



Author: Susan Thale

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## Introduction

University College School is academically selective. In order to be offered a place, a pupil must have fulfilled the requirements of the school's entrance assessment procedures, details of which can be found in the Admissions Policy.

We welcome applications from pupils who will be able to benefit from an academic curriculum and the co-curricular opportunities offered within the context of the school community.

The school recognises that some pupils may require specific provision to be made in order to enable them to achieve their academic potential. We are keen that all pupils should be able to access the help and support required to address their individual learning needs.

In keeping with the Equality Act (2010), the non-statutory guidelines within the SEND Code of Practice (2015) and the Children and Families Act (2014), the school will strive to make all reasonable adjustments to support pupils with special educational needs and learning difficulties.

Whilst due recognition will be given to the specific needs or difficulties of any pupil, all pupils are expected to demonstrate self control, tolerance of and respect for others. Adherence to the school's Code of Conduct as presented in the Behaviour and Discipline Policy is a requirement of all pupils.

As defined by the SEND Code of Practice (2015), a pupil is considered to have Special Educational Needs (SEN) or Specific Learning Difficulties (SpLD) if she or he has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Additional details regarding the four areas of need are provided in Appendix A.

Pupils are considered to have a specific learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of other pupils of the same age
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age

## Supporting Learning

### The Learning Support Department at UCS – Aims

The school seeks to ensure that every pupil is provided with the opportunities to develop both individually and as a member of the school and wider community. Whilst some pupils will experience greater difficulty than others, we will strive address the individual needs of all pupils.

The Learning Support Department at UCS endeavours to ensure that no pupil is discriminated against in any area of school life on the basis of his or her special educational need or learning difficulty. We seek to identify and support pupils with special educational needs and learning difficulties by:

- identifying needs accurately and effectively
- taking the views and opinions of pupils and their parents into consideration when identifying and planning the nature of support
- liaising with outside agencies, as appropriate, to support pupils in gaining access to facilities, equipment and opportunities that will enable a pupil to progress in his/her school work, examinations and in planning for the future
- liaising with pastoral staff to ensure that the social and emotional well-being of pupils with specific needs or learning difficulties receives due attention
- working collaboratively with subject teachers in planning programmes of teaching and learning that are inclusive and designed to cater for the needs of all pupils
- helping pupils to develop their learning skills and abilities
- monitoring and reviewing the progress of pupils in line with the school's tracking and reporting procedures

The Learning Support Department aims to help pupils:

- to develop effective learning habits
- to become reflective practitioners and critically engaged learners
- to develop strategies that enable problems to be solved
- to assume increasing responsibility for their own learning

Our aims for staff are:

- to ensure that they are aware of the aptitudes, needs and prior attainments of pupils within their care and to take these into account in the planning of lessons
- to be a resource for learning across the whole school
- to work collaboratively with subject teachers in seeking to address and resolve a pupil's specific difficulties
- to identify ways in which teaching can meet the learning needs of all pupils, especially those with specific learning needs or difficulties

The school follows the guidelines of the SEND Code of Practice (2015) in adopting a graduated approach to the identification of pupils with Specific Educational Needs or Specific Learning Difficulties and in the subsequent provision of additional support for learning.

## Identification of Needs

### Upon Application to the School

Parents are required to inform the school, upon application, of any specific learning or educational needs that their son or daughter may require. It is important that full details are provided so that we may assess whether or not it is feasible to implement any adjustments that may be required.

Where a prospective pupil has a Statement of Educational Needs or Education and Health Care plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Statement or EHC plan can be delivered by the School (Further details regarding Statements of Educational Needs and EHC plans can be found on page 10 of the policy).

If a pupil has had an assessment by an Educational Psychologist or medical professional, or has an EHC plan, a copy of the completed report or documentation should be forwarded to the school in order that possible access arrangements for entrance tests and any potential subsequent needs can be identified. An identification of access arrangements for entrance tests, however, does not constitute a guarantee that access arrangements will be put in place for future internal and public examinations, should the pupil in question secure a place at the school.

Whilst the school will take careful note of details and recommendations within a specialist report, any subsequent adjustments will be based upon evidence of need as it is presented within the context of the school and the pupil's daily learning.

Once a place has been offered to a pupil who has a declared specific need, the school will discuss with parents, the pupil and, if necessary, other relevant professionals, the provision of specific support that is required and any adjustments that can reasonably be made.

If a pupil is accepted into the school and any specific needs become identified at a later stage, the school will assess how best to meet the requirements in consultation with the parents, pupil and any external agencies as are considered to be appropriate.

The school reserves the right to require parents to withdraw a pupil from the school if information regarding a pupil's needs or difficulties has been withheld and which, had it been provided earlier would either:

- have made a significant difference to the school's management of the pupil's learning difficulties or needs

or:

- have led the school to indicate that that it was unable to offer an adequate level of support or to make the reasonable adjustments required.

Information regarding pupils who transfer from the Junior Branch of UCS (the JB) is forwarded to the Senior School by the Learning Support Co-ordinator at the JB. The Head of Learning Support at the Senior School also meets with parents during the year preceding a pupil's transfer.

## **Baseline Assessments**

As part of our commitment to monitoring and developing effective learning, all pupils in Entry, Lower Remove and Transitus complete a series of baseline assessments, both at the start of the academic year and at subsequent points thereafter. The assessments are used as part of the school's monitoring and tracking of individual progress.

Baseline assessments do not require any special preparation; they form the foundations upon which an overall picture of a pupil's learning profile is constructed and help the school to identify areas of particular strength or relative weakness and thus aid in the identification of possible needs for additional support and enable appropriate targets to be set.

In some instances, the tests can provide a useful indicator of the potential need for specific access arrangements to be put in place for public examinations. Further details of Examination Access Arrangements and the use of Word Processors can be found in the Appendix (Appendices B and C).

## Supporting Learning within the School

The school appreciates that, as pupils progress through the school, individual challenges or previously unrecognised difficulties may emerge. A subject teacher, Form Tutor, Head of Year, Head of Lower School, or Deme Warden may raise a concern about a pupil. Equally, a pupil may seek help of his or her own accord; in such cases, the relevant academic and pastoral members of the Common Room will be informed. If a parent has a concern, he or she should inform the pupil's Year Head or Deme Warden who will, in turn, discuss the situation with the Head of Learning Support.

### Stage 1 – Information Gathering

If a pupil is considered to be struggling to make progress within a subject, the first stage is one of information gathering and assessing the nature of the difficulty. Information gathered is both quantitative and qualitative and will consider historical and current evidence. The department recognises that discussion with a pupil can be particularly helpful in identifying and targeting specific areas of difficulty. Pupils' perceptions as well as those of subject teachers and pastoral leaders form an important part of any subsequent action.

### Stage 2 – Targeted Support within the Classroom

In keeping with the principles of the SEND Code of Practice (2015), the Learning Support Department seeks to work collaboratively with subject teachers to develop high quality teaching and learning within the learning context of the classroom for all pupils, including those who have a Statement/EHC plan, or who have been identified as having specific needs or learning difficulties.

A member of the Learning Support department will discuss strategies that a pupil might adopt to help his or her learning or to address a particular difficulty.

In addition, the subject teacher and a member of the Learning Support team will liaise to collaborate in developing or refining teaching and learning strategies to support the pupil within the classroom; this may involve classroom based observation or team working within the class.

Members of the Learning Support Department will also attend subject based departmental meetings to discuss particular difficulties experienced by pupils in their learning, to share good practice and to identify strategies to help pupils overcome their difficulties and to make progress.

Once the strategies have been tried, their effectiveness will be reviewed and evaluated from both the subject teacher's and the pupil's perspective. The outcome of the review will determine the subsequent phase of action which may include an assessment to identify

whether or not a pupil has a specific learning need or difficulty and whether additional support may be required.

### **Stage 3 – Additional Support**

The school recognises that further support, in addition to that given within the context of the classroom, may be required for some pupils in order to assist their learning and progress.

If it is considered that additional support would be of benefit to a pupil, parents will be informed and their agreement with the arrangement confirmed. Feedback regarding progress is given at Parents' Evenings and, where necessary, individual meetings with parents can be arranged.

Information regarding the specific strengths and individual needs of pupils is distributed to members of staff via the Learning Support List and within the MIS systems used by the school; this, in conjunction with the school's tracking and monitoring system, enables teachers to be proactive in developing strategies that will encourage successful learning. Pupils may be added to or removed from the Learning Support List at any time.

Learning Support lessons are offered individually or in small groups. As far as possible, lessons take place around the curriculum but, particularly for Lower and Middle School pupils, some withdrawal from subject lessons is unavoidable.

Lessons have an agreed focus and progression aim; this is monitored and reviewed in line with the school's tracking and reporting schedule.

The nature of support available is tailored to the individual needs of a pupil but may, typically, include any of the following:

Consolidation and reinforcement of topics covered in lessons; developing reading skills (decoding, comprehension and speed); grammar; punctuation; planning skills; spelling (knowledge, strategies and practice); developing and refining depth and fluency of written work; time management; personal organisation; revision skills and examination techniques; handwriting; stress management and emotional wellbeing.

### **Stage 4 – Monitoring, Reviewing and Evaluating Progress**

Whilst Form Tutors and Deme Warden or Year Heads are responsible for monitoring the overall progress of pupils within their care, the Head of Learning Support will also scrutinise the progress of all pupils who are on the Learning Support List and maintain details of all pupils with Statements of Educational Need or EHC plans.

For pupils who are receiving support, the effectiveness of provision is monitored and evaluated through:



- the analysis of tracking review data and qualitative comments
- comparative analyses of baseline assessments
- teacher feedback
- pupil feedback
- evidence of pupils' success in achieving specifically identified targets through subjects tests and scrutiny of work

The progress of pupils with specific needs but who are not receiving support is monitored using the school's tracking and monitoring system by both the pastoral teams and the Head of Learning Support

Pupils are encouraged to reflect upon and review their progress as part of the school's tracking and monitoring system. Form tutors discuss pupils' progress with them and help in the setting of targets. Subject teachers, Form Tutors and Deme Wardens liaise with members of the Learning Support Department to identify any revisions regarding the nature and provision of support in the light of a pupil's progress and how best to support their learning

Pupils who meet regularly with a member of the Learning Support Department also evaluate their support with their Learning Support teacher. Subject teachers and relevant pastoral staff are informed of any adjustments and details are recorded on the school's MIS system and Learning Support List.

### **Pupils for Whom English is an Additional Language**

A learner of English as an Additional Language (EAL) is a pupil whose first language is other than English. An individual's first language is considered to be that to which she or he was initially exposed and which has continued to be the primary language used at home.

UCS recognises that, as a school within a city that serves a global community, many pupils will have multi-lingual abilities and we welcome the richness and diversity that this brings to the school; however, in order to thrive within the academic and collegiate community of UCS, all pupils will need to be able to speak and understand English to a high standard.

The Common European Framework for Languages identifies six levels of linguistic competence (CEFL 2001; See Appendix E). Pupils would need to be able to demonstrate at least an Intermediate level of linguistic competence, with the clear potential to attain proficiency by the time they are required to take any public examinations.

The most competitive universities will require students for whom English is not a first language to have achieved at least a Level 6 or 7 in the International Language Testing System (IELTS) and the school would advise prospective pupils to be capable of achieving this without difficulty.

Information regarding a pupil's first language and level of fluency is sought upon application to the school. Details of pupils for whom English is not a first language is recorded on the school's MIS system and progress is monitored by Form Tutors and Deme or Year Wardens.

Whilst the Learning Support Department does not provide specialist EAL teaching nor operate as an IELTS Centre, we are able to offer linguistic support in developing written fluency, idiomatic expression and in the understanding of subject specific vocabulary.

Subject teachers are also expected to support pupils for whom English is an Additional Language in the development of fluent written expression and in the acquisition of field specific terminology.

## **Statements of Special Educational Needs/Education, Health and Care Plans (EHC plans)**

Under the Children and Families Act (2014), Statements of Educational Need were replaced by Education, Health and Care Plans (EHC Plans). EHC Plans are designed to embrace all the needs that a child or young person has within education, health and care.

The Department for Education has stated that a child or young person who currently has a Statement of SEN will have an EHC Plan.

Parents have the right under Section 329 (1) of the Education Act (1996) to ask the Local Authority to make an assessment with a view to drawing up a Statement of Special Educational Needs/EHC Plan. The School also has the right (under Section 329 a) to ask the Local Authority to arrange for an assessment. The School will always consult with parents before exercising this right. If the Local Authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Where a Local Authority concludes that a child with a Statement of Special Educational Needs or EHC plan should be placed into an Independent School and names the school in the Statement/EHC plan, the Local Authority retains legal and financial responsibility for ensuring that the provision specified in the child's Statement/EHC plan is made. This will include paying the fees charged by the Independent School. The day to day practical responsibility of making provision will rest with the school.

If a Local Authority is satisfied that the provision set out in a Statement/EHC plan can be made more economically in the state sector, it may decline to name an Independent School in a statement/EHC plan. This does not prevent parents from making their own arrangements to pay for a place at an Independent School of their choice, as long as the Local Authority is satisfied that the arrangements are suitable. Local authorities have discretion to make

payments to assist parents to make their chosen Independent School suitable.

Where a prospective pupil has a Statement of Educational Needs/EHC plan, we will consult the parents and, where appropriate, the Local Authority to ensure that the provision specified in the Statement or EHC plan can be delivered by the School.

As identified in Section 324 (5) (a) (i) of the Education Act (1996), the legal responsibility for arranging the provision specified in a statement falls upon the Local Authority; this is also true for EHC plans as stated in Section 42 (2) of the Children and Families Act (2014).

For further information regarding the provision of EHC Plans, parents should contact their Local Authority for advice.

The statements/EHC plans of all pupils in this category, whether placed by parents or the Local Authority, are reviewed annually. It is the responsibility of the Local Authority and not the School to review the statement/EHC plan. The School will, however, participate in the review process with the Local Authority.

### **Safeguarding for pupils with Statements/EHC Plans and those for whom English is an Additional Language**

The School recognises that pupils with Special Educational Needs and also those for whom English is an additional language may be particularly vulnerable to unacceptable behaviour from their peers.

In order to ensure that all pupils receive equal protection, special attention is paid to any pupil who is disabled or who has a special educational need, including those for whom English is an additional language through the pastoral monitoring systems of the School, further details of which can be found in the school's Safeguarding and Welfare Policy.

The School Counsellor may also be involved in supporting pupils where this is deemed to be appropriate.

## **Appendix A: SEND Code of Practice (2015) Section 6.28 – 6.35**

### **Broad areas of need**

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## Appendix B: Access Arrangements for School and Public Examinations

As pupils progress into the Senior School, their needs and requirements may change. In order to enable pupils to settle and adjust to the Senior School curriculum and associated learning habits, all pupils in the first two years at the Senior School will be expected to take subject tests and formative assessments within the designated time frame; however, particular attention will be paid to the performance of pupils with specific learning needs or difficulties. The results of these and subsequent school based examinations, combined with performance within class, enables the school to identify and build up a picture of need for any pupil who may, in the future, require specific access arrangements to be made for public examinations.

The Regulations for Access Arrangements for public examinations are determined by the Joint Council for Qualifications (JCQ) and other relevant Awarding Bodies such as Cambridge International Examinations (CIE).

Within the regulations as presented by the JCQ and CIE, reasonable adjustments may be considered, 'where a candidate, who is disabled within the meaning of the Equality Act (2010), would be at a substantial disadvantage in comparison to someone who is not disabled.'

The Equality Act (2010) defines 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.'

The regulations are designed to ensure that a disabled candidate is not placed at a substantial disadvantage in comparison to his or her non-disabled peers and, equally, that no candidate should be unreasonably advantaged by the provision of an access arrangement for which significant evidence of need is not apparent.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon manifest evidence of a significant barrier to assessment being present. Access Arrangements which are granted in the absence of firm evidence of need constitute malpractice by the Centre and could, ultimately, lead to the recall of certificates.

If a pupil's performance, within the learning environment of the school, suggests that she or he may require specific access arrangements to be made for public examinations, the Head of Learning Support will carry out an assessment using a range of nationally standardised tests from those identified by the Joint Council for Qualifications; however, eligibility for access arrangements is not determined solely on the basis of an assessment. The views of subject teachers and evidence of performance within the school will be collated in order to demonstrate how a candidate's disability would have a substantially adverse effect upon his or her working without the presence of access arrangements. In order to justify the

requirement for a specific access arrangement, a clear picture of substantial need has to be presented.

Parents will be informed of the outcome of an assessment and the school's view regarding evidence of need and, if necessary, an application for a specific access arrangement will be made.

Whilst careful attention will be paid to the contents of historically commissioned external reports from Educational Psychologists, these will not, in themselves, constitute definitive evidence of need nor enable automatic eligibility for Access Arrangements to be granted.

Where a pupil may require Access Arrangements to be applied for as a result of a long term medical condition, the school is required to indicate that it accepts the professional diagnosis made and that there is clear and substantial evidence for an arrangement to be made as a direct result of the candidate's long term and continuing medical disability presenting a persistent and significant barrier to learning.

The condition needs to have been known by relevant Senior/Pastoral Staff; it cannot be a last minute diagnosis.

The school will only accept diagnoses of attentional difficulties made by one of two consultants/practices with whom the school has an established contact. The practice must have liaised with the school as part of the diagnostic procedure.

Whilst recommendations made in any report will be considered carefully, any decision regarding Access Arrangements will be made by the school.

The preferred arrangements for social, emotional or behavioural issues are Rest Breaks and/or Prompts and not Extra Time.

Whilst pupils with specific learning difficulties may not have needs that are so substantial as would be considered to place them at a significant disadvantage in comparison with their non-disabled peers, the Learning Support Department recognises the particular importance for such pupils in developing their own, personal strategies for managing examinations successfully. The Learning Support Department can provide specific guidance so that pupils may have every opportunity to achieve their potential in public examinations.

## Appendix C: Use of laptops in school and in Public Examinations

UCS is committed to equipping pupils with the skills that will enable them to succeed in the twenty first century and, as such, it is likely that the use of technology will become an increasingly frequent mode of teaching and learning, accessing information and producing written work; notwithstanding, the ability to produce a legible, handwritten script remains a skill that the school would like all pupils to maintain and we would encourage pupils within the Lower School to continue to develop their handwriting skills before assuming the use of a word processor.

If a **Lower School** pupil has significant difficulties handwriting large quantities of work, he may, at the discretion of the Head of Year/Lower School, type homework as a routine matter. In very rare or exceptional cases, he may be permitted to use a use a laptop in class. this does not prevent longer, or whole class research projects from being produced electronically.

**Middle School** and **Upper School** pupils may be allowed to word process work at the discretion of the subject teacher.

As Middle and Upper School pupils approach their public examinations, if the use of ICT within a particular subject has constituted a normal way of working when producing sustained subject based written work, pupils may continue to use similar technology when taking examinations for that subject.

The Joint Council for Qualifications (JCQ) stipulates that, ‘The use of a word processor must reflect the candidate’s normal way of working within the centre and be appropriate to the candidate’s needs.’ (Access Arrangements and Reasonable Adjustments 2018/19; 5.8.4). Similarly, Cambridge International Examinations (CIE) states that, ‘The use of a word processor, computer or electronic typewriter ... reflects the candidate’s usual way of working and is appropriate to their needs.’ (Cambridge Handbook 2018; 1.3.6.12).

As indicated by the JCQ, ‘Examinations which have a significant amount of writing as well as those that place a greater demand upon the need to organise thought and plan extended answers are those where candidates will frequently need to type.’ (JCQ 2018/19 5.8.3). Students for whom the ability to write legibly or at speed, or who customarily need to make frequent amendments when writing, especially when the examination requires substantial written answers demanding a high level of planning and organisation, are likely to benefit from being able to word process their answers in an examination. It is also acceptable for students to type longer answers but to handwrite shorter responses within the same examination paper

Both the JCQ and CIE recognise that pupils for whom the use of a word processing function has been the regular mode of producing written work could be placed at a disadvantage if



they were required to revert to handwriting sustained responses during an examination when they have been using ICT throughout their course.

In order to demonstrate that the use of ICT is both a normal and an appropriate means of working within a subject, a pupil should:

- regularly use ICT when producing work for which it would be appropriate to use technology, especially that which is similar to the nature and requirements of examination based answers
- have used ICT in school tests and examinations
- be able to type effectively and demonstrate that the use of a word processing function does not have an adverse effect upon the quality and coherence of their written expression

When a request to use ICT will not be accepted:

- a pupil decides, at whim, that s/he would prefer to produce typed answers in an examination and there is no history of previous use of ICT as a regular mode of working
- a pupil uses ICT at home for activities that are unrelated to subject based work and requests to type in an examination
- a pupil demonstrates inappropriate use of ICT within the context of the school's policy regarding acceptable use
- a pupil fails to maintain his or her personal device which then prevents ICT from being the regular and normal way of working

## Public and School Examinations

In public examinations, pupils will be required to use ICT devices provided by the school; only a word processing function will be enabled. Pupils may use their own keyboard as long as it can be easily linked to the technology provided by the school. Keyboards will be checked before use in any public examination to ensure that they do not contain any means by which malpractice could occur.

Pupils should be aware that Spell Check cannot normally be used in examinations, except in the case of a specific learning requirement permitting its use.

Pupils for whom the use of ICT is their normal way of working within a subject must gain permission from the Head of Department in order to be allowed to word process their work in examinations for that subject. Heads of Department reserve the right to rescind access to ICT in an examination if a pupil demonstrates inappropriate or ineffective use at any time.

Pupils may be asked to bring their own devices for school based examinations. They will need to sign a document confirming that their use will be responsible and that only a word processing program will be open during the course of the examination. Should any pupil be found contravening this requirement, their examination will, automatically, be invalidated.

Pupils will be responsible for the safekeeping and maintenance of their devices at all times.

## Appendix D: Extract from the Common European Framework of Reference for Languages

<b>Proficient User</b>	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent User</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Basic User</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.