

Ealing Independent College

Special Educational Needs, Disability and Learning Support Policy (Including Provision for students with an EHC Plan)

This policy applies to all pupils and staff in the College

BELLEVUE | EDUCATION

Created March 2016

Updated June 2017

Updated June 2018

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Annual Review

1 Aims

- 1.1 The Policy describes the philosophy, principles, procedures and performance measures to help support those pupils with learning support needs, special educational needs and/or disabilities ('SEND') at Ealing Independent College ('the College').
- 1.2 The aims of this policy are to:
 - afford opportunity to all pupils with SEND and ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND
 - ensure compliance with the Equality Act 2010
 - have regard to guidance issued by the Equality and Human Rights Commission as is in force and amended from time to time
 - detect and manage learning difficulties whilst having regard to the SEND Code of Practice or any substituting or amending code of practice as issued from time to time
 - to ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum
 - to work in partnership with parents to enable them to make an active contribution to the education of their child.
 - To ensure that all students receive equal opportunities with regards to exam access arrangements, while satisfying the best practice guidance of the Joint Council for Qualifications (JCQ).

2 Introduction

- 2.1 The College subscribes to the ethos and requirements of the Equality Act 2010 and the broad principles of the DfE Assessment for Learning strategy.
- 2.2 The College values the contribution that every child and young person can make and seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. As such provision for pupils with SEND is a matter for the College as a whole.
- 2.3 SEN: *A pupil has SEN where their learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014).*
- 2.4 Disability: A pupil is disabled if they have '**...a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities**' (as defined by the Equality Act 2010).
- 2.5 Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be

taught.

2.6 Not all pupils who are disabled have a special educational need.

3 Philosophy

3.1 The College believes that:

All pupils with SEND should:

- (a) be as fully integrated into the life of the College and its educational programmes as can reasonably be achieved
- (b) have full access to the curriculum provided by the College
- (c) not be discriminated against either in terms of the academic or pastoral environment, or in the College's aims to strive for excellence, to develop self-reliance and to promote the exploration of individual talents

All staff have a responsibility to:

- (a) maintain an up to date awareness of pupils' individual learning needs
- (b) cater proactively for pupils' particular learning needs
- (c) ensure that additional, specialist support is available, where reasonably practicable, to help pupils achieve their academic potential.

4 Staff Responsibilities

4.1 Education and welfare provision for pupils with SEND is a matter for the College as a whole. All teachers are teachers of pupils with SEND. **All teaching staff** are therefore responsible for helping to meet an individual's learning needs, and for following the Colleges' procedures for identifying, assessing and making provision to meet these needs.

4.2 The Vice Principal (Pastoral), who also acts as SENDCo is supported by an external consultant (Candy Clarkson) who visits the College regularly to conduct assessments and acts as an external consultant/advisor. Candy attends College on an annual basis to offer all students a preliminary screening. She then conducts more in-depth screening where a potential need for extra time is identified (see Appendix 2 for details of the information given to parents about this). The **governing body** in co-operation with the Principal has a legal responsibility for determining the policy and provision for pupils with SEND as necessary.

4.3 The **Principal** has key overall responsibilities, which include:

- The management of all aspects of the College's work, including provision for pupils with SEND.

- Working closely with the SENDCo/Vice Principal (Pastoral) to keep the governing body informed about SEND issues.

4.4 The **SENDCo/Vice Principal (Pastoral) (Laura Bellerby)** has key responsibilities, which include:

- Keeping the Principal informed about SEND matters, and to inform their evaluation of the suitability of the College as a provision for prospective pupils with SEND
- Delegated responsibility for regular monitoring and reporting to the Principal and governors about the implementation of the College's SEND Policy
- Liaising with staff at all levels to ensure that SEND issues are given prominence and new initiatives driven forward and embedded across the College.
- Overseeing the day-to-day operation of the College's SEND policy
- Liaising with and advising teaching staff of strategies to aid their teaching of pupils with SEND
- Co-ordinating provision for pupils with SEND
- Overseeing and maintaining the records of all pupils and ensuring the **Learning Support Register** is accurate and up to date, and maintained through the SEND folder in the Teachers' Drive, and circulating information to teachers
- Liaising with parents of pupils with SEND as appropriate, in conjunction with Form Tutors
- Reporting progress to parents or guardians, in conjunction with Form Tutors
- Liaising with the College Examinations' Officer to ensure that Access Arrangements are accurately provided for. Both internal and external candidates must have an annual review of SEN need in order to ensure Access Arrangements are fair.
- Organising and attending meetings with parents or guardians, where appropriate
- Contributing to the in-service training of staff.
- Reviewing this Policy and reporting to the Principal as to its implementation and effectiveness

5 Principles

5.1 The College intends that:

- (a) Subject teachers, working closely with the SENDCo/Vice Principal (Pastoral), will have a responsibility to ensure that the learning needs of all pupils are recognised and catered for within a teaching and learning programme.
- (b) Appropriate access arrangements and examination concessions are made for pupils with specifically identified learning needs in College-based and external examinations, to fit the most recent guidance from JCQ. Pupils with specific learning needs who are seeking examination concessions will be required to have a valid, up to date assessment carried out by an Educational Psychologist, a qualified Specialist Teacher or other professional as appropriate. Candy Clarkson conducts any assessments which take place at the College, and collaborates with Laura Bellerby to discuss the best way forward.
- (c) Student centric differentiation will be incorporated in lesson planning according to

need, with the intention that students are included in every lesson regardless of ability or need.

- (d) Staff will have the opportunity to attend externally run courses in order to enhance their knowledge of learning differences and specific difficulties, as appropriate.
- (e) The SENDCo/Vice Principal (Pastoral) will receive specialist advice and guidance from an external SEN consultant where required (Candy Clarkson).

5.2 When assessing a pupil's needs, due regard will be paid to:

- (a) parents' and pupil's (in light of the pupil's age and understanding) wishes and views
- (b) feedback from staff within the College, including teaching staff
- (c) evidence from any medical and/or psychological assessments
- (d) evidence from pupils' performance in College
- (e) recommendations made by relevant professionals, such as Educational Psychologists, Access Arrangement testing

5.3 On the basis of the available evidence, the College will decide upon the nature and level of adjustments and support that can reasonably be made and provided, showing due compliance with the College's obligations under the Equality Act 2010.

6 Practices

- (a) Where possible, pupils' specific learning strengths and needs are considered when placing individuals within a given set or group.
- (b) All pupils with specific learning needs or who are receiving additional learning support will be recorded on the College's **Learning Support Register** in the SEND folder in the Teachers' Drive; this will be updated on a regular basis and staff will be informed of changes or additions.

7 Accessibility

- 7.1 The College is aware that difficulties may be experienced from time to time by the need for disabled pupils to move around the College site and as a result of the College buildings.
- 7.2 The College will make every effort to ensure that students with additional learning needs have full access to the curriculum, including reasonable adjustments that teachers make in lessons, assessment and homework setting.
- 7.3 The College's Accessibility Plan will consider ways in which accessibility may be improved, subject to planning and budgetary constraints. Accessibility will always be a factor when planning new buildings.

8 Admission Arrangements

- 8.1 The College aims to eliminate from the admissions process, as far as possible, any significant disadvantages which may be encountered by disabled applicants.
- 8.2 The College will treat every application for a place at the College in a fair, open-minded way.
- 8.3 The College will admit pupils who have SEND if:
 - (a) a pupil meets the level required by the College's Admissions Policy
 - (b) the College is confident that, having considered what reasonable and appropriate adjustments are needed and can be put in place, the pupil can access and cope with the demands of the curriculum and is able to benefit from the College's wider educational provision
- 8.4 An offer of a place will not be made where, after reasonable adjustments have been considered, the College cannot suitably accommodate the needs of a disabled applicant.

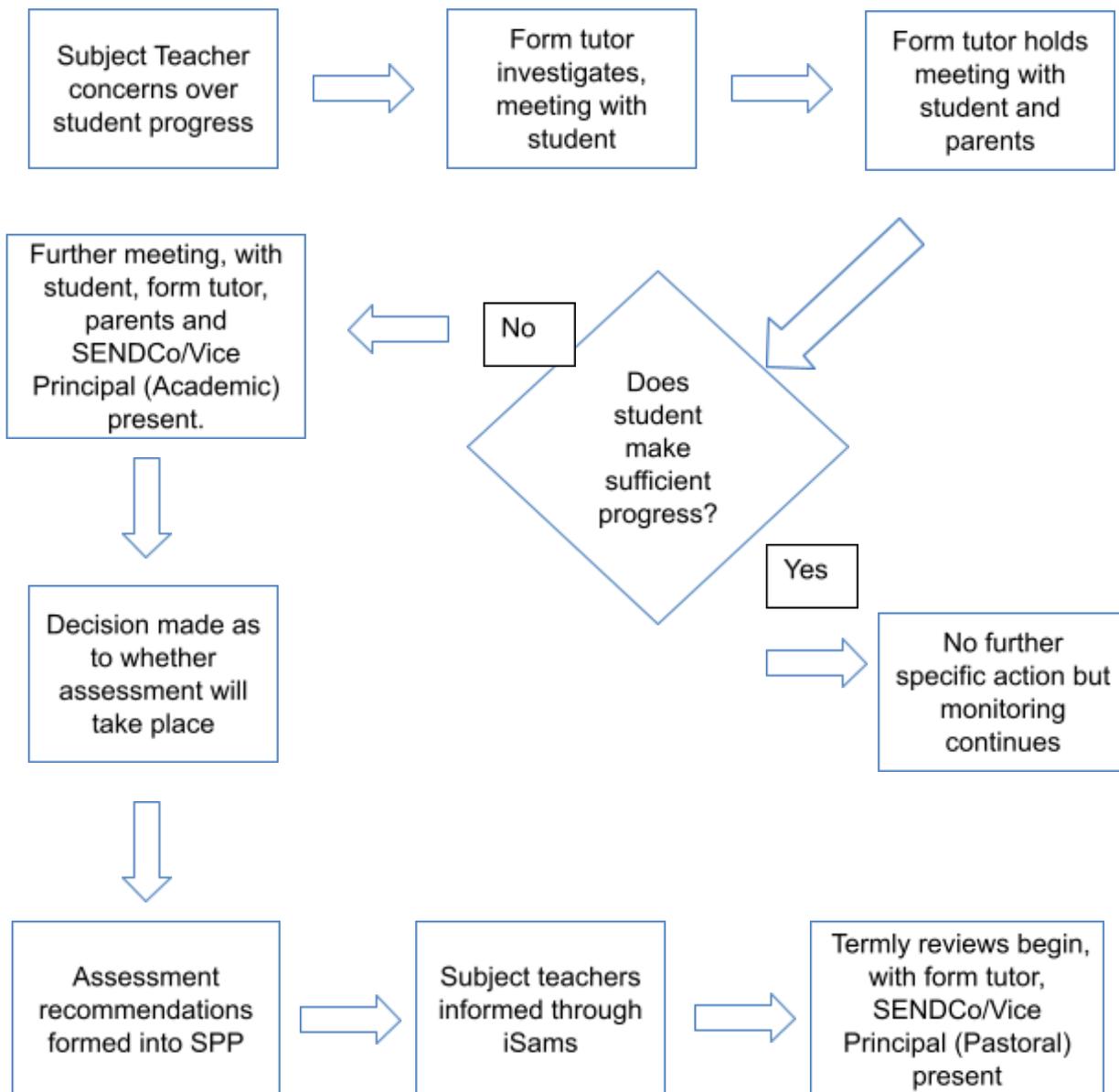
9 Identification and Assessment

- 9.1 For prospective pupils and before an offer of a place is made, the College will liaise with previous Colleges and parents to ensure sufficient information is obtained about any special circumstances affecting the child.
- 9.2 Some pupils may therefore enter the College with specific learning needs and/or disabilities already having been identified, mostly by an Educational Psychologist's assessment or in the form of a report from a previous College.
- 9.3 Once a pupil has entered the College, regular assessment of progress will be made by class and subject teachers, supported by the senior leadership team, to ensure the progress of all pupils. These assessments should seek to identify pupils making less than expected progress given their age and individual circumstances or progress which, for example, is significantly slower than that of their peers starting from the same baseline and/or fails to match or better the child's previous rate of progress. Progress may also relate to other areas such as wider or social needs.
- 9.4 Staff will also take into account concerns raised by parents or pupils themselves.
- 9.5 Persistent disruptive or withdrawn behaviours may initiate further assessments to determine if undiagnosed learning difficulties, difficulties with communication or mental health issues are present.
- 9.6 The College uses a graduated approach where there is a concern for a particular pupil who does not have any diagnosed learning difficulty and/or disability:
 - (a) The first response for all pupils is high quality teaching, differentiated to target any areas of weakness. All teachers are responsible and accountable for the progress and development of all the children in their class. The teacher would therefore usually initiate the first steps of a graduated approach, initiating a dialogue with the form tutor, and subsequently, the parents of the student in question. Where this intervention fails to bring progress, the teacher will then communicate their

concerns to the SENDCo/Vice Principal (Pastoral) who will discuss the issues raised with the personal tutor and parents. The quality of teaching is the subject of regular review and, where necessary, support is provided to assist teachers' understanding of strategies to identify and support those pupils in need of additional support.

- (b) If a pupil is making less than expected progress (in light of their age and particular circumstances), members of staff should refer a pupil to the SENDCo/Vice Principal (Pastoral), following initial dialogue with the form tutor and parents.
- (c) The SENDCo/Vice Principal (Pastoral) will investigate the matter and, after initial intervention has failed, where they reasonably consider that a pupil may have a learning difficulty, may request that the pupil is assessed by a qualified specialist teacher and/or request that parents obtain a formal assessment, the cost of which will usually be borne by parents. Where parents wish to request a formal assessment from outside of College, they must ensure the College is given copies of all advice and reports received. CAT4 tests may also be considered in the process of identifying pupils who may need additional support. Specialist assessment regarding vision, hearing, or other physical, behavioural or cognitive aspects which appear to be affecting learning may also be recommended.
- (d) The outcome of any assessment will be summarised on the SEND register and appropriate support will be set in place, if necessary in all the circumstances including in light of the College's reasonable adjustments duty.
- (e) Parents or guardians will be informed if any assessment suggests the need for additional support. The College will discuss with parents where the results of the assessment recommend additional lessons or other support to meet the child's needs and how the College proposes to implement such support, in light of their Equality Act 2010 obligations. Where pupils receive SEND Support, external services may undertake specialist assessments which feed into the planned intervention of specialist support. Parents will be informed where an external agency/service provider becomes involved with their child.
- (f) The SENDCo, in consultation with parents and the pupil (where appropriate), the adjustments, interventions and support to be put in place a Student Pathway Plan (SPP), the expected impact on progress, development or behaviour and an agreed date for review.

The process is made clear in the flow chart below:



10 Learning support provision and review

- 10.1 All staff who work with a particular pupil will be made aware of their needs, the desired outcomes and the support to be provided and any teaching strategies or approaches to be used. Staff may draw upon a variety of sources of information in order to inform their planning such as reviewing any EHCPs and specialist reports, assessment data, progress grades, subject reports and consideration of teacher, pupil and parent feedback.
- 10.2 This information will be recorded in the pupil's Student Pathway Plan (SPP) on the College's information system.
- 10.3 The SENDCo will liaise with parents, pupils and teachers as appropriate to determine that the level of intervention and support is appropriate. Parental involvement is important to reinforce and contribute to a pupil's progress at College and at home.

- 10.4 The Personal Tutor is responsible for working with the child on a regular basis, including when the child is involved in group or one-to-one teaching away from the main class. They must work closely with all those involved with the pupil and plan and assess the impact of support and intervention and how these can be further developed in the classroom.
- 10.5 The SENDCo will support and assist teachers with further assessment and advise as to the removal of barriers to learning.
- 10.6 The effectiveness of support and intervention will be monitored regularly in accordance with agreed review dates. Such evaluation will include the views of parents and the pupil (where appropriate).
- 10.7 The personal tutor, supported by the SENDCo/Vice Principal (Pastoral), will provide evidence of effectiveness and revise the support in the light of progress and development made, taking into account the views of the pupil and parents. The personal tutor will ensure that parents have sufficient information to be able to make informed decisions about their child's education and support.
- 10.8 All pupils in need of additional support are able to receive such support during their Study Periods or outside of teaching time. Pupils in need of additional support may have lessons arranged on an individual basis.
- 10.9 It is expected that most pupils will follow the full curriculum for their year group. Any reduction in the number of academic courses taken occurs only with the agreement of senior staff within the College and following close liaison and discussion with the parents and the pupils, as appropriate. If a reduction of subjects has been agreed, it may be possible for pupils to access additional learning support in place of some of the lessons which they are no longer attending.
- 10.10 Pupils are welcome to seek additional support of their own volition; this can be on a regular, ongoing basis; as a single, specific tutorial; or for a short period of time, as and when the need arises.
- 10.11 Parents and the College may, at any time consider requesting an Education, Health Care needs assessment in accordance with local authority procedures.
- 10.12 EHC plans are in place for pupils who have a special educational need or disability that requires the support of different agencies (educational, health, social care). The College will work to ensure the provision meets the needs of any pupil with an EHC plan.

11 The learning support register and information on the College database

11.1 The **Learning Support Register** is available electronically to all staff through the SEND folder in the teacher's drive.

11.2 Details:

- (a) the pupil's name, year group and personal tutor
- (b) whether the pupil is eligible for any specific examination concessions or special access arrangements
- (c) the specific area of need (Cognition of Learning, Communication and Interaction, Sensory-Physical or Social, Emotional and Mental).

11.3 Pupils' individual records include:

- (a) the date of the most recent assessment
- (b) a brief summary of assessment findings
- (c) the nature of the specific learning need and areas of key support

12 Access arrangements for examinations

12.1 All examination concessions are granted on the basis of evidence of need as stipulated by the requirements of the Joint Council for Qualifications. In addition, a valid assessment from an Educational Psychologist, Specialist Teacher or other relevant professional is necessary. In the case of the College, Candy Clarkson provides this service. In determining a pupil's requirements for specific access arrangements or examination concessions, the College takes into account evidence of need, based upon a pupil's normal manner of working in College.

12.2 The use of a word processing facility in examinations is only available to pupils who meet the criteria laid down by the Joint Council for Qualifications for examination concessions or access arrangements. Any pupil who considers that she may be eligible to use a word processor in examinations must be able to demonstrate evidence of need and have been assessed for eligibility.

13 College tests and examinations

13.1 Pupils should be able to access concessions for which they are eligible in their College-based tests and examinations. Where tests have occurred during lessons which, in most cases, preclude the accommodation of extra time, this will be recognised in test feedback.

13.2 The SENDCo/Vice Principal (Pastoral) liaises with teachers, tutors, Heads of Year and Senior Tutors regarding pupils' individual needs and works in partnership to support pupils' specific learning needs within a classroom context.

14 Support for teachers

14.1 The College's INSET programme aims to be inclusive and seeks to embrace all aspects of teaching and learning, including specifically identified learning differences and difficulties.

14.2 As part of the Induction Programme for teachers who are new to the College, information is provided about the ways in which pupils are supported within College. Strategies for support within a classroom context are also suggested.

14.3 Training needs of staff in relation to SEND are identified as part of the College's professional review cycle and funding allocated to ensure all staff are trained to an appropriate level.

14.4 In order to maintain and develop the quality of teaching and provision to meet the needs of all pupils, all staff are encouraged to undertake training and development.

15 Resources

15.1 The College is working towards ensuring that a wide range of text based resources are in place to facilitate outstanding teaching across all abilities; these include articles and documents providing information on learning differences, study skills and specific learning difficulties, as well as practical advice on ensuring sufficient differentiation is in place, all of which are available as sources of reference.

16 Liaising with Parents

16.1 Parents or guardians may contact the Personal Tutor to discuss matters relating to learning support, who, where applicable, will escalate issues to the SENDCo/Vice Principal (Pastoral).

16.2 The College will provide a report to parents on their child's progress at least twice a year. The College will meet with parents once a year to discuss outcomes, progress, parental engagement activities to support their child and identify the responsibilities of the parents. In addition to the academic reports, an SEN review will be conducted termly, where the form tutor will be present, supported by the SENDCo/Vice Principal (Pastoral). The parent will be invited to attend these meetings.

16.3 The SENDCo/ Vice Principal (Pastoral) may need to contact parents or guardians regarding matters of support for learning or examination access arrangements.

16.4 Parents or guardians are welcome to discuss matters arising from an Educational Psychologist's report with the SENDCo.

16.5 Parental permission will be obtained for any assessments which may incur a charge.

17 Liaising with the Senior Team and Heads of Departments

17.1 The Vice Principal (Pastoral) incorporates the role of the SENDCo at senior management level.

18 Liaising with Students

18.1 The College acknowledges the student's role as a partner in his or her education.

- 18.2 Students are actively encouraged to be involved in the decision making process by attending all reviews, and actively negotiating and evaluating their targets.
- 18.3 Student views are recorded as part of the review process. Their views are listened to and valued.

19 Links with other bodies and professionals

- 19.1 Documentation regarding a pupil's specific learning needs can be forwarded to the Student Support departments within a University upon request from the pupil concerned. Data regarding students is held at the College until the student reaches the age of 25 years.

20 Supporting pupils with Medical Conditions

- 20.1 The College recognises that pupils at College with medical conditions should be properly supported so that they have full access to education, including College trips and physical education. Some children may be disabled and where this is the case the College will comply with its duties under the Equality Act 2010.
- 20.2 Some may also have SEND and may have an Education, Health and Care plan, which brings together health and social care needs, as well as their special educational provision.
- 20.3 The College will support pupils with medical needs in light of published DfE guidance as amended from time to time.

21 Monitoring the implementation of the learning support policy and the quality of provision

- 21.1 The College will rigorously and regularly monitor the quality of provision through the following:
- Lesson observation drop ins
 - Work sampling
 - Marking and feedback sampling
 - Data analysis
 - Audits of the views of parents, pupils, staff and governors.
- 21.2 Any information gathered will be used to inform College improvement plans and share the outcomes of all the above with the Colleges' Director and College Governors (Bellevue Education).
- 21.3 Heads of Department and Subject Leaders monitor classroom practice to ensure that appropriate differentiation is occurring within their departments via the appraisal and Lesson Observation cycles.

- 21.4 The individual needs of pupils are reviewed as part of the College's reporting procedure, alongside termly reviews. Pupils and, where necessary, their teachers, are consulted in deciding the area of focus within support lessons.
- 21.5 The SENDCo/Vice Principal (Pastoral) reviews pupils' progress regularly, teaching and learning strategies and matters arising; they monitor, with the personal tutor, the progress of pupils who are on the Learning Support Register.

22 Practical strategies for Teaching and Learning SEND students

- 22.1 The following are suggested strategies to deal with specific needs, and where met, actions which should be praised.

Behaviour/ADHD:

- Following adult direction
- Accepting responsibility for their actions.
- Not shouting out
- Remaining in their seat
- Interacting with peers appropriately
- Answering questions appropriately
- Avoiding inappropriate comments
- Independent learning skills
- Concentration
- Poor organisational skills
- Entering or leaving the room appropriately
- Having the correct equipment

Social communication needs:

- Social language skills
- Listening skills
- Self confidence
- Emotional skills
- Working as part of a group
- Sharing / taking turns
- Contributing to the lesson

Helping students with Autism Spectrum Disorder (ASD):

High functioning autism is a neuro-developmental condition. There is a lack of intuitive ability to adapt socially and fit in with others. Students can be obsessively knowledgeable about a specific subject. They can appear eccentric and may be strongly attached to particular possessions.

They need a safe, organised and reliable daily routine. Students find it difficult to ask for help, even when they need it, and can be over sensitive to criticism. Students with more severe Autism have difficulties relating to others, problems in understanding the meaning of things and struggle with limited imagination. This makes it difficult to see things from the perspective of someone else, problematic to deal with verbal and non-verbal communication and tough to plan and make sense of things.

Students with Autism are best suited to detailed, repetitive tasks where attention to detail is a real asset. Work is usually accurate and consistently good performance is given where the work matches their skill levels.

- Keep instructions simple and straightforward
- Try to avoid complex language and abstract ideas
- To explain harder tasks, use lists, cards or pictures
- Write messages, use diagrams or concrete objects to make communication easier
- Assign work in small steps and not in long sequences
- Forewarn in case of changes in routine, location or teachers
- Give regular, gentle prompts to help meet deadlines
- Identify 'stress triggers' and then try to work around them
- Make sure that the student is motivated at the outset
- Capitalise on their mechanical memory skills
- Provide a predictable environment
- A structured – even rigid – routine works best

Helping students with Dyslexia:

Dyslexia is a neuro-developmental condition. It is hereditary and is the most common cause of reading, writing and spelling difficulties. Associated difficulties include Dysgraphia (poor handwriting) and Dyscalculia (difficulties with maths).

Among the factors associated with Dyslexia are speed processing, short-term memory, sequencing,, auditory and/or visual perception, spoken language and motor skills. Difficulties relate to mastering and using written language including alphabetic, numeric and musical notation.

- Take time at the start to discuss the best ways of working.
- Try to use as much visual information as possible.
- Rely on personal instruction rather than the written word.
- Go through new assignments and tasks face to face.
- Be direct and to the point.
- Use the student's social skills and creative capacities.
- Make lists – but try to keep them short.
- Avoid 'paper work' as far as possible.
- Let them use a computer.
- Allow for breaks – they will need to recharge their concentration.
- Where necessary they may need the help of a reader and / or scribe.
- Some students find the use of coloured overlays of benefit when reading text.

Helping students with Dyscalculia:

Dyscalculia is a difficulty in understanding and learning mathematics unrelated to intellectual capacity.

- There are difficulties in:
- Conceptualising number.
- Understanding number relationships.

- Understanding the outcomes of numerical operations.
- Understanding the outcomes of spatial operations. Commonly noticed difficulties include:
- Have difficulty performing simple calculations such as addition.
- Have difficulty knowing how to respond to mathematical information.
- Substitute one number for another.
- Invert numbers (e.g. 6 for 9).
- Reverse numbers (e.g. 2 for 5).
- Misalign symbols, for example when using a decimal point.
- Name, read and write mathematical symbols incorrectly.

Helping students with Dyspraxia:

This is a Developmental Coordination Disorder characterised by impairments in movement planning and the development of motor coordination which interfere with academic achievement or daily living activities. Core problems involve difficulties in planning and carrying out complex, sequenced actions.

This will often affect all aspects of writing, with written work ranging from the untidy to the illegible. Issues with planning a sequence of events and setting out work can have a large effect on the academic achievement of students with this condition.

Helping students with Attention Deficit Hyperactivity Disorder ADHD

ADHD is a neuro-developmental condition. It causes difficulties with impulsiveness, inattention and hyperactivity. Students may be unable to sit still, plan ahead, finish tasks or, because of their short attention span, be unaware of what is going on around them. On some days they may behave fine leading people to believe that a person with ADHD can actually control his/her behaviour, often resulting in frustration and misunderstanding on both sides.

- Short activities requiring short bursts of concentration work best. A well organised environment and regular support also helps.
- Break larger assignments down into smaller blocks of work.
- Encourage the use of schedules and lists to help organise the day.
- Discuss and agree a structure and priorities.
- Set achievable deadlines for each block of work.
- Check work regularly and give feedback and encouragement.
- Allow short breaks as required.
- Encourage the use of a diary for notes and reminders.
- Keep routines consistent.

Appendix 1 – Student Pathway Profile – Academic support plan

STUDENT PATHWAY - ACADEMIC SUPPORT PLAN



Personal details

Name	
Date of Birth	
Parental details	
Address	
Telephone Number	
If child is LAC, under which authority?	
Form	
Course	
Subjects	
Date beginning	
Review date	

Practical strategies for improving teaching and learning for student:	
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Nature of Special Educational Need:	
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Progress:	
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Signed:	
Position:	

Appendix 2 - letter sent to all parents about assessment for examination access arrangements

22nd October 2020

Dear Parent,

Assessment for Examination Access Arrangements

I am writing to let you know that a specialist assessor for examination access arrangements, Candy Clarkson, will be visiting the College on the 9th and 10th November. Candy will be offering screening to every student in the College on the 9th November. This will enable her to identify any students who would possibly benefit from extra time in their examinations, even those students who have never been identified as requiring extra time before. On the 10th November, Candy will undertake more specific testing with those students who she identifies as possibly needing extra time in order to make a specific recommendation. There will be no cost to you of this screening.

Those students identified as needing extra time will receive this in their public examinations, as well as in internal tests and mock examinations. Many students, especially those coming from large schools, may have a need which has not been previously identified, and we therefore would like to give every student the chance to be assessed so that we can feel confident that all needs are discovered. It is important that even students who do not have a public examination this year are assessed as, if they are eligible for extra time, they will be able to get used to making the best use of this extra time.

If you would prefer for your child **not** to be screened, then please contact me on laura.bellerby@ealingindependentcollege.com and I will take your child's name off the list.

I wish you all a safe and restful half term.

Yours sincerely

Laura Bellerby
Vice Principal and SENCo