



SEND POLICY

Including the Fair Assessment Policy

September 2024

Name of policy or procedure	SEND Policy including the Fair Assessment Policy
Staff/student group to whom it applies	All staff, students, visitors to the school and governing body
Distribution/how to access	Via staff area and website
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SLG responsibility	Vice Principal (Behaviour & Safety)
Contact for further information	Vice Principal (Behaviour & Safety)

Chantry Academy

Special Educational Needs and Disabilities & Fair Assessment Policy

Special Educational Needs and Disabilities

1. Ethos Statement

1.1 Chantry Academy is an inclusive school in which all students are valued regardless of their learning group. All students in the Academy have access to the same learning and social development opportunities, and necessary adaptations will be made in order for this to be facilitated.

2. Introduction

2.1 The aim of the Academy is to meet the needs of every student in accordance with the values and procedures detailed in the SEND Code of Practice 2015. This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.

The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014

2.2 The academy follows the 0-25 SEND Code of Practice (2014) and uses the same definition of special educational needs:

- A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.
- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Amongst other legislation and guidelines, recommendations and school policies, the requirements of Special Educational Needs and Disability Regulations 2014 and the Equality Act of 2010 are adhered to.

The Academy recognises that provision for students with special educational needs is the responsibility of the whole academy. All teachers are teachers of students with special educational needs and therefore **Quality First Teaching** is fundamental to meet these needs.

The implementation of the special needs policy at Chantry Academy is the responsibility of the whole Academy under the direction of **Mr K Greenwood**, the Vice Principal (Inclusion) and

Designated Safeguarding Lead, **Miss Emily Ruddock**, the SEND Coordinator (SENDCO), **Mr Chris Lincoln**, the Assistant SENDCO, **Mrs Clair Seabrook** (SEND Administrator) alongside **Mrs K Rice** (Family & Alternate Designated Safeguarding Lead) and a range of support assistants. All the aforementioned staff can be contacted via the main academy office using telephone 01473 687181 or email admin@chantryacademy.org.

3. Special Educational Needs Provision at Chantry Academy

The Principles of SEND provision at Chantry Academy

3.1 Equal Opportunities

Provision is based on equal opportunities, so that every student, irrespective of disability, gender, ethnic origin or personal circumstance have an equal right to develop their skills and abilities.

3.2 Inclusion

Students with a special educational need or disability at Chantry Academy are educated on site at the academy. Students' needs will be met within a familiar and secure setting, thus having the opportunity to develop positive relationships as well as a supportive learning environment.

3.3 Raising Standards

The highest expectations are promoted for all students. Chantry Academy is committed to raising the educational standard of all its students.

3.4 Curriculum and Resources

Every student shall have access to the wider curriculum at the appropriate level. It is also expected that students have equality in the access of resources. Chantry Academy's 'notional' SEND budget is to provide a high-quality provision of support.

3.5 Decision Making

When making special educational provision, the Academy will communicate with parents or carers to encourage active involvement and support with a view to fostering a genuine partnership between home and school.

3.6 The provision made for SEND at Chantry will reflect the opinion that individual needs may vary from term to term and in different curriculum areas. Therefore, it shall not be for a fixed group but fluid and needs based.

- 3.7 Each faculty/department should ensure that appropriate provision for meeting SEND is made within each curriculum area, given that all teachers are teachers of students with SEND.
- 3.8 Teachers within each faculty or department will be responsible for liaising with the Learning Support Faculty and will ensure that policies are put into practice and that special needs are being met within that faculty or department.
- 3.9 The Academy is answerable to the Governors in carrying out their statutory duties towards students with SEND as detailed in the SEND Code of Practice 2015.

4. Evaluating Success

- 4.1 The culture, practice, management and deployment of resources in the Academy are designed to ensure that the needs of all children are met.
- 4.2 The Academy places great emphasis on liaising with Primary Schools to gain information on students' special educational needs prior to secondary transfer. Academy testing on entry is designed to ensure that students' special educational needs are identified early.
- 4.3 The Academy will make use of best practice when devising SEND interventions with the wishes of the child taken into account. The Academy recognises the importance of educational professionals and parents working in partnership. Interventions for each child are reviewed regularly. Regular testing of students is used to determine whether adequate progress is being made. The need for the continuation or cessation of intervention for each student on the register will be discussed at these meetings, as will the need for any student to be placed on the register.
- 4.4 The success of the policy can be evaluated by: using school results and GCSE results to measure the extent to which standards have improved for students with SEND: using standardised test scores to measure progress in literacy and numeracy; Noting an increase in the number of students moving to different levels of support.; Noting an increase in the number of students who have discontinued education plans.; noting the progress towards individual objectives in EHC plans; A reduction in the number of pupils requiring a graduated response: An increase in the number of pupils who have Education Health and Care (EHC) plans. An increase in the number of pupils who have moved to the SEND support stage.

5. The Graduated Response

- 5.1 The Code of Practice (2015) advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, Chantry Academy will intervene through SEND support.

Chapter VI Sections 28-35 (Broad areas of need) of the Code of Practice 2014 broadly identifies aspects of primary areas of need for our children and young people.

These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition, the needs of the whole child will be considered which will include not just the SEND of the child or young person eg:

- disability
- EAL
- CIC
- Service children
- attendance and punctuality
- in receipt of the Pupil Premium or Pupil Premium Plus

SEND support (K)

Pupils will only be entered on to Chantry Academy's SEND Support Register if a range of relevant strategies have been applied and found to have been unsuccessful. The Code of Practice 2014 states:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people".

Where this provision has not been successful, additional support may be required and the pupil will be regarded as having a "special educational need" requiring "special educational provision". The pupil's name will be placed on Chantry Academy's Support Register. This SEND support will take the form of a four-part cycle (a graduated approach) which encompasses: Assess, Plan, Do and Review.

Assess

The class or subject teacher will carry out a clear analysis of the pupil's needs, drawing on previous progress and attainment, teacher's current assessments and the pupil's development in comparison to their peers and national data. Parents'/carers' concerns will also be taken into consideration as will the views of the pupil and external support services if applicable.

Any interventions are reviewed regularly and are matched to need, with barriers to learning identified and overcome.

Triggers for intervention will include:

- Still makes little or no progress in specific areas over a long period.

- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own Learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has Sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to Learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. Any resulting action plan will incorporate specialist strategies. These may be implemented by the teaching staff but may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher/professional, often accessed via the Early Help Assessment (EHA).

Plan

Where SEND support is decided upon, parents/carers will be informed and discussions will take place regarding the interventions. All relevant teachers and support staff will be made aware of the pupil's needs, outcomes sought, the support provided and any teaching strategies or approaches required using the school's SEND reporting system, Provision Map.

Do

The class or subject teacher will remain responsible for working with the pupil. They will work closely with the SENDCo, any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions.

The SENDCo and other appropriate Inclusion staff, in collaboration with subject staff, will decide the action required to help the pupil progress. The actions might be:

- Deployment of extra staff to work with the pupil
- Provision of adapted Learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Provision of access arrangements, or exam concessions for internal and external exams.
- Staff development/training to undertake more effective strategies

- Access to Local Authority support services for advice on strategies, equipment, or staff training, eg. SES.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly and evaluated as to its success. Changes to support and interventions may then take place as a result of this review. If the review evidences that progress has been made and there is no longer a need for special education provision then the pupil's name will be withdrawn from the support register and the pupil, parents/carers and any relevant others will be notified. The following will also be considered when making these decisions:

- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

5.2 Request for Education, Health and Care needs assessment.

5.2.1 The SENDCo/Principal may request an Education, Health and Care needs assessment of a student's educational needs after consultation with the student, educational professionals, parents/carers and the Local Education Authority. The request for an Education, Health and Care needs assessment could also come from a parent or another agency.

5.3 Education, Health and Care needs assessment

5.3.1 The request for an Education, Health and Care needs assessment will be considered by the LA and, if appropriate, an Education, Health and Care Plan will be written. An Education Health and Care Plan (EHCP) will normally be provided where, after a statutory assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a statutory assessment does not inevitably lead to an EHCP.

5.4 Review of EHC Plans

5.4.1 EHC Plans must be reviewed annually. The LA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The SENDCo/SEND Administrator will organise these reviews and invite:

- the pupil's parents/carers
- the pupil if appropriate
- the relevant school staff
- any involved outside agency
- a representative of the LA (if appropriate)
- any other person the LA considers appropriate

- any other person the parent or pupil considers appropriate

5.4.2 The aim of the review will be to:

- assess the pupil's progress in relation to the stated outcomes or objectives
- review the provision made for the pupil in the context of the delivered curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- set new outcomes for the coming year where relevant

5.4.3 At Year 5 or 6 Annual Reviews, the SENDCo of Chantry Academy will be invited to attend (if appropriate). This enables the receiving school (Chantry Academy) to plan appropriately for transfer. It also gives parents the opportunity to liaise with Chantry Academy staff.

5.4.4 Year 9 Annual Reviews will be significant in preparing for the pupil's transition to employment, Further Education, work-based training, Higher Education, and adult life. It is particularly important in these reviews to seek and to record the views, wishes and feelings of the pupil. These review meetings should have a particular focus on considering options and choices for the next phase of education.

5.4.5 With due regard for the time limits set out in the Code of Practice, the SENDCo will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. Chantry Academy recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

6. Working in Partnership with Parents

6.1 The Academy values the co-operation and close support of parents and carers. It recognises the rights of parents and carers to be fully informed about the progress of their child and that parents/carers may be under significant pressures because of their child's needs.

6.2 Parents and carers should be consulted at all stages and encouraged to be fully involved in all aspects of any special provision made for their child. We recognise the importance of parental knowledge and expertise in relation to their own child that may require acknowledging a different perspective from that held by the school.

6.3 The Academy will aim to provide parents with user-friendly information and procedures, taking into account needs parents may have in respect of a disability or communication and linguistic barriers. Parents can be made aware of SENDIASS and about the Suffolk SEND Local Offer, following the identification of SEND.

- 6.4 As noted in the SEND Code of Practice 2014, parents have a responsibility to communicate effectively with professionals so we would expect parents to communicate regularly with the Academy to alert us to any concerns and to fulfil any obligations under home-school agreements.

7. Pupil Participation

- 7.1 Students should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.
- 7.2 The Academy will ensure access, whenever practicable, for all students to all the activities within the whole life of the school. Special arrangements will be made to help children with specific needs.
- 7.3 Students will be involved in target setting, monitoring progress and reviewing targets in curriculum areas, in Individual Learning Plans and/One Page Profiles. They will be encouraged to contribute to the Education, Health and Care needs assessment process at the initial assessment phase. Students with an Education, Health and Care plan will be encouraged to contribute to Annual Review, Transition Planning and the choice of appropriate courses.

8. Roles and Responsibilities

The role of the SEND Coordinator is to:

1. Oversee the day to day operation of the academy's SEND policy.
2. Monitor the effectiveness of the policy.
3. Liaise with and advise fellow teachers on how best to meet the needs of students with SEND.
4. Manage the learning support team.
5. Co-ordinate the SEND register and the provision for students with special educational needs.
6. Oversee the records of all students with special educational needs and disabilities.
7. Oversee the SEND High Needs funding by collecting and assessing information of children with special educational needs.
8. Contribute to the in-service training of staff.
9. Liaise with external agencies including the educational psychology services and specialist teachers, making and supporting referrals as appropriate.
10. Liaise with pastoral, safeguarding and achievement staff in regular panel meetings in which the programmes and needs of students can be decided.
11. Visit primary feeder schools to ascertain the special educational needs of incoming students.
12. Oversee screening tests to all new students on the SEND register and disseminate the results to staff as appropriate.
13. Coordinate the use of diagnostic tests as required.

14. Lead Annual Reviews of students with an Education, Health and Social Care Plan (EHCP).
15. Represent the interests of students with special educational needs at relevant meetings in the academy and outside school.
16. Monitor the holistic progress of all students on the SEND register, analysing this data to put in interventions and support, as necessary.
17. To conduct exam Access Arrangement testing for identified students, apply for these arrangements as appropriate and monitor the use of these arrangements, ensuring that approved access arrangements are put in place for internal school tests, mock examinations and examinations.
18. To maintain familiarity of the JCQ regulations for 'Access Arrangements and Reasonable Adjustments' as well as the ICE instructions, taking part in annual update training.
19. To support the Exams Officer in ensuring that exams are conducted in a fair manner, following the regulations stipulated by JCQ.
20. To support the work of other SENDCos in the ALT, taking part in hub meetings and trust conferences.

The role of the Assistant SEND Coordinator is to:

To support the SENDCo to:

1. Oversee the day to day operation of the academy's SEND policy.
2. Monitor the effectiveness of the policy.
3. Liaise with and advise fellow teachers on how best to meet the needs of students with SEND.
4. Manage the learning support team.
5. Co-ordinate the SEND register and the provision for students with special educational needs.
6. Oversee the records of all students with special educational needs and disabilities.
7. Oversee the SEND High Tariff Needs funding by collecting and assessing information of children with special educational needs.
8. Contribute to the in-service training of staff.
9. Liaise with external agencies including the educational psychology services and advisory teachers.
10. Liaise with pastoral, safeguarding and achievement staff in regular panel meetings in which the programmes and needs of students can be decided.
11. Visit primary feeder schools to ascertain the special educational needs of incoming students.
12. Oversee screening tests to all new students and disseminate the results to staff as appropriate.
13. Coordinate the use of diagnostic tests as required.
14. Lead Annual Reviews of students with an Education, Health and Social Care Plan (EHCP).
15. Represent the interests of students with special educational needs at relevant meetings in the academy and outside school.
16. Monitor the holistic progress of all students on the SEND register, analysing this data to put in interventions and support as necessary.

The role of the SEND administrator:

To support the SENDCo and Assistant SENDCo in:

1. maintaining and disseminating up to date student information.
2. maintaining Provision Map
3. organising the administration of annual reviews

3. the management of exam Access Arrangements along with the exams officer, including making applications to JCQ, gathering evidence for applications and undertaking screening assessments.
4. maintaining an LSA timetable.
5. applying for Higher Needs Funding.
6. managing the LSA team, including undertaking performance management and probationary reviews

The role of SEND Staff is to:

1. Assist the SENDCo with the implementation of the 0-25 SEND Code of Practice.
2. Support students with EHCPs as directed by the SENDCo and in accordance with the additional provision identified in the EHCP.
3. Support students on the SEND register as directed by the SENDCo.
4. Liaise with subject staff and year group teams to share key information about the individual needs of students and to plan appropriate provision.
5. Coordinate, monitor and recommend amendments to One Page Profiles as appropriate.
6. Undertake cognitive testing under the direction of the SENDCo.
7. To contribute to assessments, meetings and reviews of pupils with SEND as requested by the SENDCo.
8. For Grade D LSAs – to lead interventions such as Dyslexia support, Catch-Up Literacy, Catch-Up Numeracy and Nurture, identifying students, keeping records and resourcing materials.

The role of the Head of Subject is to:

1. Ensure that the curriculum, schemes of work, lesson plans, homework and group placement meet the needs of students with SEND.
2. Ensure their subject is delivered using appropriate differentiation and Quality First Teaching in order to maximise the achievement of all students including those with special educational needs.
3. Liaise with the SENDCo and relevant staff in order to make sure that schemes of work have content and strategies to help students learn as effectively as possible.
4. Ensure all members of the department are accessing and using information about students with special educational needs.
5. Ensure that strategies for students with SEND as determined by the SENDCo are implemented and monitored.
6. Ensure concerns about the individual needs of any student are referred to Panel via the appropriate Vice Principal.

The role of the subject teacher/tutor is to:

1. Have an in-depth knowledge of students identified as having special educational needs and refer to all information (including but not limited to One Page Profiles) as necessary and use appropriate strategies and targets to plan lessons in line with the relevant scheme of work.
2. Have high aspirations for every student. Set clear progress targets and be clear about how the full range of resources is going to help reach them.
3. Be responsible for meeting special educational needs of those in their class - use differentiation and Quality First Teaching in order to maximise the achievement of students with special educational needs.

4. Use the SENDCo and other relevant staff strategically to support the quality of teaching.
5. Monitor and feed back to Heads of Subject on the needs of individual students.
6. Support the planning of One Page Profiles and EHCPs by advising on strategies and appropriate methods of access to the curriculum for their subject.
7. Contribute to the reviews of students with SEND by providing information of student progress for their subject when requested.
8. Focus on outcomes for the child: be clear about the outcome wanted from any SEND support and ensure that time is given to contract appropriately with any class-based support.

The role of the Pastoral Team is to:

1. Liaise with the SENDCo and relevant staff to help identify students needing SEN Support.
2. Act as Individual Links to support specified students identified as having Social, Mental and Emotional Health needs as appropriate by advising suitable strategies/techniques.
3. Ensure tutors are accessing, using and recording the information about the students with SEND in their tutor groups and that relevant information is passed on when there is a change of tutor.
4. Ensure that the SENDCo and relevant staff are informed about all concerns relating to students with SEND and consulted about any decisions affecting their provision.

9. Transition between phases of education and in year transfers

9.1 The academy acknowledges that the transfer from one school to another as well as from one year or class to another can be very challenging particularly for a student with SEND. For this reason, we have dedicated staff and procedures to support this process:

- To assist with the transfer from Year 6 into Year 7 our pastoral team works alongside the SEND staff with identified students at their primary schools from the Summer term prior to transfer. This work includes a variety of activities designed to prepare students for the change, including tours of the school in small groups or individually and transition sessions.
- After transfer, the pastoral team and LSAs continue to support students in lessons; via 1:1 conversations and small group work up until February half-term in Year 7 or as is deemed necessary.
- In addition, our SEND Team and Family & Safeguarding Leader also visit the primary schools prior to transfer to ensure the necessary exchange of information about students and their needs.

9.2 For Year 11 students a program of support is organised by the Aspirations Lead and Year Leader(s) such as lunch-time drop-ins with post-16 providers, support with applications for courses, taster days and events at Suffolk New College and Suffolk One, Work Club, Industry Day and other IAG events. The Aspirations Lead also liaises with Youth Support Workers from the integrated team who may also accompany students with SEN on visits or interviews to post-16 providers. Annual reviews for students in Year 11 with an EHCP also focus on next steps and the SENDCo ensures that a Youth Support Worker is invited to provide appropriate guidance. An adolescent CAF can be

applied for to support students vulnerable to being NEET (not in education or training) through their Post-16 transition.

- 9.3 For Year 8 and 9 students who are choosing their options for GCSE courses, support comes in the form of assemblies, information evenings and discussion with individual teaching staff. Students with SEND discuss the options process and potential choices with their Individual Link and/or the SENCO as well as having a 1:1 discussion with a member of the Senior Leadership Group. Again, if necessary, students with an EHCP will have a Youth Support Worker in attendance at their Annual Review in year 9 to ensure support for transition is discussed.
- 9.4 Transition between other years and when class changes are deemed necessary is supported by the pastoral teams.

10. Outside Agencies

- 10.1 Outside agencies may be consulted for students identified as having SEND. These include but are not limited to the Educational Psychology service, the specialist educational services (SES), Youth Support Workers, Social Services and CAMHS.
- 10.2 Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs.
- 10.3 Students with EHCPs may be monitored by outside agencies as appropriate.
- 10.4 The SENDCo will request a statutory assessment by the LA if appropriate.

11. Continuing Professional Development (CPD) for Special Educational Needs

- 11.1 All staff at the academy engage in regular training sessions when Quality First Teaching is addressed.
- 11.2 The Vice Principal (Inclusion), SENDCo, Assistant SENDCo and relevant staff provide regular CPD to other staff at the academy in specific aspects of meeting the needs of SEND students – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- 11.3 The learning support team are engaged in an ongoing development whereby the role of support assistant is developed and shared with the wider staff.
- 11.4 External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

- 11.5 Peer support and guidance is available daily for all staff at the academy and some of the best training development occurs through professional dialogue with colleagues over the best ways of meeting the specific needs of a student.
- 11.6 Relevant Staff including the SENDCo can make bids to the Academy CPD budget when more specific and specialised CPD is required.

Fair Assessment Policy

Aims

The aim of this policy is to ensure that all learners at Chantry Academy have the same opportunity to achieve a qualification, so that no learner is disadvantaged on the basis of any attribute or circumstance, such as language, disability, race, sex, gender assignment, religion, beliefs or sexual orientation. We will endeavour to ensure that the assessment procedures are implemented in a way that is fair and non-discriminatory.

This policy will adhere to the guidance of the SEND Code of Practice of 2014, the Equalities Act of 2010, JCQ regulations and other relevant documentation and advice.

The purpose of this policy is to

- Make information and guidance on assessment clear, accurate and accessible to all staff, candidates and external examiners and other relevant third parties, thereby minimising the potential for inconsistency of marking practice or perceived lack of fairness.
- Ensure that all learners have the opportunity to achieve their full potential in the manner most appropriate to them and the situation.

How will this be achieved?

- Storage and access to information and guidance:
 1. This information, which includes an updated list of Access Arrangements and JCQ regulations regarding the use of such arrangements, is stored on the shared area in the school's network and is accessible to staff.
 2. Candidates and their parents/carers will be informed of their individual Access Arrangements and how such Arrangements will be conducted.
 3. A list of Access Arrangements will be available to relevant third parties, along with individual student folders. These will be kept in a locked cupboard which is accessible to specific members of staff.
- Policy:

This policy is accessible on the school website and is reviewed annually by the SENDCo, governors and head teacher in response to staff, students, outside organisations, JCQ regulations and other examining body guidelines.
- Assessment:

All assessment of work, whether internally or externally, will be carried out fairly and in keeping with the examining body's guidelines.
- Access Arrangements:

Students who are identified as potentially needing extra support will be assessed by the SENDCo. An application for Access Arrangements can be made online if appropriate, and support will be put in place to reflect the student's normal way of working.

In order for this to happen, students will have to sign a Data Protection Notice giving consent for information relating to their Access Arrangement testing as well as personal details such as date of birth to be used online.

Roles and Responsibilities:

- The SENDCo is responsible for maintaining and updating this policy, conducting annual training for staff involved in Exam Access Support, such as scribing or reading, maintaining the list of students who qualify for Access Arrangements, applying online for Access Arrangements and updating staff, parents and carers about relevant support. The SENDCo will be supported by the SEND Administrator in this.
- The SENDCo has a level 7 qualification in Exam Access Arrangement testing, and will therefore also be responsible for assessing students and completing a Form 8
- The SEND administrator has an APAAC, allowing her to apply to JCQ for Access Arrangements.
- Quality First Teaching in all classrooms, where all students' needs are addressed. Outcomes and tasks are adapted to accommodate different needs and learning styles.

Contact details for relevant SEND staff

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Mr C Lincoln – Assistant SENDCo
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