

Member of Staff Responsible	Learning Support Coordinator – Claire Antrobus
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Rokeby offers boys a challenging curriculum with high academic standards in order to prepare them successfully for entrance into a range of suitable senior schools. However, it sees its primary aim as offering a broad-based education to as many as can benefit from it. In order to achieve this end, Rokeby recognises that some of its boys have been identified or are experiencing a range of special educational needs or disabilities (SEND) which may represent barriers to learning. This means that for those boys, modifications to the teaching and learning process must be considered. The school recognises its obligations to these children in that context (see Equal Opportunities Policy and Disability Policy). Although, as an independent school, Rokeby is not required to follow the SEND Code of Practice, we have adopted many recommendations outlined by the SEND Code of Practice 0-25 years (May 2015) and the Children and Families Act 2014.

The school's Learning Support (LS) Coordinator works closely with the Deputy Heads (Academic and Pastoral) to ensure that the identification, assessment and support of a pupil with learning difficulties is carried out effectively. The school employs Learning Support Teachers who are qualified to offer appropriate help to those identified.

The whole school works closely together to ensure that there is a unity of purpose and good continuity of practice for boys who require support. Regular formal meetings are conducted between members of the Learning Support department, subject leaders, form tutors and Head of Middle School to ensure all are aware of boys' needs and strategies to support them.

The LS coordinator also oversees the support in the Lower School, working closely with the Head of Lower School, Learning Support Teacher, and class teachers, which ensures suitable early intervention and a smooth transition between the Lower School and Middle School.

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1. Definition

The SEND Code of Practice 0-25 years, 2015, defines Special Educational Needs as follows:

- A child or young person has SEN 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

The SEND Code of Practice 0-25 years, 2015, refers to four areas of Special Educational Needs:

- Communication and interaction needs (C&I), e.g. *speech and language impairment, autistic spectrum disorders,*
- Cognition and learning needs (C&L), e.g. *learning needs, dyslexia, dyscalculia, dysgraphia*
- Social, emotional and mental health needs (SEMH), e.g. *ADD, ADHD, anxiety, eating disorders, oppositional defiant, and self-harming*
- Sensory and/or physical needs (S&P), e.g. *dyspraxia, hearing impairment, visual impairment, multi-sensory impairment, physical difficulties*

The Learning Support department at Rokeby aims to identify those children with special educational needs and to implement procedures which will enhance their skills within the context of the school curriculum.

2. Identification

It is essential that boys who are experiencing difficulties have their needs identified quickly so that the appropriate provision can be actioned. If class teachers have concerns at any stage in a pupil's education regarding progress, they should discuss these immediately with the LS Coordinator or the LS teachers. In line with the SEND Code of Practice 0-25 years, 2015, Rokeby has adopted a 'graduated response' to LS/SEND need. This includes the recommended 'Assess, plan, do, review' approach that encompasses an array of strategies.

This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. However, the school should, except in exceptional cases, make full use of all available classroom and school resources before calling upon outside resources.

Early identification/ intervention

It is the responsibility of the form or subject teacher to identify children who are not making expected progress through day-to-day teaching or data analysis. Teachers will contact parents with their first concerns. Initially, the teacher will put strategies in place to ensure the curriculum is differentiated and delivered in an inclusive manner (Quality First Teaching). These strategies may be those recommended by a member of the Learning Support department or the support resources available on Firefly or in the Learning Support folder. . Additionally we have adopted the More House 'Beyond The Label' Class Mapping Tool (LAMP) (see appendices) to support with initial identification and provision. The Learning Support department is available to all staff to support and suggest strategies for individual boys or differentiation. The teacher will draw up a Stage 1 Individual Support Plan . The child is placed at the **monitoring** stage of the PIN (Pupil Individual Needs) register. This will be reviewed by the teachers and parents after 3-6 weeks of implementation. If there is no significant improvement, then the teacher should refer this to the LS Coordinator. The LS team/teachers will then discuss the referral and contact the parents to discuss the concerns and enlist their active help and participation as well as permission to undertake some initial assessments if necessary. After the assessment and feedback is complete, the parents will then be invited to attend a meeting with the LS Coordinator, where the assessment data is explained along with any recommendations and next steps or support.

3. Assessment and Screening procedure/placement on PIN register

- (i) Initially, an assessment or observation is conducted by the LS team to ascertain the nature and degree of difficulty. This may be sufficient to recommend in-school support for the pupil, and parents will be advised of the type of support that will be given, e.g., targeted intervention, small group, or paired work. Targets and assessment data will be recorded on the Stage 2 Individual Support Plan. The pupil will be seen for approximately one term, then reviewed by the LS team and teachers involved to see if support needs to be continued. Any pupil receiving support will be placed on the PIN (Pupil's Individual Needs) Register under a SEND category of need.
- (ii) In some cases, the LS Coordinator or member of the LS specialist teachers may recommend that further testing is required. This may be in the form of a full Educational Psychologist (EP), Developmental Paediatrician, Speech and Language or Occupational Therapy assessment. The school will give recommendations regarding suitable professionals, whereupon the parents are then responsible for taking the pupil to the assessments and meeting the necessary costs. A copy of the completed report received by the parents should then be given to the school, followed by a meeting to discuss support.
- (iii) In some cases, a boy may require 'external support' (Stage 3) from an outside agency, e.g. Speech Therapy, Occupational Therapy. The school has a specialist support package which the parents can buy into, or they can arrange their own external support privately. It is the LS Coordinator's role to ensure that a selection of recommended strategies (Stage 3) are implemented (where possible) into the

classroom by both the teacher and support staff. Regular meetings/ reviews will be held with the external support to discuss progress and developments.

- (iv) If immediate support is not considered necessary, the pupil will remain on the monitoring list. Teaching Tips and Strategies will be made available, so staff are able to plan and differentiate accordingly to help support individual learning.
- (v) Education, Health and Care Plans. In some cases, an EHC plan may be advised by any EP or requested by a parent. It is the LS Co-ordinator's role to liaise with all parties, collate documentation for an EHC needs assessment, and communicate progress with all parties.

4. Support

The LS Coordinator may organise support in the following ways:

- (i) **Short-term targeted interventions** for boys who are required to improve their skills in one area but do not need lengthy interventions, these may be delivered by Teaching Assistants (TAs) or the LS team, e.g. phonics work, , Spelling Frame, times tables, mental maths sessions, for example.
- (ii) **One-to-one or small group lessons** for boys who are having significant difficulties in their reading, comprehension, spelling or number skills and where this is having an impact on their ability to access the curriculum. These lessons will target basic literacy and numeracy skills. Significant difficulties are such that the boy is not able to access the curriculum independently and/or has standardised scores below 100.
- (iii) The LS team can support other areas, e.g. behavioural concerns, social skills, handwriting, spelling groups, etc., but these will all be decided on a 'case-by-case' scenario in liaison with the Head of Lower/ Deputy Head (Academic or Pastoral). Emotional Literacy Support (ELSA) is coordinated through the pastoral team.
- (iv) Support will be offered to those boys who have been assessed and support has been agreed with the LS Coordinator and parents.
- (v) Boys receiving support will have an Individual Support Plan (ISP) which follows the Assess, Plan, Do, Review (APDR) format, indicating the targets to be worked on.
- (vi) All boys on the Pupils Individual Needs (PIN) Register will have a personalised list of Teaching Tips and Strategies available to all staff in the SEND Register on ISAMS
- (vii) The support of the boys is shown on the ISAMS system as a coloured coordinated 'star system' (Grey- Monitoring, Blue- Learning Support, Yellow- Diagnosis, Red- receiving external specialist support). Where boys cover more than one of these categories, their colour will be the highest level (e.g red)
- (viii) Some boys may have a diagnosis of a special educational need but not require any additional support.
- (ix) Some children may require a higher level of support through an EHCP. The LS Coordinator will meet with parents and any specialists involved to agree this.
- (x) For some, this may enable funding for additional resources or adult support.  **It is not our policy to permit parents to fund a learning support assistant for their child.**

However, there may be cases where this is necessary and will be discussed on a case-by-case basis.

5. Reviews

Parents will be informed by the LS Coordinator of any changes in procedure relating to their son. A formal written report will be included with the end-of-year school reports. Targets on the Assess, Plan, Do Review form are written and reviewed at the end of each term. The targets are agreed with the boys to ensure they are a part of the learning process.

The LS team will review each boy's progress using school-based exam results alongside standardised scores and in consultation with key staff about general progress. A boy's Teaching Tips will reflect any changes, and any significant changes will be shared with all staff and parents. If a boy is taken off the PIN Register, he will be monitored for at least another academic year and may undergo a cycle of reading and spelling assessments to ensure progress is maintained.

6. Exams

Some boys are entitled to special Access Arrangements in exams. Boys with two standardised scores in speed of processing, reading or writing of less than 85 are entitled to extra time.

If a boy has an EP or clinical assessment report that currently states he can receive 25% extra time, the LS Coordinator will check that it meets criteria under JCQ regulations. Not all senior schools will accept the Access Arrangements and may consider each child on a case-by-case basis.

Some exams and assessments cannot be done with Access Arrangements, e.g. use of extra time in French listening or mental arithmetic. The school must provide evidence of normal working for additional Access Arrangements, e.g. use of laptops. Please refer to the Laptop Policy for more information.

It is the responsibility of the LS Coordinator to coordinate all boys receiving extra time for internal examinations. The LS Coordinator will ensure all staff are fully briefed on the exam supervision, marking and recording of marks, and support staff with adapting exams for boys with particular difficulties.

Movement breaks can be provided for children where that is their normal way of working in class.

Boys with extra time or concessions such as movement breaks and laptops will usually sit their exams in a smaller group room where concessions can be monitored.

Boys can be allocated to complete their exams in the smaller room for observation when in the process of considering whether access arrangements will be of benefit.

Individual rooms may be allocated where there is risk of disruption to other pupils or significant medical needs following JCQ guidelines. This is on a case-by-case basis.

See appendix vi for further information.

7. Pre-tests and Senior Schools

The current system in place for most Senior Schools is that parents are expected to liaise with their chosen school to find out if their child is eligible for extra time. It is the parents' responsibility to collate and send in the relevant paperwork to their chosen Senior School (e.g. EP, medical reports) before any assessments are carried out. The LS Coordinator will be available to meet with parents to discuss the paperwork procedure and to clarify what is required in terms of documentation.

In some cases, the Senior School's LS Coordinator/Admissions Registrar may request further information from Rokeby. If this happens, the LS Coordinator will liaise with the Head of Middle School and ensure an LS report is written to support the Access Arrangements application. Parents will be informed by the LS Coordinator that a report will be written and the type of evidence requested.

It is the parents' responsibility to let the LS Coordinator know which school their son is applying to and to give permission for the exchange of information following GDPR rules.

Parents are asked to complete the Exam Access Arrangements and Supporting Evidence for Senior Schools leaflet prior to Year 6 pre-tests.

8. Speech and Language/Occupational Therapy Provision

Rokeby School organises for three independent Speech and Language Therapists and an Occupational Therapist from Everybody Talks to provide support to some boys with specific learning needs. If the boy already has a professional assessment that indicates the need for individual support, this can be implemented by the therapists if they have availability.

Parents do not need to use this service and may prefer to use a different therapist, such as the therapist who carried out the full assessment. If the school-based therapists are not available, the LS coordinator can provide details of other reliable therapists/clinics, or the boy can join the waiting list.

If the school recommends a child for a speech and language or occupational therapy assessment, these can be undertaken in school by the school-based therapists. The assessment is usually a shorter targeted screening assessment, which is followed up by a report with outcomes and recommendations. Sometimes a full assessment may be recommended and this can also be arranged with these providers or parents can choose to use external providers privately.

If a boy is under the care of the school-based therapist, Rokeby will arrange the lesson times, rooming and any additional meetings. The cost of screenings and lessons are paid directly to the

therapists/Everybody Talks termly in advance. Parents are also encouraged to attend some lessons, as are teachers and TAs, to ensure consistency.

If a boy is under the care of a privately sourced therapist, Rokeby will liaise with the therapist to provide an appropriate space and time to work with the boy, to the best of our abilities. Therapists must provide the appropriate enhanced disclosure records and accreditation to work on the school premises. Parents should allow plenty of time (at least one month) for this to take place.

9. Educational Psychologist or Clinical Psychologist assessments

Where further assessment by an educational psychologist, dyslexia assessor, or clinical psychologist or paediatric assessment is recommended, the school can provide a list of reputable assessors for parental perusal. Parents can also source their own assessors. We cannot give one recommendation over another.

If a parent prefers to go via the NHS route, the LS Coordinator can do this referral and advise on the process.

10. Roles

LS Coordinator: it is necessary for the LS Coordinator to carry out all those activities detailed in this policy. Broadly, these fall into five key areas:

- (a) Strategic direction and development of Learning Support provision in the school
- (b) Leading and managing LS team
- (c) Efficient and effective deployment of staff and resources.
- (d) Teaching and learning with the LS Department/pastoral oversight of those with boys requiring additional support.
- (e) Communication with parents, educational professionals and senior schools

To this end, the LS Coordinator will regularly update all timetables, lists, and registers to ensure the information on individuals is available to all concerned, including the Headmaster.

Deputy LS Coordinator: To cover LS Coordinator roles in their absence, and/or support the department as required across the above areas.

The Deputy Head (Academic): will line manage the LS coordinator. They will oversee the academic work of the LS department and any overlap with boys who are underperforming, even though they have no learning difficulties. They will decide the steps to be taken following referrals with the LS coordinator. They will liaise with teachers regarding individual learning and meet with parents if required.

Deputy Head (Pastoral) will oversee any pastoral, wellbeing or behavioural concerns. They will liaise with teachers regarding individual learners and meet with parents if required.

BOYS: should be helped to access the wider curriculum and be motivated to develop their self-esteem and confidence in learning. At times, as part of their support, they will be set some extra tasks by the LS teacher which they are expected to carry out in the time given. Boys will contribute to the target setting of their Individual Support Plan

TEACHERS: must be familiar with the school's LS policy and approaches to meeting the needs of boys with SEND and those boys requiring extra support. *Teachers remain responsible and accountable for the progress of all children in their class and, to that end, should be able to identify and support boys who may require an enhanced differentiated or adaptive curriculum.*

Strategies from the Stage 1 Individual Support Plan should be put in place for 3-6 weeks before a Stage 2 Referral is initiated. They should communicate effectively with parents, the LS Coordinator and LS team, this should be as soon as a concern is identified. Teachers should have high expectations of pupil's progress and set realistic but challenging targets which they monitor and review and provide appropriate support using the support resources provided. All teachers are expected to provide a differentiated curriculum to meet the needs of all the boys. This should be visible in all teachers' planning, as appropriate. Any concerns, changes in provision, assessments etc will be notified to all staff during the Year Group meetings, Pupil Progress Meetings, and/or staff briefings as appropriate.

LS TEACHERS: should understand their role in relation to boys with SEND, working collaboratively with the LS Coordinator and teaching staff where appropriate. They should have good knowledge of the individual specialist reports for each child they teach, and deliver targeted support. LS Teachers should be available to meet with parents regarding assessments and support. They should also contribute to professional diagnostic questionnaires and prepare the Stage 2 ISPs and end-of-year written reports.

PARENTS: should strive to support the work being undertaken by the LS department and be able to contact the LS Teachers with any concerns, being fully involved as partners in the educational process. On receipt of the ISP form, parents may wish to adjust some of the recommended targets in consultation with the school.

HEADMASTER AND SENIOR LEADERS: should recognise that the curriculum must be relevant to all boys by taking SEND into account in the formulation and implementation of policies throughout the school.

GOVERNORS: will be kept informed of changes and developments of the SEND policy within the school by the Headmaster.

JMO, Deputy Head (Academic)

TTA, Head of Middle School

KBR, Deputy Head (Pastoral)

CAN LS Coordinator

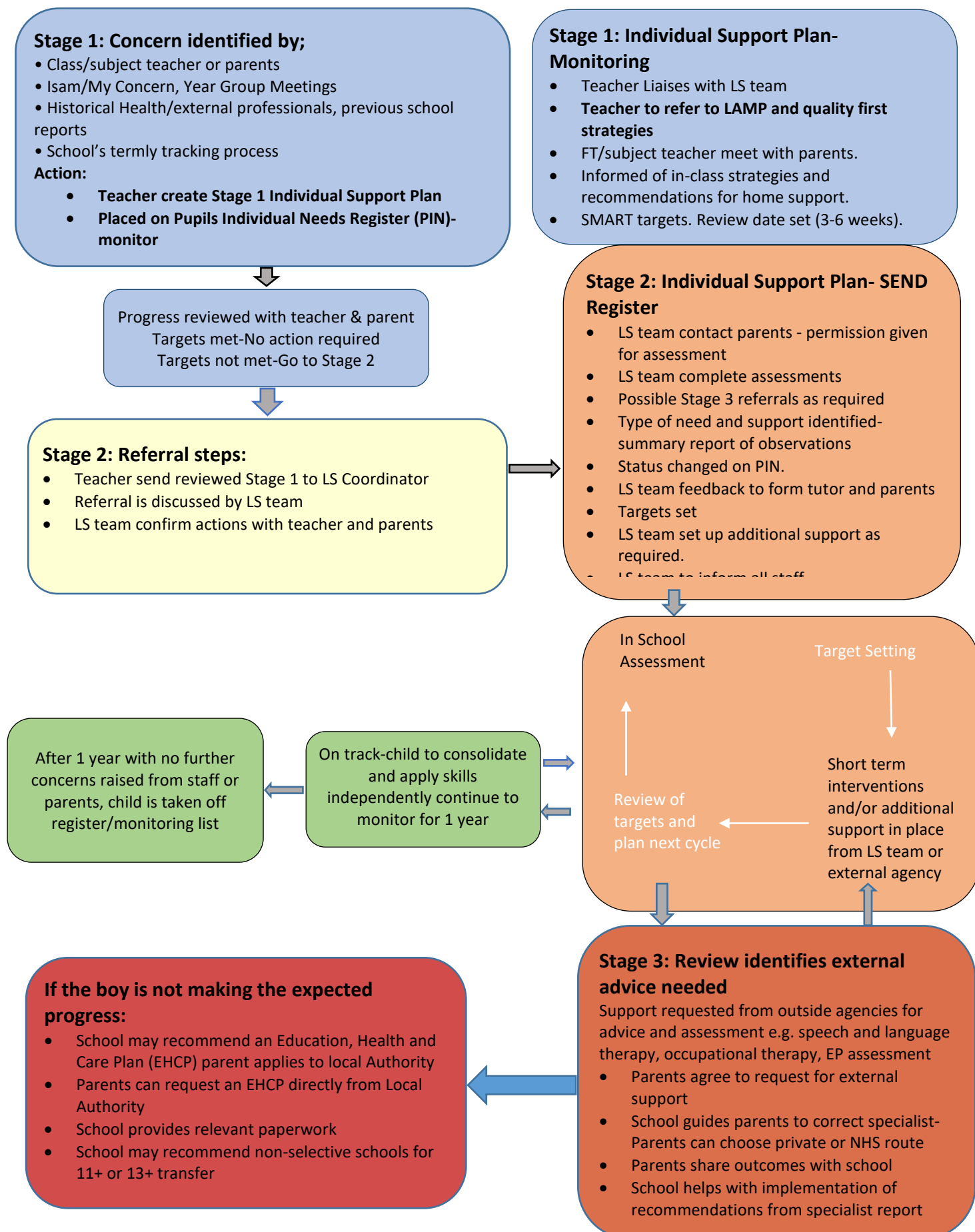
Hannah Warner, SEND Governor

Appendix i	Graduated Response
Appendix ii	Stage 1 Quality First Teaching
Appendix iii	Stage 1 Initial Support Plan
Appendix iv	Stage 2 Referral Form
Appendix v	Assess, Plan, Do Review Form
Appendix vi	Access Arrangements for Examinations - Parental Guidance
Appendix vii	Access Arrangements: Laptop Policy

Appendix i:

GRADUATED RESPONSE

Identification and Support for SEND at Rokeby School





Appendix ii Stage I Quality First Teaching Strategies

<https://rokeby.fireflycloud.net/learning-support/learning-support-graduated-response-and-referral/stage-I-personal-support-plan>

Appendix iii Stage I Individual Support Plan

Individual Support Plan (Assess, Plan, Do, Review)

Name:		DOB:		Class:		Date joined Rokeby:			
Stage 1- Monitoring (teachers to complete) Support through LAMP									
Concern identified	Language			Attention			Working Memory		
RAG rate	Understands and uses new subject vocabulary	Works with abstract concepts	Understands inferential meanings	Listens and responds to instructions	Gives attention to a task for its duration	Ignores irrelevant stimuli	Follows and responds to more than one idea at a time	Makes links to previous knowledge and skills	Switches (as directed) between ideas, tasks or contexts
Additional comments									
SMART Targets (in areas required, not all needed)	1. 2.			1. 2.			1. 2.		
Here are some strategies to use during the lesson as well as in your planning. Highlight those you will use. NB/ this is not exhaustive. See below for 'other'.	Exposing them to new vocabulary before task commences. Find ways of playing with words and seeing links between them as a group. Give verbal opportunities to use words before pressure of spelling them.	Consider a visual or concrete version of the abstract concept. Use movement and physical positioning where possible. Manipulatives and objects. Don't assume understanding. Ask questions to ensure the right context for words used in different ways in other contexts.	Use literal language as much as possible. Explain the different meanings of inferential language. Listen to their wrong responses to see if there is an inferential misunderstanding. Ask them what they mean when they get it wrong rather than saying it is wrong.	Give simple and clear instructions, repeating and giving time to respond. Make it as easy as possible for them to follow the instruction. Make the consequence of not following the instruction clear and consistent. Ask them to repeat the instruction back to you.	Make the purpose, actions and duration of each task <u>very obvious</u> . Give sentence starters, clear directions, visually supported on board. Return to a comfort zone activity if unconfident before moving on. Allow pre-	Use resources with lots of white space, less text, fewer irrelevant graphics etc. Plan absorbing and relatable tasks. Make exact expectations clear: 'in next 10 mins, write five lines/ answer 2 questions/ repeat drill	Get them working on one idea at a time. Then introduce another idea and ask how it links/ changes/ what it has in common with the first one. Help them to spot patterns and to generate the next element themselves. Allow them	Allow time to recall previous learning. Give prompts as appropriate. Show previous slides/ samples of work. Identify main takeaway learning using summary images/ phrases.	Make the duration of a task clear before starting. Refer to a visual passing of time eg egg timer. Prepare for end '3 mins left...30 seconds'. Make clear break between one task and the



					arranged movement breaks. Give motivational rewards.	three times'. When gaining attention during lesson, give short, clear instruction and wait before repeating.	to make notes/ doodles to 'fix' ideas. Use formulae sheets/ times table squares/ reference charts/word lists etc.		next eg refer to list of lesson tasks on board. Ask them to verbalise takeaway from task before moving on to next one.	them to copy from the board or a ppt slide.
Other										
Parent View:						Parent review:				
Pupil View: What I like or am good at, at school: What I struggle with or don't like at school: What helps me: Anything else I want to let you know?						Pupil review:				
Review date (3-6weeks):(set date at initial meeting) Review decision: (highlight) Return to normal class tracking Repeat cycle of ISP (maximum twice)- New review date: Refer to Learning Support						Other comments/actions/assessments (actual or recommended)				

Appendix iv

Appendix v: Stage 2- Individual Support Plan

Stage 2- Learning Support- SEND Register (LS Team to complete)

LS support/diagnosis/external support/Medical/EHCP/EAL	Area of Needs identified (SEND CoP)	Cognition & learning Comments: Persistent difficulties with spellings	Communication & Interaction Comments:	Social, Emotional, Mental Health Comments:	Physical/Sensory Comments:
YARC	English PTE	Maths PTM	Cognitive Ability Test (CAT)		
March 2026 Reading: Comprehension:	Summer 2026	Summer 2026	Most recent date: x Mean:		
Sept 2026 Reading: Comprehension:	Autumn 2026	Autumn 2026	Other relevant:		
Pupil View (What helps me):					
Autumn What I like or am good at, at school: What I struggle with or don't like at school: What helps me: What I want to improve with: Anything else I want to let you know?		Spring: What I like or am good at, at school: What I struggle with or don't like at school: What helps me: What am I improving with: Anything else I want to let you know?		Summer: What I like or am good at, at school: What I struggle with or don't like at school: What helps me: What am I improving with: Anything else I want to let you know?	
Quality First/In class support: (ongoing general support in class) NB Successful strategies used at Stage 1 can continue.					
Autumn Sit to the left of teacher owing to grommets. Word Banks		Spring:		Summer:	
Additional/external support: (e.g. SALT, OT, ELSA, Social skills, mentor)					
Autumn		Spring:		Summer:	
Learning Support Interventions & other targets (can be academic/social/physical related to needs): (e.g. English, spelling, maths LEGO)					
PLAN What do I need to learn? What are my targets?	DO-School How are school going to help me? How often and when? For how long? 'provision additional to and/or different from'		REVIEW How did I get on? Was I successful? Achieved/Partially Achieved/Not Achieved		
Autumn					
			Pupil		
			Teacher		
			Pupil		
			Teacher		
			Pupil		
			Teacher		
Signed (school)			DATE:		

Appendix vi: Access Arrangements for Examinations - Parental Guidance

The school complies with the framework laid down by the Joint Council for Qualifications (JCQ). We have created this document in an attempt to give parents a brief outline as to what is required for Access Arrangements to be granted and the evidence the school needs to support any claim.

Access Arrangements

Access Arrangements are non-standard arrangements approved before examinations take place in order to enable candidates with special educational needs, disabilities or temporary injuries to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled.

The examination boards will not consider applications in respect of long-term conditions that are submitted only weeks before the exams. Access arrangements should be in place at least one internal exam cycle prior to external examinations. This will allow us to test the effectiveness of such arrangements, and will provide grounds for their implementation in external examinations, such as, pre-tests.

Some parents choose to provide the school with either a private report from an educational psychologist (EP) and/or a letter from a GP. It should be noted that neither is a guarantee that a boy will receive the Access Arrangements requested. Under JCQ guidelines, the school can be the sole referrer for Access Arrangements.

If parents wish to submit an EP report that has not had the recommendation or involvement of the school as part of their request for Access Arrangements, parents should be aware that the school will require to see a full copy of the report and may request original copies of all the tests completed. This will enable the school to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria. The JCQ may also request this information.

The school is able to provide a list of recommended specialists. A thorough EP/specialist report should include evidence of assessment from the pupil and information gathering from school or preferably an observation of the child in the school environment by the specialist assessor.

Extra Time

Extra time cannot be given if there is any possibility that the boy would thereby be given an unfair advantage over other boys. In order to maintain the credibility of GCSE qualifications, the JCQ defines the parameters as to what constitutes a 'substantial disadvantage'. A recommendation from an EP alone does not guarantee eligibility for extra time. A candidate must have two scores in two measures that relate to two different areas of speed of working. To this end they have defined eligibility for up to 25% extra time as follows.

- two below average standardised scores of 84 or below, in two different areas of speed of working or
- one below average standardised score of 84 or below and one low average standardised score (85-89) in two different areas of speed of working

In either scenario the two standardised scores must relate to two different areas of speed of working such as:

- speed of reading and speed of writing, or
- speed of reading and speed of cognitive processing, or
- speed of writing and cognitive processing, or
- two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

All new applications for 25% extra time must satisfy the new guidelines for awarding access arrangements.

Additionally, the school has to present a 'compelling' case that the boy's learning difficulty has a substantial and adverse effect on the boy's performance in exams.

Applications for extra time will generally require statements/feedback from subject staff that a boy is underperforming in classroom tests, as well as evidence in the form of incomplete mock examinations or similar.

The boy must also have made use of extra time over a substantial period of time in both classroom tests and mock examinations before the arrangement can be used in external examinations.

Furthermore, the JCQ has also advised that where a boy has been awarded extra time for a set of exams there is not an automatic right for eligibility to continue to the next set of exams e.g. between senior school entrance exams and GCSE. New applications must be made and standardised scores must meet the above criteria in order to be approved.

In order for a boy to be granted extra time on medical grounds, the school has to:

- Show that a boy has an impairment which has a substantial and long-term adverse effect on his speed of processing
- Confirm that he has persistent and significant difficulties when accessing and processing information
- Show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time
- Confirm that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage
- Confirm that extra time of up to 25% is the candidate's normal way of working within the school as a direct consequence of their disability.

A letter from a GP on its own is not sufficient. In addition to the evidence listed above, the school must also be able to show at least one of the following:

- A letter from CAMHS, a clinical psychologist, a hospital consultant or a psychiatrist
- A letter from the Local Authority Educational Psychology Service or Local Authority Sensory Impairment Service
- A letter from a Speech and Language Therapist (SaLT)

Laptops

Where it is the boys' 'normal way of working' in class, a boy may be allowed to use a word processor in exams.

This will normally be a laptop with Internet, Spell check and Grammar check disabled. During senior school examinations the school may provide the use of another computer.

The principal criteria when the school is deciding whether to grant the use of a word processor are that it should be the candidate's normal way of working, based on either having:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- poor handwriting
- planning and organisational problems when writing by hand

In all cases the school's decision will be final.

Separate Invigilation

JCQ state that for boys to be given a separate room, they must be disabled according to The Equality Act 2010 and it must be their normal way of working. This is usually owing to the

potential of disruption to others unless specified in a professional's report. Senior schools may not always be able to provide this even when in place at Rokeby.

Other Access Arrangement

EP reports may also recommend the use of a scribe or speech to text technology. To be able to have this in exams it must be normal way of working in school. All additional Access Arrangements will be reviewed on a case by case scenario using standardised data and evidence of need.

Emergency applications are not included in this, e.g. broken arm. These will be handled as soon as possible looking at the best way to meet the individual needs.

Boys can be allocated movement breaks if it is their normal way of working in class or recommended in a report.

Do boys lose marks if they have an Access Arrangement?

Scribe

Having a scribe must be normal way of working. In subjects where separate marks for spelling, punctuation and grammar (SPaG) are awarded, the pupil will not receive any spelling and punctuation marks. They will be awarded marks for grammar – generally a third of the total SPaG marks available.

Boys can choose to dictate their answers and indicate punctuation to be eligible for two thirds of the SPaG marks, this must be noted to the Exams Office if they wish to do so. Full SPaG marks equal 5% of the total marks for the qualification.

Subjects that award separate marks for SPaG are:

- English
- Geography
- History
- Religious Studies

Scribes are not allowed in Modern Foreign Language (MFL) exams.

Reader

Having a reader must be normal way of working. Boys do not lose any marks for having a reader; however, readers are not allowed in the following exams:

- English Language
- Modern Foreign Languages

Extra time is provided to all boys in place of a reader in these exams. Alternatively, boys can use reading pens for English Language exams.

Appendix vi: Access Arrangements: Laptop Policy

In order to make best use of a laptop computer and to avoid any unfortunate mishaps, the following procedures must be observed. The parents of the pupil using the laptop and the pupil himself must agree to follow these procedures at all times, before the Headmaster gives permission for a laptop to be brought to school. The LS Co-ordinator can recommend the use of a laptop if they meet the following criteria: The boy has

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- poor handwriting
- planning and organisational problems when writing by hand

In all cases this must be the boy's normal way of working which is in line with the current JCQ guidelines for Access Arrangements. All staff have a copy of this policy and are aware of the procedures.

Provision

1. The laptop will be provided by the parents and will be in good working order. The laptop must be a PC laptop (not an Apple laptop). Maintenance and repair of the laptop is the responsibility of the parents. In buying a new laptop, weight and size of laptop should be taken into consideration to avoid heavy school bags.
2. We recommend that the laptop is insured for use outside of the home, and that it is security-marked, with the user's identity and postcode. We also recommend that a suitable protective carrying-case is provided. The school does not accept liability for damage or loss of any laptop computers, which will remain the responsibility of the owner at all times.
3. To avoid mishap, the school will provide a safe place for the pupil to keep the laptop at break times and during lessons when he does not need to use it. This is located in the Learning support room. The pupil will be responsible for depositing the laptop in the assigned safe place at such times.

Preparation

- a. In order to make best use of the laptop, the pupil should be able to type competently and preferably to touch-type. A touch-typing course is recommended. Typing speed should be faster than speed of writing. The LS Department will do an assessment on a boy's touch-typing speed and accuracy prior to the laptop being allowed to be used in school.
- b. Until a boy is ready to type at school, he will be allowed to submit typed homework.
- c. A laptop is not recommended for boys below Year 5, however in some circumstances this may be allowed, but this will be decided on a case-by-case scenario.
- d. It is helpful if the pupil, with the help of his parents sets up templates for each subject. This might involve a header for the subject, his name and an appropriate page layout.

Laptop Use

1. The pupil may use the laptop in each lesson which has been decided beforehand by the Learning Support coordinator in conjunction with members of staff. He should make sure he takes the laptop to these lessons, although the teacher may, on occasion, advise against its use for a particular task (see limitations).
2. All work typed on to the laptop should be saved onto the laptop's hard disk. Any work completed should be printed at the earliest opportunity in the Learning Support room. A printer will be made available in school and a printer should also be available at home for this purpose. It is the responsibility of the pupil to ensure that all his work is printed in good time. Homework must be printed out at home on the day it is set.
3. Boys should check with their subject teachers how work is to be presented and stored. Some teachers may ask for the work to be glued into an exercise book, whilst others may prefer a file to be used depending on the subject's specific requirements.
4. At break times and during games periods, the laptop should be deposited in its safe place. The LS room is available at break times to do this.
5. Teachers are asked to be supportive of laptop use, at all times. Teachers should guide the pupil in how best to present his work for a particular subject or task.

Limitations to Laptop Use

A subject teacher has the right to veto the use of a laptop in particular situations:

1. Where its use might be dangerous or problematic e.g. in the science lab
2. Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
3. Where calculations are required without the assistance of computer functions such as in mathematics.
4. If an individual pupil, in any lesson, is using the laptop in such a way as to cause a distraction or disturbance to the learning of others.
5. Internet access is not allowed on personal laptops.
6. Autocorrect should always be off. During lessons the use of spell check and grammar check should be determined by the subject teacher.

Laptop Use in Exams at Rokeby

1. If boys use a laptop during lessons this becomes the 'normal way of working' and therefore are entitled to use a laptop during exams, whether or not he has provision for extra time. The Learning support coordinator will arrange a room for laptop users during exam week.
2. All exam work will be saved onto the USB stick provided by the Learning Support department ready for printing. Exam work should be deleted from the computer after saving it on the USB stick.
3. Power leads must be brought to school during exam week to ensure the computer does not run out of battery.
4. It is the responsibility of the parents to ensure that there is no past work on the computer's hard drive. Spot checks may be carried out prior to an exam by the IT technician.
5. The pupil will have the use of the laptop explained by the Learning Support coordinator prior to the exams.
6. The pupil is encouraged to save his work regularly during the exam.
7. Those parts of exams which require diagrams should be done on the answer paper provided. This should be attached to the printed answers at the end of the exam. The pupil should put a name, form, subject and subject teacher on all his work, whether on computer or handwritten.
8. All auto-correct, spelling and grammar checking facilities must be disabled during all exams. The LS Coordinator/IT technician will check this before exams.
9. All mobile phones, smart watches and Wi-Fi enabled gadgets must be handed in to the office.
10. Once the exam has been completed the laptop must be put away. It must not be used for revision, drawing or gaming.

Assistance with Laptops

The Learning Support Co-ordinator will be available to:

1. Help boys to establish a daily routine and encourage them to operate in an organised and independent way.
2. Act as a trouble-shooter for general queries concerning laptop users and their problems.
3. Advise on outside help for keyboard competency skills.

Boys may also seek technical advice from IT support.

Behaviour

It is expected that the pupil will understand the privilege of using a laptop computer and will keep to the requirements laid out above. He is also expected to use the laptop only for school work and therefore must not play games on it or distract other pupil's during lesson time. At no time should a pupil use his laptop to access the internet without supervision. Boys should not use laptops to take a photo via the webcam. Laptops must not be used on school buses.

If he were to misuse it, the use of the laptop would be withdrawn for a period of time, as considered appropriate by the Learning Support coordinator in conjunction with the pupil's Form Tutor.

The Learning Support Department will check through these procedures with a prospective laptop user to ensure that they are understood fully.

With this procedure followed carefully, the laptop usage should be a profitable and happy one for all concerned and will be a useful learning tool for the pupil.

Laptop Use at Rokeby -Parental Agreement- Now on [FireFly](#)

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