



CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND
DISABILITY POLICY

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Date policy last reviewed:	September 2020
Approved by:	
Date approved:	

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Appendix A: Word Processing Policy

This Special Educational Needs and Disability Policy takes into account:

- The Special Educational Needs and Disability (SEND) Code of Practice: for 0-25yrs (September 2014)

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- [The Equality Act 2010](#)
- The Children and Family Act (April 2014)
- Teachers Standards 2012 Section 5
- CLSG Accessibility [Plan](#)
- CLSG Pupil Mental Health Policy
- CLSG [Medical Conditions, Medicines and Infection Control Policy](#)
- JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

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- Deleted: (September 2017 – TBC
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1. Overview

1.1. City of London School for Girls (CLSG) is an academically selective school catering for girls of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum.

Deleted: Consequently the school does not deal with the full spectrum of ability or with the full range of SEND.

1.2. [It is our belief that all pupils can achieve their academic potential, regardless of need. It is recognised that some pupils will require additional, specific provision to do this and it is our aim to provide this support as required. Therefore, 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 SEND.](#)

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Deleted: However, the school does admit some pupils of high ability, who prove to have specific learning difficulties, such as mild dyslexia, dyspraxia or those communication difficulties. It admits some pupils who have special needs relating to physical disabilities or health problems. Some pupils are found to have emotional or behavioural difficulties after admission.

1.3. It is the policy of CLSG, wherever possible, to provide all pupils with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements. [Whilst due recognition will be given to the SEND of any pupil, all pupils are expected to demonstrate respect for self and others; responsibility for their own learning and development; and demonstrate resourcefulness. Adherence to the school's Code of Conduct as presented in the Behaviour Management Policy is a requirement of all pupils.](#)

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2. Definition of Special Educational Needs

A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

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- 2.1 A pupil has a learning difficulty or disability if she:
- has a significantly greater difficulty in learning than the majority of her peers or
 - has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

2.2 The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.

2.3 It should be noted that under the Equalities Act 2010 'hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CLSG this usually comes in the form of 1:1 or small group tutorials, if it is felt that a pupil's needs cannot be addressed in the classroom.

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

- **Communication and Interaction**
This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).
- **Cognition and Learning**
This includes pupils with specific learning difficulties, including Dyslexia Dyspraxia, and Attention Deficit Hyperactivity Disorder (ADHD).
- **Social, Emotional and Mental Health Difficulties**
This may include pupils who have a wide range of social and emotional and/or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.
- **Sensory and/or Physical needs**
This includes pupils with a physical disability (e.g. vision impairment (VI), hearing impairment (HI)). Pupils with such needs may require additional, on-going support and equipment to access the curriculum.

Please note, a pupil might fall into one or more of the categories listed above.

It should be noted that the school will make best endeavours to meet the requirements any individual within the context of 'reasonable adjustments' as required by the Equality Act (2010).

3. Identification of Need

3.1 Upon Application to the School

Upon application, Parents are required to inform the school of any specific learning or educational needs that their daughter requires. This will include sending copies of relevant professional reports, such as an assessment by an Educational Psychologist or medical professional. It is important that full details are provided so that the school can assess whether or not it can implement any required arrangement for entrance exams.

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(Pupils identified as having Special Educational Needs within this school would not necessarily be placed on the SEN list in another school) ¶

To summarise, pupils at CLSG may require special educational provision if they: ¶
Have a specific and/or significant learning difficulty ¶
Present with social, emotional and/or mental health difficulties ¶
Have a physical disability

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Deleted: <#>be noted that it is the school's aim to cater for all the requirements of all pupils, including the most able at CLSG, by offering them challenging and rewarding work which will stretch all pupils allowing them to achieve at or above the level expected of them. ¶

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ADMISSIONS PROCESS (7+, 11+, 16+)

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Deleted: The school will admit pupils of high academic ability who have satisfied the school's entry requirements but who may have special educational needs. ¶

Whilst the school will pay due care to a pupil's requirements upon application, should a place be offered and accepted, any subsequent adjustments will be based upon evidence of need as it is presented within the context of the school and the pupil's learning at CLSG. Access arrangements awarded for entrance examinations do not automatically carry forward.

Following admission to the school, should any future needs become identified, the school will discuss how best to assess and meet these in conjunction with the pupil, parents, teaching staff and external agencies as appropriate.

For pupils with SEND who transition from the Preparatory Department to Senior School, the Learning Support Department will liaise with the Head of Prep regarding transition planning and transition meetings with each pupil and her parents.

3.2 Baseline Assessment

Whole year screening takes place in the first term of Year 7 or upon entry for midyear admissions, and measures ability in spelling, reading and comprehension skills. Such assessments form part of the school's monitoring and tracking of pupils' progress, and help the school identify potential needs in order to further support pupils. There is no additional preparation work to be done for these assessments.

3.3 Gathering Information

The school recognises that potential underlying difficulties might only emerge as a pupil progresses through the school. Teachers can raise SEND concerns about a pupil's learning via the school's internal "SEND Concern" referral system. In addition, the Learning Support Department holds regular monitoring meetings with Heads of Year to review pupils' progress. Pupils can also make self-referrals and parents can raise concerns directly to the department or via their daughter's Head of Year.

4. Objectives for CLSG in relation to SEND

When a pupil has been identified as having SEND the school will endeavour to:

- 4.1 Ensure full entitlement and access for pupils with SEND to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2 Identify those pupils who have difficulties with learning which are significantly greater than the majority of pupils within the same age group and academic ability.

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Deleted: 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. ¶

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Deleted: Entry to the Preparatory School at 7+¶

¶ During the admission process for the Preparatory School (Prep), arrangements can be put into place for those girls who may require additional support. Any requirement should be discussed with the admissions officer at the time of final registration. ¶

¶ The school's Prep Department has established a regular programme of objective tests designed to detect early signs of possible learning difficulties which we would highlight to parents during an offer process.¶

¶ Entry to Senior School 11+/16+ ¶

¶ Exam access arrangements, for example, extra time or use of a laptop, will be awarded to candidates during the exam/admissions process if they provide CLSG with appropriate professional advice.¶ [1]

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¶ who are otherwise of high academic ability, ... [3]

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4.3 Supply information to the pupil and her parents outlining the support required and to take into consideration the views and feelings of the pupil and her parents.

4.4 Meet the needs of pupils with SEND with appropriate provision and resources. Where possible, this will be completed within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside of school.

4.5 Advise and liaise with staff and parents on the identification of SEND and provide strategies for in-class support. Where necessary, the SENDCo responsible might recommend either an external or internal Educational Assessment.

CLSG is committed to the ongoing development of its Learning Support Department to better support the needs of pupils with SEND. The SENDCo holds a nationally recognised SENDCo qualification and specialist teaching qualification (AMDBA). In addition, the school has one full time Learning Support Teacher and one part-time Specialist Assessor/SEND Teacher.

The school has a designated governor for SEND.

5. Responsibility for Pupils at CLSG with SEND

5.1 All teachers at CLSG are responsible and accountable for the progress and development of all pupils in their classes. High quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEND.

5.2 CLSG will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support pupils with SEND.

5.3 Class and subject teachers, supported by Heads of Departments and/or Heads of Year carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:

5.3.1 is significantly below that of their peers starting from the same baseline

5.3.2 fails to match or better the pupil's's previous rate of progress

5.3.3 fails to close the attainment gap between the pupil and their peers (in line with her ability).

6. In School Support for SEND

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Deleted: In addition, the school now has one full time SEND teacher with many years' experience in SEND and one part-time SEND teacher and specialist assessor. CLSG is committed to the ongoing training and development of its SEND Department and a range of CPD, both internal and external, is planned.

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RESPONSIBILITY FOR PUPILS AT CLSG WITH SEND

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IDENTIFICATION

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When a pupil has been identified with SEND the following four areas of need will be considered:

Communication and Interaction:
This includes pupils who are on the autistic spectrum, and/or pupils with speech, language and communication needs (SLCN).

Cognition and Learning:
This includes pupils with specific learning difficulties (SpLD), which incorporates a range of conditions, for example, dyslexia and dyspraxia. Other difficulties such Attention Deficit Hyperactivity Disorder (ADHD) can come under this area.

Deleted: Social, Emotional and Mental Health Difficulties:
This may include pupils who have a wide range of social and emotional and or mental health difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.

Sensory and/or Physical Needs:
This includes pupils with a physical disability (e.g. vision impairment VI, hearing impairment HI). Those pupils may need additional on-going support and equipment to access the curriculum.

Deleted: Please note it is very possible that a pupil might fall into one of more of the categories listed above. This is known as 'comorbidity'

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When a pupil has been identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. As per the SEND Code of Practice, the school adopts a graduated response to identification and support of pupils with SEND.

The school aims to:

- liaise closely with the pupil, her parents and staff to identify needs accurately and effectively and provide appropriate support
- adopt a pupil central approach to its provision and support
- liaise with outside agencies, as appropriate, to further support pupils as required.
- provide specialist in-house cognitive assessments as and when appropriate in consultation with a pupil, her parents/guardians and teaching staff
- liaise with pastoral staff to support the social and emotional well-being of pupils with specific needs or learning difficulties
- collaborate with subject teachers to ensure the needs of pupils with SEND are met
- monitor and review the progress of pupils in line with the school's tracking and reporting procedures
- support students to:
 - to develop effective learning habits, including study and revision skills
 - to further support and develop reading and writing skills
 - to develop problem solving strategies
- specialist specific learning difficulties (dyslexia) teaching, as and where appropriate
- provide staff with relevant and accurate descriptions of pupils' needs and teaching strategies to support their learning
- provide ongoing CPD for staff

6.2 Learning Support List and Monitoring List

The school's Learning Support List provides teaching staff with an up-to-date record of pupils in the school who have identified SEND. It details their areas of need and provides advice on appropriate teaching strategies.

The Learning Support Department also keeps a record of pupils who may have received support or intervention from the department but who do not meet the criteria for the Learning Support List. This list may also include students with SEND who responded well to intervention and as a result their needs are no longer a significant barrier to their learning. The progress of these students may be monitored for a period of time before being completely removed from tracking lists.

As the school adopts a graduated response and "plan, do, review" approach to its work, these lists are reviewed and updated regularly.

6.3 Personalised Learning Plans

A Personal Learning Plan (PLP) may be prepared in collaboration with the key stakeholders depending on the pupil's level of need. A PLP will reflect a pupil's strengths and areas of need and

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provide specific teaching strategies to meet the particular needs of the pupil. PLPs should be regularly reviewed and updated, in line with guidance from the Code of Practice.

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6.4 External Specialist Reports

In some cases, an external Educational Psychologist (EP) or other professional may be required to assess a pupil. The school may advise parents/guardians of the benefits of such support and the benefits of the school liaising closely with such professionals. Parents/guardians should share professional reports with the school in order to establish and agree support in school.

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It is the responsibility of the Head of Year, and/or SENCO to liaise with external.¶

Please note that when parents/guardians are advised to seek assessment by an outside professional, or engage a Specialist Teacher to assist their daughter beyond the scope of the extra help available from the school, any charges arising will be borne by the parents/guardians and not by the school. For bursary funded pupils who require an external assessment, CLSG may be able to offer financial assistance.

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SEN support is revised and refined with a growing understanding of the girls' needs as they progress through the school. This is known as the graduated approach as illustrated in the diagram below.¶
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ADDITIONAL

Please refer to the Access Arrangements section for further information on the use of specialist teacher/EP reports for access arrangements.

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7. Educational, Health and Care Plans (EHC Plans)

For a prospective pupil with an EHC Plan, the school will consult the pupil's parents/guardians and, where appropriate, her current school and Local Authority to ensure that the provision can be delivered by the School.

If it is decided that further intervention is required which is additional to or different from the differentiated curriculum on offer, then the SENCO, in conjunction with key staff and parent(s)/guardian(s) should consider all the relevant information and after a clear analysis agree actions and support for the pupil. Such advice should draw on thoughts and recommendations from all staff who teach the pupil and address the thoughts and experience of the girl's parent(s)/guardian(s) and the pupil's own views. To help inform this process further, a basic educational assessment may be carried out by the SENCO after agreement with the parents.¶
... [6]

As per the Children and Families Act (2014), it is the legal responsibility of the pupil's Local Authority to arrange the provision specified in a Plan.

Deleted: One-to-one specialist teaching will be provided for pupils who require it but this provision is not necessarily weekly.¶

8. Role of the Head of Learning Support/SENDCo

The Head of Learning Support/SENDCo has overall responsibility for SEND provision across the entire school and has the following key responsibilities:

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8.1 Overseeing the day-to-day operation of the school's SEND policy.

8.2 Co-ordinating provision for pupils with SEND

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8.3 Liaising with all the relevant staff who teach/support pupils with SEND

8.4 Advise on the graduated approach to provide a pupil with SEND

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8.5 Management of the SEND budget

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8.6 Liaising with parents of pupil's with SEND.

8.7 Liaising with internal professionals, such as the School Counsellor and School Nurse, as appropriate to support the needs of pupils

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8.8 Liaising with external professionals, including educational psychologists, medical professionals and professionals from other schools and/or institutes of education to support the needs of pupils as appropriate.

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8.9 To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

8.10 To provide support and training for staff to ensure they have the ability to identify SEND and adapt their teaching if necessary to provide differentiated quality first teaching.

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8.11 To attend regular training and INSET sessions relevant to the role

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8.12 To regularly meet with the school Pastoral Team, comprising of Heads of Section, School Counsellors and Deputy Head Pastoral.

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9. Medical Conditions

The school's Pastoral Team, including the school nurse, is involved in the care of girls with any serious medical conditions. Please refer to the 'Medical Conditions, Medicines and Infection Controls Policy' for further information.

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Deleted: For pupils who have received support to remove barriers to learning and no longer display any of the concerns listed previously, they may be monitored to ensure they continue to make appropriate progress. If after an appropriate period of time, no additional concerns have been voiced by a class or subject teacher and they continue to make progress in-line with their expectations, they will be removed from the monitor list. ¶

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10. Mental Health

The school has specific legal responsibilities towards pupils whose mental condition falls within the definition of disability under the law. This requires us to ensure that pupils with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Pupil Mental Health' for further information.

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11. Resources and Diagnostic Testing

The Learning Support Department has a range of resources to develop the skills of pupils and it is the role of the SENDCo to keep informed of any new resources that will be beneficial to the school.

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The department is well-equipped with diagnostic tests which enables its specialist teachers to carry out a battery of educational assessments in school. For further, more specialist advice,

parents/guardians may be asked to take their daughter to a recommended professional, for example, an Educational Psychologist for assessment.

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12. Exam Access Arrangements

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).

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The regulations are designed to ensure no candidate is placed at a substantial disadvantage in comparison to her peers as a result of a specific need or learning difficulty 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.

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The school SENDCo is authorised to apply for access arrangements for girls with SEND and/or disabilities for whom access arrangements and/or reasonable adjustments are required and for whom a history of need can be evidence. Examples of access arrangements include extra time, rest breaks, use of a PC for both internal and external examinations. Evidence must meet the guidelines and set out by the JCQ (Joint Council for Qualifications) and is the pupil's 'normal way of working'.

In order to justify the requirements for a specific access arrangement, evidence has to be presented to demonstrate a history of need and how a candidate would be at a substantial disadvantage in comparison to someone who is not disabled if the arrangement were not in place.

For medical needs, a recent covering note from a recognised medical practitioner will be required.

As an Examinations Centre, the school is required to ensure that any adjustments are based upon evidence of need. Permitting access arrangements which are not supported by appropriate evidence constitutes malpractice by the Centre and could, ultimately, lead to the recall of certificates.

Once a girl has been given access arrangements it does not automatically qualify her for access arrangements and/or reasonable adjustments the subsequent year and she may need to be tested accordingly.

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.

If necessary further diagnostic testing might be required by an outside professional to establish whether a need for access arrangements exists. In such circumstances, the cost of a further referral is the responsibility of the parent(s)/guardian(s). CLSG may however, contribute to the cost for an external assessment for bursary pupils.

Equally, external assessments commissioned by parents may not be used as evidence for access arrangements by the school unless there is an established working relationship between the external assessor and the school. Prior to assessment, the school should have provided background information to the external professional such that the school and the assessor are working together to ensure a joined up and consistent approach.

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EXAM ACCESS ARRANGEMENTS

It is important to recognise that Access Arrangements awarded at previous schools are not automatically carried forward and do not guarantee eligibility for exam Access Arrangements at CSLG. All pupils who arrive with external reports must be made aware that the school will, in most cases, re-assess irrespective of previous recommendations.

If a pupil's performance within the school suggests that they may require specific access arrangements to be made for public examinations, the views of the pupil, her parents/guardians and subject teachers as well as evidence of performance within the school will be collated in order to demonstrate a clear picture of need. With permission, one of the school's qualified assessors will carry out an assessment using a range of nationally standardised tests from those approved by the

JCQ. Subject to pupil and parental agreement, the reports of external professionals who have liaised closely with the school to identify a pupil's needs may also be used when making an application. Only with the appropriate evidence can an application be made for specific access arrangements. Parents will be provided with assessment results and, if necessary, an application for a specific access arrangement will be made.

Where Access Arrangements are required as a result of a long term medical condition, the professional diagnosis should ensure 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 needs presenting a persistent and significant barrier to learning.

Pupils with exam Access Arrangements are awarded such arrangements as their standard way of working in school (classwork and internal assessments and tests) as well as in public examinations.

The use of a word processor is one type of Access Arrangement. Please refer to Appendix A, the school's Word Processing Policy, for further information on the use of word processors at CLSG.

Final decisions about examination concessions for internal and public examinations rest entirely with the school in its capacity as an examination centre.

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13. Evaluation of SEND Provision

13.1 The school's SENDCo liaises regularly with the Deputy Head Academic, Head of Senior School, Head of Lower School, Head of the Preparatory Department, Heads of Year, School Nurse and Exams Officer.

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EVALUATION OF SEND PROVISION ¶

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13.2 The school's SEND Policy and Developmental plan are updated regularly and adjustments made as appropriate and when necessary.

13.3 Annual lesson observations of teachers should include recognition and evaluation of SEND provision.

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13.4 It is the aim that additional SEND support provided is monitored, adjusted and reviewed with pupils, parents/guardians, and relevant staff.

13.5 Currently SEND support is measured in the following ways:

- Subject assessments
- Internal and external examinations
- End of term reports
- Parents' Evenings
- Personal Learning Plans
- Diagnostic testing

- Book looks
- Learning Walks
- School leavers destinations

14. Planning the Transition into Post 16, Universities, Training and the Workplace

14.1 Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.

14.2 The SENDCo will liaise with the Head of Sixth Form, Head of Senior School and Head of Careers before the pupil approaches the transition point. Similarly the SENDCo will support pupil and parents liaise with relevant educational providers or employers to ensure that relevant information about previous SEND provision is shared appropriately.

14.3 The pupil's Local Authority will be able to offer advice on the financial support available to pupils in higher education and how to claim it, including the Disabled Students Allowance (DSA).

14.4 DSAs are available to help pupils in higher education with the extra costs they may incur on their course because of a disability. Applications for DSA can be made to Student Finance application services. This varies from year to year, but generally at least six months before the start of the academic year in which the young person is expecting to take up a place.

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 PLANNING THE TRANSITION INTO POST 16, UNIVERSITIES, TRAINING AND THE WORKPLACE

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15. Arrangements for Dealing with Complaints

15.1 Any serious complaints relating to SEND provision will be dealt with using the school's Complaints Procedure.

15.2 Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENDCo, staff, parents and pupils, as appropriate.

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 ARRANGEMENTS FOR DEALING WITH COMPLAINTS

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16. City of London Local Offer

For information on the City of London's Local Offer please click here.

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Deleted: Revised: June 2017
 Approved by Board of Governors: June 2017
 To be reviewed by: June 2020

Deleted: Appendix A: Word Processing Policy

1. CONTEXT

The Joint Council for Qualifications (JCQ) strongly recommends that a centre has a policy on the use of word processors which it can articulate to parents/carers. Schools must produce a statement for inspection purposes, which details the criteria the centre uses to award and allocate word processors for examinations.

2. DEFINITION OF 'WORD PROCESSOR'

The term 'word processor' is used to describe the use of an IT device that can process text. For example, the use of a laptop, desktop computer or tablet.

3. WORD PROCESSORS IN LESSONS

The school recognises the important use of IT in the classroom and all students from Year 7 – Year 11 are provided with an iPad to support their learning. At Sixth Form, pupils are permitted to bring their own device to school. However, across the school, handwriting is the normal method of recording information for the majority of pupils, although there will be occasions that teachers permit pupils to use IT to produce classwork/homework.

The Head of Learning Support may permit some pupils, depending on their difficulty or need, to word process large quantities of written homework or use a word processor as their standard way of working in lessons.

In Upper School and Sixth Form, it is more common for teachers permit students to word process work in line with their department policy. This does not, however, mean that the use of a word processor is permitted to be used for internal or public examinations for this subject.

4. WORD PROCESSORS IN SCHOOL BASED/PUBLIC EXAMINATIONS

At CLSG, the use of a word processor in examinations is only offered as an Access Arrangement to remove a disadvantage caused by a significant difficulty or disability. Moreover, it must be evidence that the pupil is proficient in the use of a word processor and that it her standard way of working in lessons.

Permission to use a word processor for examinations is not merely granted because a pupil would prefer to type rather than write her write in examinations, can work faster on a keyboard or uses a laptop at home. Handwriting is an important skill that the school encourages all pupils to continue to focus on and develop. The principle is that the use of a word processor must reflect the pupil's normal way of working at school.

Although not an exhaustive list, pupils with the below needs/difficulties may benefit from the use of a word processor in lessons and examinations:

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

Pupils, teachers and parents can contact the Learning Support Department directly if they wish a pupil to be considered to use a word processor in examinations. The pupil's needs will be investigated and supporting evidence will be required. Examples of evidence include a specialist teacher's assessment, a medical letter, and teachers' comments. Where need is identified but further evidence is required, the school may recommend that one of its specialist assessors carry out an assessment of need to support a pupil's request.

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