EQUALITY, EQUITY, DIVERSITY AND INCLUSION POLICY

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Statement of intent

Shirley High School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have zero tolerance for any type of discrimination. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

Shirley High School is a community that subscribes to the social model of inclusion and therefore aims to use available resources to remove barriers to learning and participation in school activities 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.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE 'The Equality Act and schools'
- DfE 'Promoting the education of looked after children and previously looked after children'
- DfE 'Gender separation in mixed schools'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School admissions code'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy

- Attendance and Absence Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- School Uniform Policy
- LGBTQ+ Policy
- Supporting Pregnant Pupils and School-age Parents Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equality Information and Objectives Policy

Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Ensure that the equality information and objective as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
    - Admissions.
    - The way the school provides an education for pupils.
    - How pupils are provided with access to benefits, facilities and services.
    - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the principal.

The principal will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities under all relevant legislation, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.
- Monitor success in achieving equality aims and objectives and report back to governors.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Forms of discrimination

Discrimination is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in Appendix A. For example, refusing to admit a pupil because of their race.

Indirect discrimination occurs where a school has a policy or practice in place that applies to all pupils but puts people with the same protected characteristic at a particular disadvantage. For example, a school rule that bans certain hairstyles that would disproportionately affect pupils from a particular ethnic origin. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating a pupil's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of a pupil who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.

- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Sex

For the purpose of this policy, sex refers to a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to other pupils.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. The school will not separate pupils on the basis of their race or ethnicity.

The school may, however, take positive action to alleviate any disadvantage experienced by those with protected characteristics, and to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission,), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something arising in consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will endeavour to make reasonable adjustments for pupils who are disadvantaged due to their disability. The school will provide auxiliary aids where necessary, to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented – in accordance with the LA accessibility strategy – and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual orientation

Staff will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The trust will follow the Secretary of State's guidance on sex and relationships education when choosing to teach pupils about the nature of marriage.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender reassignment

The Equality Act 2010 defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will be supported to dress in a way that reflects their gender identity, in line with the requirements of the School Uniform Policy and in accordance with current equality legislation.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

The school will abide by its LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

Pregnancy and maternity

The school will ensure that pupils are not singled out or treated less favourably in the provision of education, benefits, facilities or services because they become pregnant, have recently given birth, have children or are breastfeeding.

The school will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

To ensure all school-age parents and pregnant pupils are properly supported and the school can fulfil its duty of care, the school will implement and monitor a Supporting Pregnant Pupils and School Age Parents Policy. Where a pupil is unable to attend school, the LA will retain the duty to provide suitable full-time education that meets their individual needs, in accordance with Section 19 of the Education Act 1996.

Looked-after children (LAC)

Admission of LAC and previously LAC (PLAC) will be undertaken in accordance with the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:

- Ensure that the Personal Development Curriculum promotes, equality, diversity and inclusion and is accessible to all students
- Subject specific curriculum is reviewed to ensure that content and delivery promotes equality, diversity and inclusion and challenges discriminatory ideologies and practices.

The observation of inclusive teaching strategies will remain a key aspect of the SLT's programme of monitoring teaching and learning..

The school will respect the right of parents to withdraw their child from sex education.

Promoting inclusion

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.

- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

The public sector equality duty

In accordance with the Equality Information and Objectives Policy, the school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

Bullying and discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The principal will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training will be delivered in-house on an annual basis as minimum..

Staff will receive the appropriate equalities training that will:

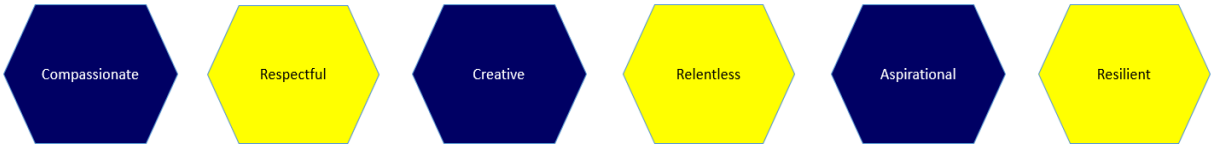
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.

- Monitoring and review

This policy will be reviewed by the principal and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed in September 2027.

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



Appendix 1

DEALING WITH PREJUDICE RELATED INCIDENTS

Prejudice will not be tolerated at Shirley High School Performing Arts College. The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties. This includes:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities e.g. anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

Clear procedures are in place and outlined below to ensure prejudice related incidents, discrimination and harassment are dealt with promptly, firmly and consistently. All prejudice related incidents will be recorded.

Prejudice Related Incidents is will be monitored by and reported to SLT (Behaviour Lead)

Definition:

A prejudice related incident is any incident which is so perceived by the victim, or any other person.

NB:

- Although an incident is alleged or perceived to be prejudice related it does not necessarily mean that it is. It must still, however, be recorded and an investigation must be carried out.
- Whether or not the offender intended their behaviour to be prejudiced is irrelevant. Although the offender's intentions are an important consideration in the investigation, their attitudes, motivation and awareness are not the main issue initially.

Categories of Prejudice Related Incidents:

1. Incidents involving Physical Abuse

- Physical assault against a person or group because of disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation.
- Prejudice related damage to personal property.

2. Incidents involving Verbal/Written Abuse

- Intimidation and threats
- Verbal abuse, name calling, prejudiced jokes
- Insulting behaviour or gestures
- Ridicule of an individual for perceived differences
- Prejudice related comments during class discussions.
- Refusal to cooperate with other students because of their disability, special educational needs, colour, race and/or ethnicity, religion, gender or sexual orientation
- Abusive comments in letters/emails/written work/internet/texts
- Prejudice related graffiti

3. Incitement (Incidents seeking the support of others in Prejudice Related Behaviour)

- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist materials such as leaflets, comics, magazines or computer software into school.
- Using the school's computer systems to access and distribute racist materials.
- Attempt to recruit students and students to racist organisations and groups.

Procedure to deal with incidents:

In all cases, whatever the nature of the complaint:

- Incident to be entered on Class Charts
- Investigation will be undertaken (details to be clarified; area of the complaint to be made clear; victim(s), aggressor(s) and witness(es) to be questioned and their statements written. Clarity is needed as to why harassment is perceived as such).
- Investigation details and statements to be passed onto
- will discuss the investigation with the victim and aggressor;
- The appropriate sanctions / restorative approaches will be applied.

Schools will be most effective in managing and responding to prejudice related incidents where;

- Clear, well-defined procedures for preventing and responding to prejudice related incidents are an integral part of the school's equality policy.
- Clear well-defined procedures for responding to incidents are integral to the schools systems for managing behaviour and providing pastoral care and support.
- Sanctions are applied appropriately in line with the schools behaviour policy and procedures.
- All staff have received training in responding to prejudice related incidents and follow the correct procedures for reporting incidents.
- An identified senior leader has overall responsibility. This responsibility includes:
    - ensuring that all incidents are recorded consistently;
    - ensuring that in all serious incidents the Safer Schools Police Team are contacted;
    - ensuring incidents are fully investigated and appropriate action is taken including parental contact;
    - monitoring and reviewing patterns of incidents and taking appropriate action;
    - Reporting to Governors as appropriate.
- Students have been involved in reviewing the procedures for responding to prejudice related incidents.
- All students are made aware of the procedures for reporting incidents and who they can report incidents to.
- New staff are made aware of the procedures as part of their induction to the school.
- Parents/carers are made aware of and have access to the school's policy and procedures.

Incidents involving Students:

Support and intervention for victims and perpetrators will be most effective when:

- As part of the intervention, work is carried out with both the victim and the perpetrator:

  - the victim should be provided with immediate support and reassurance that the incident will be taken seriously, fully investigated and appropriate action taken in line with established school procedures.
  - the victim should be given every opportunity to express his/her concerns and feelings.
  - the victim is kept informed of the outcome of the incident reported.
  - the views of the victim should be taken into careful consideration when deciding the action to take.
  - the perpetrator understands and takes responsibility for the impact of their behaviour on the victim and the hurt and damage the incident may have caused.
  - the perpetrator is supported in understanding why prejudice related incidents are so serious.
  - the perpetrator is provided with opportunities for exploring the underlying attitudes and values that have led to the incident
- A restorative approach is used where appropriate to provide an opportunity for the victim to explain their feelings, the perpetrator to apologise and for reconciliation to be achieved. However, the victim must feel safe and confident with this approach.
- Both victims and perpetrators are made aware of the serious nature of the incident, of the unacceptable nature of the behaviour and the reasons for this.
- The parents/carers of both victims and perpetrators are informed of the incident, the action taken by the school and the reasons for that action, on the day of the incident, where possible.
- Where appropriate, parents/carers are involved in the resolution of the incident and/or the follow up action.
- Where appropriate, follow up action includes work with a wider group of students who may have witnessed the incident to stress the unacceptable nature of the incident and the action taken.

The flow chart below gives further advice to staff as to how best to support the victim at the stage of the initial interview.

Listen attentively to what the student is saying, and acknowledge their feelings.
⇩
Create an environment in which the student feels comfortable and able to talk openly to you, be clear that you do not accept or collude with prejudice related comments. Do not deflect their concerns; give truthful and honest explanations.
⇩
Make the student feel valued, and reassure him or her that the prejudice related incident will be taken seriously.
⇩
Where appropriate, help the student feel positive by using positive words to make them feel good about themselves.

Incidents involving Staff:

- In incidents involving staff, the school's normal procedures for investigating incidents, including disciplinary procedures, should be used. School staff may also wish to seek the support of their professional associations.

Incidents involving Visitors/ family members to the School:

- Where visitors/ family members are perpetrators of prejudice related incidents the school should affirm that such incidents are not acceptable and, where appropriate, ask the people involved to leave the school premises.
- Support from the police should be sought if required.

Appendix 2

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish specific and measurable equality objectives.

Schools need to integrate equality into their day-to-day decision-making. How that is achieved is up to the school, provided it publishes information showing how it is complying with the equality duty and the school's equality objectives.

PUBLIC SECTOR EQUALITY DUTY

Compliance with the Public Sector Equality Duty is evident in the following published policies and school information:

- Behaviour Policy
- Inclusion Policy (including School Accessibility Plan)
- Anti Bullying Policy
- Child Protection Policy
- Teaching and Learning Policy
- Personal Development Policy
- Collective Worship Policy
- School Values and Ethos Information (displayed around school and on school website)
- Staff Pay Policies
- Lettings of School Premises Policy
- Personal Development Curriculum overview

EQUALITY OBJECTIVES 2025-28

Equality objectives:

https://www.gov.uk/government/publications/ofquals-corporate-plan/equality-objectives-2025-to-2028

Appendix 3 - 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 (Teaching and Learning) Deputy Principal (Pastoral), SENCO, 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.
- 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 SENCO, EAL Coordinator, DoF, 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.

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 SENCO, 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.

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:
    - o monitoring the progress of children who are 'looked after' to ensure that they have access to the full range of opportunities in school
    - o ensuring that children who are 'looked after' have access to the appropriate network of support
    - o checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, by the respective Head of Year.
    - o ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
    - o 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 by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
    - o ensuring there is liaison with the child's social worker to ensure that there is effective communication at all times
    - o celebrating the child's successes and acknowledge the progress they are making
    - o liaising with the LA Virtual School regarding progress and Pupil Premium Grant spend
    - o Appropriate sharing of information with relevant staff to ensure students are fully supported in all aspects of school life
    - o 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 challenge 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 toi 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), SENCO; School Medical Officer, Attendance and Welfare Officer (AWO), Head of Year.

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.
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.

Appendix 4

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

Appendix 5

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	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. Funding opportunities to be investigated for improving the doors of the main school entrance to facilitate improved access.	Facilities Manager Facilities Manager Facilities Manager / HRC School Business Manager / Facilities Manager

Increasing the extent to which disabled students can participate in the curriculum	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 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.	Teaching Staff / IT Support Head of Inclusion & Student Support/HRC Facilities Manager (staff) / Head of Inclusion & Student Support (students) Head of Inclusion & Student Support Facilities Manager 2 I/C Inclusion and Student Support / HRC
	1. Raising awareness of font size and page layouts will support pupils with visual impairments. 2. Availability of large font and easy read texts	

Improving the availability of accessible information to disabled students/staff	1. Website, Google Classroom and SIMs accessibility: text to speech, font size, dyslexia friendly, Google translator, etc as required. 2. Providing transcripts in advance for hearing impaired/Deaf students/parents for CoS evenings, presentation/information evenings, etc. 3. Using technology to provide 'real time' subtitles in assemblies and lessons.	Head of Inclusion & Student Support Principal's PA / IT manager HRC HRC

Appendix 6

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 7

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 8

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

SENCO 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 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

SENCO 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
- 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