inclusion and Student Support / HRC</p>
	<ol style="list-style-type: none"> 1. Raising awareness of font size and page layouts will support pupils with visual impairments. 2. Availability of large font and easy read texts 	



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<p>Improving the availability of accessible information to disabled students/staff</p>	<ol style="list-style-type: none">3. Website, Google Classroom and SIMs accessibility: text to speech, font size, dyslexia friendly, Google translator, etc as required.4. Providing transcripts in advance for hearing impaired/Deaf students/parents for CoS evenings, presentation/information evenings, etc.5. Using technology to provide 'real time' subtitles in assemblies and lessons.	<p>Head of Inclusion & Student Support</p> <p>Principal's PA / IT manager</p> <p>HRC</p> <p>HRC</p>
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Appendix 3

Individual health care plans

Individual health care plans (IHCP) can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They are likely to be helpful in the majority of cases, and especially for long-term and complex medical conditions, although not all children will require one.

Plans will be reviewed at least annually or earlier if the child's needs change. They will be developed in the context of assessing and managing risks to the child's education, health and social well-being and to minimise disruption. Where the child has a special educational need, the individual healthcare plan will be linked to the child's EHC plan where they have one.

When drawing up an IHCP the following will be considered by the key staff involved:

- the medical condition, its triggers, signs, symptoms and treatments;
- the student's resulting needs, including medication (its side-effects and its storage) and other treatments, dose, time, facilities, equipment, testing, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- specific support for the student's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- the level of support needed, (some students will be able to take responsibility for their own health needs), including in emergencies. If a student is self-managing their own medication, this should be clearly stated with appropriate arrangements for monitoring;
- who will provide this support, their training needs, expectations of their role, cover arrangements for when they are unavailable and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional;
- who in the school needs to be aware of the student's condition and the support required;
- written permission from parents/carers and the school medical officer for medication to be administered by a member of staff, or self-administered by individual students during school hours;
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the student can participate e.g. risk assessments;
- where confidentiality issues are raised by the parent/carer and/or student, the designated individuals to be entrusted with information about the student's condition;
- what to do in an emergency, including whom to contact, and contingency arrangements;
- the role of other students in the school e.g., informing a teacher immediately if they think help is needed;
- if a student needs to be taken to hospital and the parents/carers are either uncontactable or unable to respond quickly, which member of staff will stay with the child until the parent/carer arrives, or accompany a student taken to hospital by ambulance.



Appendix 4

Managing medicines on school premises

- Medicines will only be administered at school when it would be detrimental to a child's health or school attendance not to do so;
- no child under 16 should be given prescription or non-prescription medicines without their parent's written consent - except in exceptional circumstances where the medicine has been prescribed to the child without the knowledge of the parents (It is good practice for professionals to follow the criteria commonly known as the Fraser guidelines). In such cases, every effort should be made to encourage the child or young person to involve their parents while respecting their right to confidentiality;
- No child under 16 will be given medicine containing aspirin unless prescribed by a doctor. Medication, e.g. for pain relief, should never be administered without first checking maximum dosages and when the previous dose was taken. Parents should be informed;
- Where clinically possible, medicines should be prescribed in dose frequencies which enable them to be taken outside school hours;
- The school will only accept prescribed medicines that are in-date, labelled (with the child's name and instructions for administration, dosage and storage) and provided in the original container as dispensed by a pharmacist. The exception to this is insulin which must still be in date, but will generally be available to schools inside an insulin pen or a pump, rather than in its original container;
- All medicines will be stored safely. Children will know where their medicines are at all times and be able to access them immediately. Medicines and devices such as asthma inhalers, blood glucose testing meters and adrenaline pens will be readily available to children and not locked away;
- A child who has been prescribed a controlled drug may legally have it in their possession if they are competent to do so, but passing it to another child for use is an offence;
- The school will keep a record of all medicines administered to individual children, stating what, how and how much was administered, when and by whom. Any side effects of the medication to be administered at school should be noted; and if medication is for any reason not given a record must be kept and the parent informed;
- A record of all allergies of the child must be maintained;
- When no longer required, medicines will be returned to the parent to arrange for safe disposal. Sharps boxes will always be used for the disposal of needles and other sharps.



Appendix 5

Exam Policy for Disabled Students

This document is provided as an exams-specific supplement to the Inclusion Policy. It details how the school:

“-recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates”

[Quote taken directly from chapter 5.4 of the current JCQ publication *General regulations for approved centres*.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- Arranging and implementing access arrangements
- The conduct of exams

Arranging and implementing access arrangements

Director of Faculty Inclusion (SENDCo) will:

- Ensure the quality of the access arrangements process within the centre.
- Ensure that appropriately qualified assessors are appointed and that evidence of the qualifications of the assessors appointed are held on file.
- Ensure the assessment process is administered in accordance with the regulations.
- Lead on the access arrangements process to facilitate access for candidates.
- Be responsible for all matters relating to assessing candidates and the administration of the assessment process.
- Ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensure that arrangements, and approval where required, are in place before a candidate takes his first exam or assessment (which is externally assessed or internally assessed/externally moderated).
- Ensure that where approval is required that this is applied for by the awarding body deadline.
- Ensure arrangements put in place for exams/assessments reflect a candidate’s *normal way of working* within the centre.
- Present, when requested, by a JCQ Centre Inspector, evidence of the assessor’s qualification.
- Work with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Provide information to evidence the normal way of working of a candidate.
- Conduct appropriate assessments to identify the need(s) of a candidate.
- Provide appropriate evidence to confirm the need(s) of a candidate.
- Maintain a file (electronically or in hard copy) for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE (A Level) qualifications (where approval is required), a print out of electronic version of the Access arrangements online (AAO) approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Present the files when requested by a JCQ Centre Inspector.
- Liaise with teaching staff and exams officer regarding any appropriate modified paper



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requirements for candidates.

- Maintain an up to date list of all students within the school who are working with Access Arrangements.

Exams Officer will:

- Be familiar with the entire contents of the annually updated JCQ publication.
- Ensure a policy demonstrating the centre's compliance with relevant legislation is in place
- Complete appropriate documentation as required by the regulations of JCQ and the awarding body
- Liaises with the SENDCO to ensure AAO approval is in place for early opening of papers where this may be required i.e. when the centre is permitted to modify a timetabled written component exam paper (e.g. copy on coloured paper, enlarge to A3 or copy to single sided print)
- Apply for approval when required, in conjunction with the SENDCo, via *Access arrangements online* (AAO), or through the awarding body if qualifications sit outside the scope of AAO
- Follow the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), order published modified papers, by the awarding body's deadline for the exam series, when they are required for a candidate.
- Be responsible for the training and deployment of invigilators, making sure that they are working in line with JCQ policies and guidelines.

Conduct of Exams

SLT members responsible for KS5 & KS4 will:

- Support the SENDCo, the exams officer and other relevant staff, including the site staff, in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Be familiar with the entire contents of the annually updated JCQ publication including the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations.*
- Liaise with the SENDCo to appoint appropriate centre staff as facilitators to support candidates (e.g. to act as a practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Be responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Director of Faculty Inclusion (SENDCo) will:

- Ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensure a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensure that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates



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- Liaise with the exams officer regarding facilitation and invigilation of access arrangement candidates in exams
- Ensure invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Liaise with the exams officer if a facilitator is required to support a candidate who needs an emergency (temporary) access arrangement at the time of exams

Exams officer will:

- Be familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current JCQ publication *Instructions for conducting examinations*
- Liaise with SLT in charge of phases / Deputy Head / Site staff / SENDCo / Cover Manager regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Have a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Check in advance of dated exams/assessments that modified paper orders have arrived (and if not contacts the awarding body to ensure that papers are available when required)
- Make any required modifications that are permitted to be done by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format if a candidate is approved the use of a computer reader) and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understand that where permitted/approved, secure exam question paper packets may need to be opened early if preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensure that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provide cover sheets prior to the start of an exam if required for particular access arrangements and ensure that these have been fully completed before candidates' scripts are dispatched to examiners / markers.
- Print pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Where required for emergency (temporary) access arrangements, apply for approval through AAO or through the awarding body if qualifications sit outside the scope of AAO