



Inspiring excellence



Access Arrangements Policy

2020-2021



Access Arrangements Policy

1. Key Staff involved in the Access Arrangements Process

Name(s)	Role
Miss L. Sacre	Director of Learning Support / Assistant Principal
Mrs K. Bailey	Assistant Director of Learning Support
Head of Centre	Mr Jonathan Rockey
Examinations Officer	Mrs C. Cracknell
Assessor(s)	Miss L. Sacre BA MA Dip. SpLD (AMBDA) Mrs K. Bailey Mrs J. Gosling Additional Specialist Teacher holding current APC. Children's Education and Psychology Practice

All Teaching Staff at the school are involved in the Access Arrangements process, which forms a core part of the school's Continuous Professional Development (CPD) programme.

All Teaching Assistants at the school are involved in the provision of Access Arrangements within the classroom and receive additional training which is updated annually. A record of this training is stored in the 'Access Arrangements: Policy and Administration File,' which is stored in the SEND Office.

The school's Examinations Officer arranges training for external invigilators and this training is updated annually.

2. Definitions:

2.1 Access Arrangements:

Access Arrangements are reasonable adjustments that are agreed prior to assessment. They allow candidates with specific needs, such as Special Educational Needs (SEN), disabilities or temporary injuries to access the assessment without changing the demands of the assessment.

2.2 Reasonable Adjustments:

The Equality Act (2010) requires that Exam Boards make *reasonable adjustments* for candidates who would otherwise be at a *substantial disadvantage*. A reasonable adjustment may be specific to an individual and Exam Boards are required to consider any adjustment that may be considered reasonable in order to overcome the disadvantage experienced by the candidate without compromising the security and integrity of the assessment.

Awarding bodies are not required to make adjustments to the academic or other standard being applied when conducting an examination or assessment. There is no duty on Awarding bodies to make any adjustment to the assessment objectives being tested in an assessment.

2.3 Normal Way of Working:

Access Arrangements that are put in place *must* reflect the support ordinarily given to the candidate within the centre, for example: in the classroom; as part of intervention provided in line with the school's SEND Policy; in internal school tests and examinations; and/or in mock examinations. Therefore, 'normal way of working' relates to everyday practice. The only exception to 'normal way of working' is where an arrangement is put in place as consequence of a temporary injury or impairment.

3 Purpose of the Policy

The purpose of this policy is to ensure that Wymondham High Academy and its Sixth Form comply with the obligation to identify the need for, request and implement Access Arrangements.

The policy is reviewed annually to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication: 'Adjustments for Candidates with Disabilities and Learning Difficulties – Access Arrangements and Reasonable Adjustments.'

The Access Arrangement Policy should be read in conjunction with the school's '[Special Educational Needs and Disabilities \(SEND\) Policy](#)' and its '[Disability Policy](#).' Both policies are available for download from the school website.

4 Access Arrangement Procedures (Years 7-9):

There is no requirement for formal examination arrangements to be made for students between Years 7 and 9. However, specialist recommendations, in-class support arrangements and the provision of intervention are used to help form an evidence-based history of need that inform the provision of Access Arrangements for identified students in Years 10 and 11.

Wymondham High Academy operates a graduated model of SEND Support as outlined in the school's SEND Policy. Students demonstrating below average attainment in literacy and numeracy are placed onto the school's Intervention List and bespoke packages of intervention and support are made available to those students.

The provision of intervention helps inform and evidence applications for Access Arrangements. Therefore, the school's screening and monitoring systems during Year 7 to 9 enable the SENCo to produce an appropriately detailed picture of need for students who may require Access Arrangements in Years 10 and 11.

As part of the transition process from Year 6 to Year 7, Wymondham High also seeks information regarding Access Arrangements that may have been made for students during Key Stage 2 SATs examinations. Continuity of provision may be reflected in recommendations that are made to teaching staff for individual students.

Where students have formally identified or diagnosed SEND, the recommendations made in professional reports are circulated in the school's 'Student Profile and Strategy Sheets.' These documents are reviewed annually and contain recommendations regarding reasonable adjustments for students.

Teaching Staff and Departments are encouraged to monitor the need for reasonable adjustments between Years 7 and 9 and to raise any concerns with the SEND Department. The school's CPD programme incorporates annual staff training with regard to reasonable adjustments in Years 7, 8 and 9 – and how provision forms evidence for subsequent arrangements in Years 10 and 11. Where appropriate, Departments are encouraged to retain evidence of the requirement for reasonable adjustments within the Department.

5. Access Arrangement Procedures (Years 10 and 11):

5.1 Processing Applications Online:

Where the school has identified a student as requiring Access Arrangements, evidence is compiled prior to the completion of an online application. Access Arrangement online applications are processed by the school's SENCo. This generally takes place in the Summer Term of Year 9, with a picture of need and normal way of working having been established between Years 7 to 9.

In the event of a temporary injury or impairment, or diagnosis of a disability arising after this time, Access Arrangements are applied for as soon as is practicable.

Parents of identified students are written to in advance of assessment and are sent an information sheet entitled '[Access Arrangements: Information for Parents.](#)' This is also available to download from the school website.

Online applications are processed following the assessment of identified students and the approval print-out for each student is retained on the Access Arrangements file for that year group.

Where online applications have been approved, a letter is sent to parents confirming the arrangements that are in place for the student. This letter is also retained on the Access Arrangements file for that year group. In line with JCQ regulations, the SENCo makes the online applications by the published deadline of 31st March 2021.

5.2 Identification of Students for Access Arrangement Assessment:

Students who are identified for Access Arrangement testing will generally have a demonstrable history of need and provision. All students tested for Access Arrangements will have comments provided by subject teachers in regard to normal way of working and reasonable adjustment required within the classroom environment and/or for internal assessment.

Teaching staff are encouraged to notify the SENCo of any perceived need for reasonable adjustment as early as possible in the student's time at the school and to retain evidence of any provision made (Years 7-9) or use of arrangement (Years 10-11) within the Department.

Parents are also encouraged to contact the SEND Department as early as possible in the student's time at the school in order to discuss any concerns regarding progress and/or attainment.

The school's graduated approach to SEND provision is also used to identify students for Access Arrangement testing: screening test outcomes in Year 9 are used, along with details of any intervention provided between Years 7 and 9.

5.3 Access Arrangement Testing:

Access Arrangement testing is organised by the school and is evidence of need that is supplementary to normal way of working and history of provision.

Access Arrangements assessments are carried out by an assessor appointed by the Head of Centre. The assessors are appropriately qualified, as required by JCQ regulations. Assessments are undertaken using approved and nationally standardised tests.

Wyndham High Academy's Director of Learning Support is a specialist assessor who may undertake Access Arrangement Testing. The school also contracts an independent and external specialist assessor who undertakes the Access Arrangement testing scheduled for the Summer Term of each Year 9.

Where necessary, Hearing Impaired and/or Visually Impaired students may be assessed by specialist teachers working for the Virtual School for Sensory Support (VSSS) and referrals are made to VSSS by the SEND Team, as required.

Evidence of the assessors' qualifications are held on the Access Arrangement file for each year group. **See Appendix 2**

In accordance with JCQ guidelines, a privately commissioned assessment carried out without prior consultation with the centre cannot be used to award Access Arrangements and cannot be used to process an online application.

5.4 Access Arrangement Evidence – Retention and Storage:

The SENCo compiles Access Arrangement files for students with Access Arrangements. A file is kept for each year group and labelled according to the GCSE Year. Access Arrangement files are stored securely in the SEND Office. Files are available to JCQ inspectors each year for inspection and are presented by the school. Each year group file contains a copy of the Access Arrangement information distributed to staff; a copy of each assessor's qualifications; and individual student files.

Individual student files contain:

- A Data Protection Notice, signed by the student and dated;
- Where required, a completed, signed and dated Form 8 – detailing history of provision and need;
- Any relevant medical evidence or documentation;
- Where appropriate, a copy of any Education, Health and Social Care Plan (EHCP) or former Statement of Special Educational Need.
- A copy of any relevant Specialist Teacher, Educational Psychologist or other specialist assessment demonstrating need/history of need;
- Where appropriate, a copy of any Student Profile and Strategy Sheet (SPSS) containing recommendations for the school's teaching staff.
- Comments from individual subject teachers evidencing normal way of working and classroom provision.
- Where appropriate, records of any Learning Conversation with the Director of Assistant Director of Learning Support in which specific Access Arrangements are discussed or reviewed with students.
- Correspondence to Parents confirming Access Arrangements in place for students.
- Print-out of approved online application.
- Any other relevant documentation or supplementary evidence considered relevant to the application by the school.

Departments are also encouraged to keep records and evidence of provision within Departments, including copies of Mock Examination Papers and (where applicable) copies of in-class assessments and examples of book work - where it is reasonably practicable to do so.

Copies of individual student Access Arrangement files may be passed directly to Post-16 providers when requested directly by the institution. Access Arrangement files are archived and stored securely until students reach the year at which the student would reach the age of twenty-five. At this time, files are destroyed. Any copies of electronic

files in relation to individual Access Arrangements are similarly archived, electronically, on a secure and inaccessible area of the school system and these records are destroyed at the same time as hard copies.

5.5 Distribution of Access Arrangement Information:

Once Access Arrangement files are collated and arrangements confirmed, the SEND Department issue the 'Access Arrangement Information for Staff' list for that GCSE Year. This is accessible throughout each academic year on the Metro Central – the school's internal and secure electronic storage system.

'Access Arrangement Information for Staff' lists are circulated electronically when first published and any time information is updated.

Parents are notified of Access Arrangements by letter and students are notified by the school's SENCo, who also provides students with specific guidance regarding the rules in relation to use of Access Arrangements in examinations.

5.6 Involvement of Students in provision of Access Arrangements:

Recommended Access Arrangements are discussed with students. Should students not wish to make use of arrangements, or do not make use of arrangements, Access Arrangements may be withdrawn by the SENCo.

Students with specific Access Arrangements may be invited to review their employment of those arrangements by the school's SENCo and a record of this review may be stored on file.

5.7 Centre-Delegated Access Arrangements:

Wyndham High follows JCQ guidance when providing centre-delegated Access Arrangements and documentation is stored on file and distributed as outlined above. Where separate invigilation is required, the need for this is substantiated by appropriate medical evidence.

5.7.1 Use of a Word Processor in Examinations:

A student may be approved the use of a word processor where this is appropriate to the student's needs and not simply because this is the candidate's preferred way of working.

Students in Years 10 and 11 who have been identified as requiring either use of a computer with spellcheck function disabled, or use of a computer with spellcheck function enabled, will be provided by the school with access to a dedicated computer for use within lessons. This means that use of a computer is the students' normal way of working within the classroom environment, as well as for assessments and examinations.

Students who may require use of a word processor will be required to undertake an approved and nationally standardised test, administered by an appropriately qualified assessor, as outlined above. It is likely to also be the case that use of a computer in place of handwriting has already been established and the student has undertaken school interventions in relation to both handwriting and touch-typing in Years 7 to 9.

Word processors are used when there is evidence a student's handwriting speed is below average or when the legibility of a student's handwriting makes it too challenging for an examination paper to be adequately marked.

5.8 Exceptional Circumstances – Access Arrangement Procedures:

For the vast majority of students requiring Access Arrangements, it is to be expected that there will be a clearly demonstrable history of SEND provision and evidence of need over time. However, it is also not unusual for underlying difficulties to become increasingly evident as the demands of curriculum and assessment increase – and therefore there may be circumstances in which information is sought from teaching staff and assessment undertaken later than the Summer Term of Year 9.

However, as a matter of principle, the school is very clear with both parents and staff that in the overwhelming majority of cases it would be wholly unacceptable for arrangements to be requested, without prior history of provision, in the latter stages of examination years.

6. Access Arrangement Procedures (Years 12 and 13):

6.1 Processing Applications Online:

Where a student progresses from GCSE to A-Level qualifications, confirmation of the continued need for arrangements is sought and a resubmission of the application is processed online, by the school's SENCo. A letter confirming arrangements is subsequently sent to the students' parents and retained on file. This letter confirms that the student continues to have persistent and significant difficulties and confirms that without the provision of the named arrangements, the candidate would continue to be at a substantial disadvantage. The approval print-out and letter are retained on the student's Access Arrangement file.

For Sixth Form students arriving from other centres, the Sixth Form entry form requests information regarding the provision of Access Arrangements by other centres. Where students indicate that Access Arrangements have been put in place by other centres, the school's Sixth Form automatically contact and request a copy of the student's Form 8. Comments from teaching staff and online application is subsequently processed as outlined above.

6.2 Identification and Assessment of Sixth Form Students for Access Arrangements:

In instances where a Sixth Form student has no history of SEND provision or history of Access Arrangements being made previously, and there are significant concerns with regard to learning, the school's SEND Department is consulted by the Sixth Form team.

The views of teachers are sought in any consultation regarding Sixth Form students and assessment may subsequently be undertaken by a specialist teacher, employing approved and nationally standardised tests as outlined above.

6.2.1 Disability Support Allowance (DSA) Assessments:

Where there is no history of specialist assessment, it may be the case that the student or his/her parent wish to seek a full diagnostic, or DSA, assessment in order to inform future university provision. In these instances, the school will provide parents with professional recommendations in respect of private providers of assessments and will facilitate the undertaking of assessment on site if required but will not be responsible for the funding or contracting of DSA assessments.

In accordance with JCQ guidelines, a privately commissioned assessment carried out without prior consultation with the centre cannot be used to award Access Arrangements and cannot be used to process an online application.

6.3 Access Arrangement Evidence – Retention and Storage: Sixth Form Students

The SENCo compiles Access Arrangement files for students with Access Arrangements, as outlined above.

6.4 Distribution of Access Arrangement Information – Sixth Form:

Sixth Form Access Arrangement files are collated, and information disseminated as outlined above.

6.5 Involvement of Sixth Form Students in provision of Access Arrangements:

Sixth Form students must notify the Sixth Form Team if there is a previous history of reasonable adjustments not known to the school. Where Sixth Form students have concerns in relation to learning, or where there appears to be substantially greater difficulty than normal in adapting to A-Level study, students should discuss with the Sixth Form Team in the first instance. The Sixth Form team may subsequently consult with the school's SEND Team – who may provide advice and guidance for students and parents.

6.6 Use of computers in the Sixth Form:

Sixth Form students are able to bring their own laptops for use in lessons. However, the use of a computer in examinations is not based on individual student preference and there must be a clear and demonstrable need for any arrangement regarding computer use in examinations. Evidence of need must include use of a nationally standardised test carried out by an assessor appointed by the Head of Centre.

7. Roles and Responsibilities:

7.1 The Role of the SENCo:

The school's SENCo assumes responsibility for:

- Identifying students for Access Arrangement testing based on internal screening tests; Intervention records; and SEND guidance;
- Collation of information from teaching staff in relation to identification of students for Access Arrangement testing;
- Production of Access Arrangement Schedule for the Summer Term of each Year 9 and communication of appointments to parents, along with distribution of 'Access Arrangement Information for Parents'.
- Checking, copying and storing copies of Assessor qualifications on Access Arrangement files;
- Completion of Section A of Form 8 or Centre Note as appropriate;
- Ensuring students sign Data Protection Forms in advance of assessment;
- Completing and printing online applications using Access Arrangements Online;
- Writing letters to parents confirming outcomes of assessments and any arrangements that have been made for students;
- Ensuring that the Examinations Officer has an up-to-date copy of Access Arrangements Information for each year group for which Access Arrangements are in place.
- Ensuring that Access Arrangement information is distributed annually to all staff and that teaching and support staff receive annual training in specific relation to Access Arrangements, roles and responsibilities;
- Consulting with Parents and Staff regarding requests for Access Arrangements, as necessary;
- With the Examinations Officer, ensuring that Access Arrangement files are ready for Inspection each year;
- Updating the Access Arrangement Policy annually, to ensure compliance with JCQ regulations.

7.2 The Role of the Examinations Officer:

The school's Examinations Officer assumes responsibility for:

- Ensuring Access Arrangements are in place for students as recommended and confirmed by the school's SENCo;
- Generating Candidate Numbers required for online applications;
- Making short-term arrangements in relation to temporary medical needs or illnesses; ensuring that medical evidence is collated in relation to temporary medical needs or illnesses; retaining this information on file; and communicating it to the school's SENCo;
- Any arrangement requiring additional/supplementary evidence or direct communication with JCQ – for example: applications for additional time over 25% or use of a Practical Assistant. Where exceptional arrangements are required, the SENCo will work with the Examinations Officer to collate evidence and the Examinations Officer will assume responsibility for liaising directly with examination boards/sending evidence collated by the SENCo;
- Making any necessary application for Special Consideration in respect of individual candidates as required;
- Arranging annual training for Invigilators and external staff involved in Examinations administration;
- All Exams Administration and implementation of the school's Exams Policy.

7.3 The Role of Heads of Department and Teaching Staff:

Heads of Department and Teaching Staff assume responsibility for:

- Provision of 'reasonable adjustments' and monitoring of student progress and need in Years 7-9;
- Awareness and implementation of SEND recommendations and student SEND profiles between Years 7-13;
- Consultation with the SEND Team with regard to requirements for 'reasonable adjustments' in Years 7-9;
- Evidencing 'normal way of working' in relation to 'reasonable adjustments' and/or Access Arrangements between Years 7-13;
- Ensuring Access Arrangements are implemented and being aware of Access Arrangements that are in place for students between Years 10-13;
- Retaining Departmental evidence of assessment in respect of Access Arrangement provision.

7.4 The Role of the Sixth Form Team:

The Director of Sixth Form and the Sixth Form Team assume responsibility for:

- Ensuring that information regarding Access Arrangements for new students is collected and communicated directly to the school's SENCo;
- Monitoring the progress of Sixth Form Students and consulting with the SEND Team as required;

- Providing to the SEND Team copies of any medical documentation submitted to the school in which Access Arrangements are recommended for long-term conditions;
- Providing to the Examinations Officer copies of any medical documentation submitted to the school in which Access Arrangements are recommended for temporary conditions or illnesses;

Ensuring Access Arrangements are implemented and SEND recommendations are implemented by teaching staff;

- Ensuring that the Sixth Form Team receive and undertake annual training in respect of Access Arrangements for students.

7.5 The Head of Centre and Senior Leadership Team:

The Head of Centre assumes responsibility for:

- The appointment of appropriately qualified assessors and overall implementation of Access Arrangement and related school policies;

The Senior Leadership Team assume responsibility for:

- Knowledge and awareness of the Access Arrangement Policy and related documentation;
- Oversight, through Line Management, of individual Departments within the school and ensuring that responsibilities in relation to Access Arrangements and reasonable adjustments are fulfilled.

8. Related Policies:

Wymondham High Academy's Access Arrangement policy is written in line with the requirements of the 'Children and Families Act 2014,' the 'SEN Code of Practice 2014,' the JCQ publication 'Adjustments for Candidates with Disabilities and Learning Difficulties: Access Arrangements and Reasonable Adjustments' (published annually) and the Equality Act 2010.

The Access Arrangement Policy should be read in conjunction with the school's SEND Policy; Disability Policy; and Exams Policy. Wymondham High School's Accessibility Plan is also available on the school website.

March 2021

Access Arrangements Policy	
Written:	Miss L. Sacre, Director of Learning Support
Date:	March 2019
Staff Responsible:	Director of Learning Support / Principal
Review:	March 2022
Adopted:	March 2019

Appendix 1 Types of Access Arrangement

Candidates with disabilities and learning difficulties may require a range of Access Arrangements. Arrangements must reflect the candidate's normal way of working within the classroom, as evidenced by teaching staff and as evidenced by history of need and provision. The examples provided are illustrative only:

Communication and Interaction	<p>Candidates with Communication and Interaction Difficulties <i>may</i> require, for example:</p> <ul style="list-style-type: none"> • supervised rest breaks; • additional time; • a computer reader or a reader; • read aloud or an examination reading pen; • a scribe; • a word processor; • a prompter; • a practical assistant; • coloured/enlarged papers; • modified language papers.
Cognition and Learning	<p>Candidates with General and/or Specific Learning Difficulties <i>may</i> require, for example:</p> <ul style="list-style-type: none"> • supervised rest breaks; • additional time; • a computer reader or a reader; • read aloud or an examination reading pen; • a scribe; • a word processor; • modified language papers.
Social, Emotional and Mental Health Difficulties	<p>Candidates with Social, Mental Health and/or Emotional Needs <i>may</i> require, for example:</p> <ul style="list-style-type: none"> • supervised rest breaks; • additional time; • a computer reader or a reader; • read aloud or an examination reading pen; • a scribe; • a word processor; • a prompter; • alternative site arrangement; • separate invigilation within the centre.
Sensory and/or Physical Needs	<p>Candidates with Social, Mental Health and/or Emotional Needs <i>may</i> require, for example:</p> <ul style="list-style-type: none"> • supervised rest breaks; • additional time; • a computer reader or a reader; • read aloud or an examination reading pen; • a scribe; • a word processor; • a live speaker or communication professional • a practical assistant • Braille papers, modified/enlarged and/or modified language papers.

Appendix 2

Qualifications of Assessors

Assessments are carried out by an assessor, or assessors, appointed by the Head of Centre. Assessors are appropriately qualified as required in JCQ regulations. Assessments may be undertaken by:

- An Access Arrangement assessor who has successfully completed a post-graduate course or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An Access Arrangements assessor may conduct assessments to be recorded within Section C of Form 8 and/or
- An appropriately qualified psychologist registered with the Health and Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- A specialist assessor with a current SpLD Assessment Practising Certificate (APC), as awarded by PATOSS, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

An Access Arrangement assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores; standard scores, quotients; percentiles; and age-equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement; and confidence intervals.
- The appropriate use of nationally standardised tests for the age group being tested.
- The objective administration of attainment tests which can be administered individually, this must include tests of reading accuracy; reading speed; reading comprehension; and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered.
- The appropriate selection and objective use of tests of cognitive skills.
- The ethical administration of testing including the ability to understand the limitation of their own skills and experience and to define when it is necessary to refer the candidate to an alternative professional.



Appendix 3 Access Arrangement Procedures

Access Arrangement Testing Standard Procedures: Summer Term of Year 9

SENCO identifies students for testing, based on history of provision and screening test outcomes.

SENCO consults with teaching staff and Departments; Teaching Staff support identification of students.

SENCO writes to parents of all students identified for testing, providing dates and times of assessment and leaflet outlining Access Arrangements.

SENCo completes Section A of Form 8

Identified students assessed during Summer Term of Year 9 by Specialist Teacher appointed by centre. Specialist teacher completes and signs Section C of form 8.

SENCo makes applications for students using Access Arrangements Online. Approved arrangements are printed and retained on file.

SENCo writes to parents informing them of outcomes and confirming arrangements for students.

SENCo produces Access Arrangements Information for Staff and circulates to all staff, including the Examinations Officer.

Access Arrangement Requests: Years 10-13

SENCo receives consultation request regarding Access Arrangements from Parents, Carers, Staff, or individual Students.

SENCO consults with all teaching staff to establish normal way of working and reviews school data: screening tests; attainment; CATS tests; KS2 outcomes.

Where request has come from Parent/Carer or Student, SENCo meets Parent/Carer and/or student to discuss reasons for request.

SENCo decides whether there is sufficient evidence to warrant assessment.

SENCo arranges assessment and writes to Parents/Carers notifying time and date of assessment.

SENCo completes Section A of Form 8

SENCo arranges assessment and writes to Parents/Carers notifying time and date of assessment.

Updated information is circulated to staff and Examinations Officer.

SENCo provides feedback to Teacher / Parent / Carer / Student outlining reasons for decision not to proceed with assessment.



Access Arrangements for Temporary Needs or Illness

Medical Evidence submitted to the Examinations Officer.

Examinations Officer makes necessary arrangements with examination boards and confirms with Parents/Students.

Examinations Officer retains file containing medical evidence. Copy of list shared with SENCo.

Access Arrangements GCSE to GCE

Sixth Form Team and SENCo ascertain whether students have had Access Arrangements in place at GCSE.

The Sixth Form Team request copies of Form 8s for new students from Secondary Providers and pass to the SENCo.

SENCo consults with Teaching Staff during the Autumn Term of Year 12

Applications are processed online by the School SENCo. Students and parents are notified of any continued Access Arrangements.

Information is published to staff and the school's examinations officer.