Barnard Castle School
ESTD 1883

Inclusion SEND (Special Educational Needs and Disabilities) Policy

This is a Whole School policy including EYFS.

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Action	Responsibility	Date
Reviewed	Deputy Head (Academic) (NOC)	August 2026
Approved	Headmaster (DJC) & Head of Prep	August 2026
Next Review	Deputy Head (Academic) (NOC)	August 2027

This policy should be read in conjunction with the Learning and Teaching policy and the English as an Additional Language (EAL) policy.

This policy complies with the statutory requirements laid out in the SEN code of Practice 0-25 (2014, updated 2020) and has been written with reference to: Equality Act 2010, Schools SEN Information Report Regulations (2014) and Teachers Standards (2011 updated 2021).

1. Introduction and Objectives:

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Barnard Castle School is committed to meeting the special educational needs of pupils and ensuring that all pupils make good progress, reflecting the broader aims of the school, alongside supporting fundamental British values, which include:

- Ensuring that each child fulfils their academic potential at each stage of their education
- Promoting the values of application, perseverance, initiative, independent thought and cooperation
- Preparing children for the next stage in their lives, whatever that may be

2. Specific SEND objectives for the school are as follows:

- To make suitable provision for all pupils with SEND
- To ensure and maintain their access to the curriculum
- To identify, assess and support pupils with learning difficulties
- To raise awareness of all staff of the strengths and needs of all pupils with SEND
- To work in partnership with parents
- To contact and work with outside agencies who may be involved with the pupils
- To provide staff training and information on a number of issues relevant to pupils with SEND
- To provide opportunities for pupils with SEND to learn and to progress and to have their progress assessed and celebrated.

3. Definition of Special Educational Needs:

A child or young person has SEND if they have a **learning difficulty or disability** which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a **learning difficulty** or **disability** if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or:
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

There are four broad areas of special educational need:

1. **Communication and Interaction (C&I)** for example: Speech Language and Communication Needs (SLCN) and autism.
2. **Cognition and Learning (C&L)** for example: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SPLD) such as dyslexia, dyscalculia, and dyspraxia.
3. **Social, Emotional and Mental Health difficulties (SEMH)** for example: anxiety and depression, eating disorders, Attention Deficit (ADD) and Attention Deficit Hyperactivity (ADHD).
4. **Sensory and/or Physical needs (S/PD)** for example: visual or hearing impairments, and physical disabilities.

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Any pupil may have a special educational need at some time during his or her time at school, and up to 20% of pupils may have continuing special educational needs. The School's Inclusion Department SEND policy seeks to detail how educational needs of all pupils across the whole school are met. In line with Teachers Standards (2011, updated 2021) all staff must take responsibility for pupils with SEND within their curriculum area.

The Head of the Inclusion Department holds the Whole School Inclusion Register which is hyperlinked to individual student graduated approach passports detailing their strengths, needs and strategies/interventions. This approach is firmly grounded in the graduated approach, detailed in section 6 below.

The Inclusion Register records all children across the school who have a special educational need or disability. Students are coded on the Register and the ISAMS platform as follows:

E = Education Health and Care Plan (complex needs) marked as  on ISAMS currently, to be adjusted as we move to Involve as a whole school platform
K = SEN Support (Graduated approach Passport) marked as  on ISAMS
C = Lower level and/or internal concerns for monitoring - marked as  on ISAMS

The Inclusion register is a tool for communicating individual needs to classroom teachers. Students on this register receive additional help through adaptive teaching, reasonable adjustments, differentiation, in-class support, small group work, 1:1 lessons or exam access arrangements. We also have a Sixth Form mentoring scheme with the involvement of older pupils. Some students are also supported in their Independent Study time.

4. Roles and responsibilities

a. Headmaster and Governors

The Head teacher and Governors have overall responsibility for ensuring that the needs of any child with SEND are catered for to the best of the school's ability and within resources available. They are responsible for ensuring that the contents of this policy are carried out as effectively as possible.

b. The Head of Inclusion

Key responsibilities of the Head of Inclusion include:

- Overseeing the day-to-day operation of the school's Inclusion SEND policy
- Supporting all teaching staff in developing knowledge of SEND provision
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEND support
- Deploying the SEND budget to meet pupils' needs effectively
- With support from Senior School SENDCo (GM) and Prep School SENDCo (AEA)
- Liaising with parents of pupils with SEND

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- Liaising with other education providers, educational psychologists or other professionals
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the SEND Code of Practice (2014) and the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Applying for exam arrangements via JCQ and relevant exam board portals, keeping records of evidence used
- Ensuring the school keeps the records of all pupils with SEND up to date.
- Acting as Lead Professional in Education Health and Care Plans
- Line Management of Prep and Senior SENDCOs

c. SENDCos

Key responsibilities of the SENDCo include:

- Working with the Head of Inclusion to oversee the day-to-day operation of the school's Inclusion SEND policy
- Supporting Prep and Senior School teaching staff in developing knowledge of SEND provision
- Co-ordinating provision for children with SEND in Prep and Senior school
- Advising on the graduated approach to providing SEND support in Prep and Senior School
- Working with the Head of Inclusion to deploy the SEND budget to meet pupils' needs effectively
- Liaising with Prep and Senior School teachers to ensure a consistent approach, especially at time of transition
- Liaising with parents of pupils with SEND
- Liaising with other education providers, educational psychologists or other professionals
- Working with the Head Teacher and Governors to ensure that the school meets its responsibilities under the SEND Code of Practice (2014) and the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date.
- Acting as lead professional for School Education, Health and Care plans
- Line Management of ACS staff

d. Inclusion Team Members

- Working with the Head of Inclusion/ SENDCos to deliver the day-to-day operation of the school's Inclusion SEND policy
- Supporting teaching staff in developing knowledge of SEND provision
- Direct support to students with EHCPs and, where resources permit, for students at SEND Support
- Advising on the graduated approach to providing SEND support
- Liaising with parents of pupils with EHCP and SEND Support where applicable

e. Teaching Staff

Teachers are responsible for the overall progress and development of the pupils in their class for each subject. Quality First Adaptive Teaching, differentiated for individual SEND pupils and drawing

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on the E.E.F.'s (Education Endowment Foundation) Five-A-Day principles, including explicit instruction strategies, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology, alongside making reasonable adjustments, including using multi-sensory approaches. This is the first step in responding to pupils who have, or may have, SEND. In addition, to direct teaching assistants effectively to optimise impact.

In deciding whether to make special educational provision, the teacher/tutor, SENDCos and Head of Inclusion will consider all the information available regarding the pupil. Any information gathering will include discussion with the pupil and parents. Discussion will help develop a good understanding of the pupil's areas of strength and difficulty.

5. Access Arrangements

One of the key ways we make reasonable adjustments is through Exam Access Arrangements. Please see Appendix A and associated exam policy.

6. Identification of and provision for SEND (Graduated approach – Assess-Plan-Do-Review)

Barnard Castle School aims to adopt a proactive approach and achieve the early identification of pupils with SEND and remove barriers to learning by putting effective special education provision in place. Pupil progress is closely tracked, and concerns swiftly identified by Class Teachers, Tutors, House Masters/Mistresses all working alongside the Head of Academic Support and SENDCos. Concerns may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life.

At Barnard Castle School, we follow the cyclical graduated approach with the four stages of action: assess, plan, do, review (as advocated in the Code of Practice 2014 and detailed in section 6.1 below). Central to this, the views of parents, pupils and any relevant advice from external support services (e.g.: an Educational Psychologist's report) are sought at the earliest opportunity and are consistently sought whilst a need persists. For most pupils, needs will be met through quality first teaching and differentiation/reasonable adjustments within the classroom. Other pupils may need additional support.

The Head of Inclusion, SENDCos, and inclusion team members are also qualified to carry out some psychometric screening/testing which will highlight strengths and weaknesses of a child. The school have also invested in computerised screeners, which can highlight potential areas of need

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requiring further investigation. The Head of Inclusion will refer students for further testing by external providers where necessary and always in collaboration with parents.

Where it is decided that a pupil would benefit from additional targeted support, parents will be notified immediately. The staff members and Head of Inclusion will agree, in consultation with the parent and pupil, the adjustments, interventions and support to be put in place. These are recorded on the pupil passport. Interventions used within Barnard Castle School are evidence-based and are delivered by staff who have appropriate skills and knowledge. The effectiveness of the support and interventions and impact on progress is reviewed regularly. Reviews consider, where possible, the views of the pupil and parents as well as a variety of other data including progress against targets, exam results and in class assessment results. Progress against targets that are relating to social, emotional or behavioural needs will be measured in more qualitative ways. Support is revised in the light of progress and development.

The school recognises that mainstream qualifications are not appropriate for all students and have recently begun offering qualifications at Level 1 and 2 including functional skills English and Maths.

The Graduated Approach



All teachers are responsible and accountable for the progress and development of **all** students in their class including those who access support from academic support staff or other specialised staff. High-quality teaching, differentiated for individuals, is the first step to responding to pupils; additional intervention and support cannot compensate for the lack of good quality teaching.

Identification and process: If a class teacher/tutor has a concern (behavioural, academic, social, emotional, physical, or developmental) they will discuss the concern with parents. This may lead to a period of intervention, observation, or monitoring. If concerns persist, then with parental consent, they complete a referral to the Inclusion Department. Relevant assessment information will be collated through discussion, observation, assessment, work sampling etc.

If required a **Graduated Approach Passport (GAP)** is drafted and will be shared with parents in joint consultation. The student's voice is included where appropriate. Priority outcomes are identified along with actions from school and home to help meet them. This will include reasonable adjustments and any training requirements. Additional evidence and observations are noted with dates and other relevant details. A review meeting will be arranged with the parents and key teacher/tutor, and the possible next steps are indicated below:

- Sufficient progress made and passport no longer required - monitor in class (Joint monitoring)
- Some progress made but needs continuation of support
- Insufficient progress made or not sustained - other specialist agency support may be required. The Inclusion team may be able to offer recommendations of agencies/services to access. The parent will be liable for any communications and costs associated with the external agency. The school can accommodate by offering rooms, meeting scheduling and liaison between the agencies and parents. This helps to ensure the information is understood and disseminated on a need-to-know basis to relevant parties within the school. The Head of Inclusion reserves the right to select an appropriate professional to conduct testing and prepare the report. New strategies/recommendations will be incorporated into the GAP
- A pathway to referral for Education Health and Care Plan may be considered

(N.B. where needs are presented as more complex from the outset then specialist agencies will be involved at the earliest opportunity)

Throughout the process it is important that teachers document progress and collate evidence. Further assessments and observations may be completed by the Inclusion team and will be routinely fed-back to teachers and parents (and the student if they can be involved) as the graduated approach requires full collaboration.

Review Guidelines: If a student has a continued, unchanging need then their GAP will be reviewed at minimum, annually. An example of this may be where there is a provision for hearing impairment, or a device provided as an alternative to handwriting. If the student has a changing need their GAP will be reviewed as required. If it becomes clear through the process of monitoring and review that the school may be unable at some point in the future to meet the educational needs of a child, then alternative provision will be considered in joint consultation with parents.

Education Health and Care Plans: Some students, with more complex needs may require a local authority assessment for an Education, Health and Care plan. The Head of Inclusion and SENDCos seeks a range of advice before requesting an Education Health Care and Plan Assessment of needs. The needs of the student are paramount in this. Parents can also make this request, and the

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Head of Inclusion/SENDCos will submit relevant documents to support this process where relevant.

Some students with complex needs may require an additional adult to support them to access the curriculum and maintain their safety and supervision (short or long term). The Head of Inclusion, in collaboration with the SENDCos, and Headmaster/Headmistress will determine any requirements for one-to-one support. The parents will be responsible for sourcing and paying for the one-to-one support, but the Head of Inclusion will advise and support recruitment.

Safeguarding of all students will be paramount; all staff undergo safeguarding training and adhere to the Staff Code of Conduct. The Head of Inclusion attends Core Pastoral Group meetings where broader pastoral support of SEND pupils may be discussed.

7. Provision in EYFS

Although the school is exempt from following the Early Learning Goals, we are mindful of the government guidelines which sets out what most children will have achieved by the end of the Foundation Stage. Children will progress at different rates during the Foundation Stage, and it is important to remember that at the end of this stage some children may still be working towards the goals. Such children will need differentiated learning opportunities to help them progress and regular monitoring of their progress but do not necessarily have specific special educational needs. Monitoring of individual children's progress throughout the Foundation Stage is essential. Where a child appears not to be making progress then it may be necessary to use alternative approaches to learning. Ongoing difficulties may indicate the need for intervention. In this case the same graduated approach as detailed in section 6 above is applied. It may also be appropriate to use more finely tuned assessment tools such as PIVATS.

8. SEND considerations for pupils with English as an Additional Language (EAL)

The identification and assessment of possible SEND of pupils whose first language is not English requires special care. If there is uncertainty about an individual, the school must look carefully at all aspects of a pupil's performance in different subjects to establish whether the arising difficulties are due to limitations within their command of the English language or arise from special education needs.

9. Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to a pupil's areas of need, the school may consider involving specialists from outside of the school. Parents will always be involved in any decision to involve specialists. Such specialists include, but are not limited to:

- Educational psychologists

- CAMHS (Child and Adolescent Mental Health Services)
- Therapists (e.g. speech and language)
- Professionals in Visual Processing
- Specialised teachers e.g. Teachers of visual impaired or hearing impaired

10. Partnership with parents

Where a pupil is receiving SEND support, the school communicates regularly with parents to set clear outcomes where relevant and to review progress. Face-to-face meetings are offered as well as the opportunity to access virtual meetings or telephone consultations should this be the parental preference. These meetings serve to strengthen the impact of intervention by increasing parental engagement in the approaches and teaching strategies being used. It is also an opportunity to discuss any changes in the pupil's needs. Meetings can also be offered through the year: over the phone, via Microsoft Teams or in person to discuss concerns regarding educational needs of pupils.

11. Pupil Advocacy

It is important that the views of the young person are sought and listened to. Barnard Castle School encourages all pupils with SEND to participate in any decision-making processes that affect them. Pupils are also encouraged to help to set suitable targets to support their progress.

*Within the framework of statutory guidance

12. Admissions

Requests for admission are considered on a case-by-case basis in line with the Admissions policy that takes into consideration the students own needs alongside the provision/resources available, needs of others within the year group and capacity. The Head of Inclusion is involved in the admissions process when there needs to be further information about needs or when there are questions about the level of support needed and whether the school can cater for the individual needs. An internal panel may be arranged to discuss more complex individuals on a case by case basis. If an application is made for a student with an EHCP then the Head of Inclusion will liaise with the Local Authority as appropriate. Final decisions of admission are made by the Headmaster/Headmistress.

13. Evaluation of the Success of the Inclusion SEND Policy

The success of the SEND Policy at Barnard Castle School will be evaluated by:

- Individual progress attained by pupils who have SEND (as measured against their baselines, graduated approach passport outcomes and in reporting cycles)
- Parental and pupil response
- Pupil performance in external exams

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- Annual report to the Governors from the Head of Academic Support

14. Concerns and Complaints

Concerns about the Inclusion SEND Policy or provision at Barnard Castle School should be addressed to the Head of Inclusion. Any formal complaints should be made in writing to the Headmaster under the school's formal complaint policy.

Appendix A

Examination Access Arrangements Policy (EAA)

Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Best practice indicates that students who require exam access arrangements due to their additional needs have formal applications made to exam boards at the beginning of year 10 and year 12. These applications are supported by assessments, anecdotal evidence, observations, and work samples as well as any formalised standardised testing by the School's Exam Assessor (Deborah Wafer). For extra time specifically JCQ has instigated the statutory need for samples of work demonstrating use of extra time alongside supportive teacher comments.

Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ) and Cambridge Handbook.

All subject teachers, tutors and pastoral leads are given access to the Exam Access Arrangements through the Whole School Inclusion register. This details the current way of working and 'norm' for students as agreed and documented in their graduated approach plan.

A1. Rationale

At Barnard Castle School, we seek to create a learning environment whereby every individual student may fulfil his or her full potential.

A2. What are EAA?

EAA fall into two categories: some arrangements are centre-delegated, others require prior JCQ awarding body (or other exam board equivalent) approval. EAA allow learners with SEND or temporary injuries to access the assessment with changing the demands of the assessment. In this way, Awarding Bodies are compliant with the Equality Act 2010 which stipulates that 'reasonable adjustments' must be made for a candidate who is disabled within the meaning of the Act. The Act defines a disability as, 'a physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.'

A3. Substantial means more than minor or trivial. '**Long term**' means it has existed for at least 12 months or is likely to do so. Factors which may be considered substantial include persistent difficulty in reading and understanding written material in the native language; persistent difficulty in concentrating; a physical impairment. Factors which might reasonably NOT be expected to have a substantial adverse effect might include minor problems with spelling and writing. Please also note that a candidate may not need the same arrangement for all exams, as the demands of each exam differ.

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A4. Responsibility
Access arrangements are the responsibility of the Headteacher and Head of Inclusion who is also a qualified exams assessor with CPT3A certification. Teaching staff must also work alongside the Head of Inclusion to determine and implement the most appropriate access arrangements. **Since 2014, testing by outside professionals, such as an Educational Psychologist, are no longer valid for EAA.**

A5. Outline of Procedure
At KS2 and KS3, EAA are awarded by the school based on the needs we see in the classroom. We may also consider Educational Psychologist reports. It should be noted having had EAA at KS2 and KS3 does not automatically mean a child will be eligible for EAA in external examinations, as outlined below.

At KS4, applications should be processed as early as possible within a pupil's GCSE course. However, testing cannot be carried out earlier than Year 9 of KS3. The school must strictly follow the deadlines published by JCQ. There are no 'soft' deadlines. **Deadlines are in place to allow the school to make provision for access arrangements from the perspective of timetabling, logistics, accommodation, and staffing.** Potential candidates for EAA are identified in various ways. The following list is not exhaustive:

- Information from previous schools
- A history of requiring additional support in lessons
- A history of requiring 1:1 support
- Scores from attainment or ability testing
- Teacher referral

The school must adhere to JCQ regulations about providing the evidence
needed to apply for EAA. The Head of Inclusion /exam assessor will carry out testing which provides at least two standardised scores in the below average bracket. She must also fill in a Form 8, 9 or 8RF to provide evidence that the EAA being applied for reflects the candidate's normal way of working.

Normal way of working means the arrangement(s) put in place must reflect the support
given to the candidate in the centre, e.g.

- In the classroom
- Working in small groups for reading and/or writing
- Literacy support lessons
- Literacy intervention strategies
- In internal school tests/examinations
- Mock examinations.

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If a student does not make use of an arrangement provided for them, then the Head of Inclusion may withdraw the arrangement, as it could no longer be classed as their 'normal way of working'.

The arrangements most commonly implemented are:

- Use of a word processor (CD)
- Prompt (CD)
- Rest breaks (CD)
- 25% Extra Time (JCQ)
- Reader/Computer Reader (JCQ)
- Reading Pen (CD)
- Scribe/Voice activated technology (JCQ)

*CD = Centre-delegated
*JCQ = Approval required from JCQ

A6. Moving into KS4

When a pupil progresses from KS3 into KS4, there is no requirement for re-testing to be carried out, however, so as not to give an unfair advantage, the Head of Inclusion must be able to provide evidence that the pupil continues to have a persistent and significant difficulty which substantially impacts on teaching and learning within the classroom. A form 8RF is written to evidence this, and a new application is submitted to JCQ and deadlines adhered to.

A7. Additional notes on the use of a reader or scribe at Barnard Castle School

A7.1 Reader

Please note that at Barnard Castle School we carefully follow the advice issued by JCQ and other specialist SEND training institutions. JCQ states in the 2026-27 regulations, for a candidate with a disability or a learning difficulty, a computer reader may allow them to demonstrate their attainment more effectively and independently than would be possible with a reader. However, a computer reader must be appropriate to the candidate's needs. There must be sufficient time and training to ensure the candidate is able to use a computer reader effectively and proficiently. Computer readers are available for use at Barnard Castle School (Read & Write for Microsoft Edge) and their use is encouraged in lesson time and during tests and examinations, as well as at home as it allows a student to work more independently, thus better preparing them for Higher Education or the world of work. In addition, a Computer Reader can be used in sections of a paper testing reading, whereas a human reader cannot.

A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read. The regulations for the use of each arrangement are strictly adhered to.

The Head of Inclusion/exam assessor must complete the relevant section of form 8 or form 9, signed and dated, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader. The Head of Inclusion must be satisfied that the candidate has

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an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act) and there is a genuine need for the arrangement.

A7.2 Scribe
The use of a scribe or speech recognition technology must only be allowed where the candidate has a substantial and long-term impairment affecting their writing or where a candidate cannot write at a sufficient speed to record answers **even with extra time** allowed because of a long-term impairment.

JCQ also stipulates, 'If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working within the centre, then it should be used in examinations to encourage independent working and access to marks awarded for spelling, punctuation and grammar. (See section 5.8, page 54). A scribe must only be used where a candidate is not sufficiently competent or confident in using a word processor.' At Barnard Castle school therefore, all students with writing difficulties are encouraged to become proficient in the use of a word processor for the reasons outlined above.

A7.3 Use of a word processor in examinations
This arrangement is a centre-delegated arrangement; however, it must be agreed in good time (no later than the published deadline for EAA from JCQ) and reflect a candidate's normal way of working.

Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre. For example, the quality of language significantly improves because of using a word processor due to problems with planning and organisation when writing by hand.

The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. N.B. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

Barnard Castle School has a separate Word Processing Policy.

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A8. Informing parents

Parents will routinely be informed that their child is to be tested for EAA. As soon as an outcome has been formally approved by JCQ, confirmation will be sent to parents via the graduated approach passport or other means of communication (e.g. email) and internal records updated. Parents will also be informed if their child has not met the criteria stipulated by JCQ. The school aims for full compliance with statutory guidelines.

A9. Informing Staff

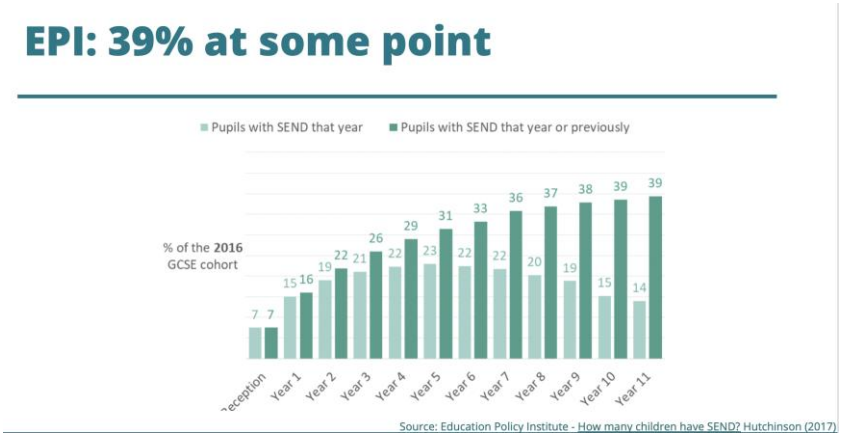
A list of those students who are eligible for EAA is hyperlinked to the Inclusion Register alongside student passports. It is updated regularly and is accessible by teaching and pastoral staff.

Appendix B

Case Study

NPQH Expert Talk (Katherine Walsh, Director of Inclusion, River Learning Trust)

- 9,092,073 pupils in schools in England
- 1,673,205 of those have a SEND (18.4%)
- 434,354 have EHCPs (4.3%)
- 54.4% pupils with EHCPs in mainstream
- ***EPI: 39% SEND at some point***



Primary:

- 3% EHCP
- 14.1% SEN Support

Secondary:

- 2.7% EHCP
- 12.9% SEN Support



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Inclusive Challenges

- ➔ Staff knowledge
- ➔ Staff confidence
- ➔ Communication
- ➔ Existing school systems
- ➔ Waiting lists for external agency advice and support
- ➔ Funding…

Every teacher a teacher of SEND.

Every leader a leader of SEND.

*The SENCO provides **professional guidance** to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and **high-quality teaching**.*

RLT Inclusion Strategy

1. ***Quality First Teaching***
2. ***Capturing the voice of 'experts by experience' to develop and refine trust-wide systems and school-based provision***
3. ***Alternative Provision***
4. ***Specialist Support***
5. ***Teaching Assistant workforce development***
6. ***Liaison and strategic planning with stakeholders***

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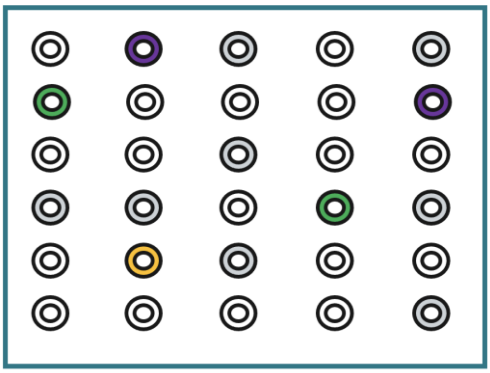
Built in, not bolt on

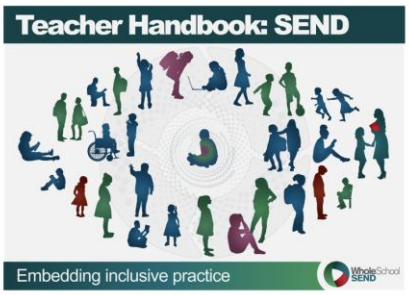


Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Visual timetable	Chunked, dual coded instructions	Visual timetable	Explain changes in routine	Visual timetable	Visual timetable
Explain changes in routine	Behaviour specific praise	Explain changes in routine	Chunked, dual coded instructions	Chunked, dual coded instructions	Explain changes in routine
Clear expectations	Opportunities for overlearning	Clear expectations	Behaviour specific praise	Behaviour specific praise	Clear expectations
Chunked, dual coded instructions	Preteaching	Chunked, dual coded instructions	Opportunities for overlearning	Opportunities for overlearning	Chunked, dual coded instructions
Behaviour specific praise	Movement breaks	Behaviour specific praise	Preteaching	Preteaching	Behaviour specific praise
Preteaching	Worked examples/ manipulatives / memory aids	Opportunities for overlearning	Use of scripts for problem-solving	Worked examples/ manipulatives / memory aids	Preteaching
Use of scripts for problem-solving	Extra time to complete tasks	Preteaching	Worked examples/ manipulatives / memory aids	Extra time to complete tasks	Use of scripts for problem-solving
Movement breaks	Avoid copying from the board	Movement breaks	Extra time to complete tasks	Avoid copying from the board	Movement breaks
Worked examples/ manipulatives / memory aids	Preferential seating	Worked examples/ manipulatives / memory aids	Preferential seating	Preferential seating	Worked examples/ manipulatives / memory aids
Extra time to complete tasks		Extra time to complete tasks			Extra time to complete tasks
Preferential seating		Preferential seating			Preferential seating

High-quality teaching - EEF

Five recommendations:

1. Flexible grouping
2. Cognitive and metacognitive strategies
3. Explicit instruction
4. Use of technology
5. Scaffolding



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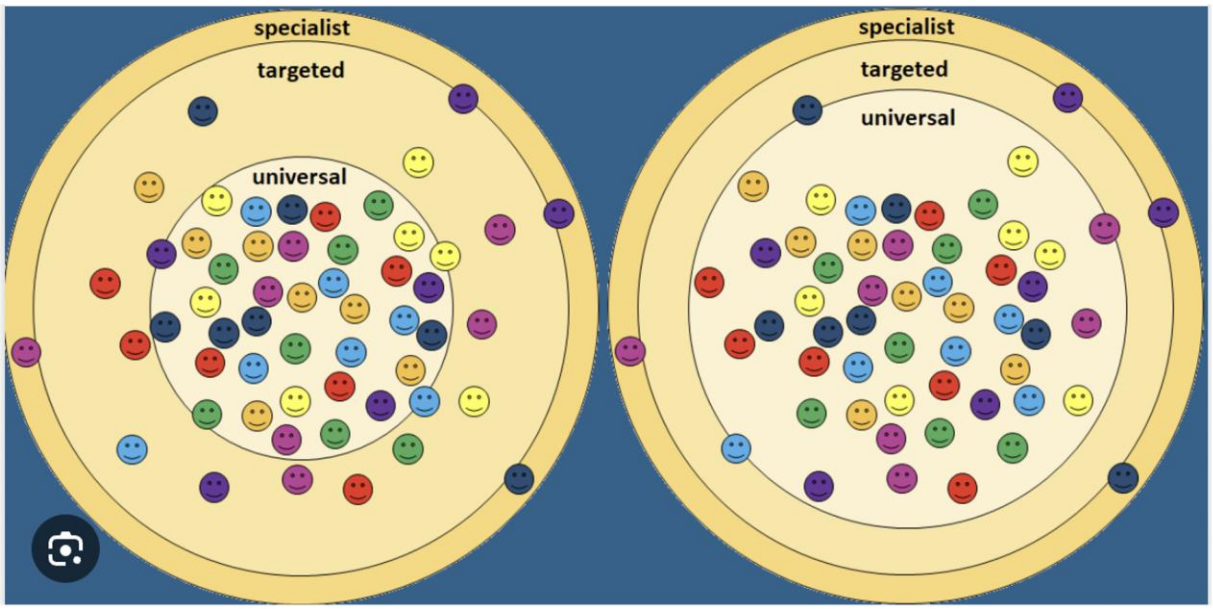
Autism	Dyslexia	ADHD	Perceptual Reasoning Difficulties	Language Delays	Anxiety
Visual timetable	Chunked, dual coded instructions	Visual timetable	Explain changes in routine	Visual timetable	Visual timetable
Explain changes in routine	Behaviour specific praise	Explain changes in routine	Chunked, dual coded instructions	Chunked, dual coded instructions	Explain changes in routine
Clear expectations	Opportunities for overlearning	Clear expectations	Behaviour specific praise	Behaviour specific praise	Clear expectations
Chunked, dual coded instructions	Preteaching	Chunked, dual coded instructions	Opportunities for overlearning	Opportunities for overlearning	Chunked, dual coded instructions
Behaviour specific praise	Movement breaks	Behaviour specific praise	Preteaching	Preteaching	Behaviour specific praise
Preteaching	Worked examples/ manipulatives / memory aids	Opportunities for overlearning	Use of scripts for problem-solving	Worked examples/ manipulatives / memory aids	Preteaching
Use of scripts for problem-solving	Extra time to complete tasks	Preteaching	Worked examples/ manipulatives / memory aids	Extra time to complete tasks	Use of scripts for problem-solving
Movement breaks	Avoid copying from the board	Movement breaks	Extra time to complete tasks	Avoid copying from the board	Movement breaks
Worked examples/ manipulatives / memory aids	Preferential seating	Worked examples/ manipulatives / memory aids	Preferential seating	Preferential seating	Worked examples/ manipulatives / memory aids
Extra time to complete tasks		Extra time to complete tasks			Extra time to complete tasks
Preferential seating		Preferential seating			Preferential seating



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