

Royal Russell School SEND and Inclusion Policy

CONTEXT

Royal Russell is an inclusive, independent co-educational school for pupils aged 3 to 18. This SEND and Inclusion Policy applies to all pupils of Royal Russell School including those in the Early Years. This policy has been developed in conjunction with the staff from Royal Russell Junior & Senior School.

LEGAL FRAMEWORK

This SEND and Inclusion policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

Our approach to SEND and Inclusion is guided by statutory requirements, including:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#),
- [Keeping Children Safe in Education](#)
- [Working together to improve school attendance](#).
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

DEFINITION OF SEND

Royal Russell considers a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- Significant greater difficulty in learning than the majority of children of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Needs can be categorised in the four key areas, as detailed in the SEND Code of Practice 2015:

- **Communication and interaction** (autism and language disorders)
- **Cognition and learning** (dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, emotional and mental health needs** (ADHD, ADD, attachment disorders, emotional difficulties, mental health need)
- **Sensory and/or physical needs** (hearing or vision impaired) Some pupils may have difficulties in more than one of these four categories.

At Royal Russell we strive to:

- Work closely with parents and pupils to ensure that we consider the pupil's own views and aspirations and the families' experience of and hopes for their child. Invite families to be involved at every stage of planning and reviewing of the SEN provision for their child.
- Ensure that pupils benefit from 'Highly Effective Teaching': this means that teachers assess, plan and teach all pupils at the level that allows them to make progress with their learning. In addition, we implement focused interventions to target particular skills.
- Have high expectations of all our pupils.
- Please note that a pupil will not be regarded as having a learning difficulty solely because their home language is different from that in which they are taught. We may recommend that some pupils, whose first language at home is not English, receive support in English as an additional language (EAL).

OBJECTIVES

These objectives are stated in conjunction with the aims and objectives of the school and with due regard to:

- Help every pupil realise his or her potential and optimise their self-esteem by ensuring that all pupils, whether they have SEND, have access to a broad, inclusive, and relevant curriculum which is differentiated to meet their individual needs.
- Ensure early identification, assessment and provision for any pupil who may have special educational needs and/or disabilities (SEND)
- Maintain relevant pupil records detailing their individual needs, the interventions put in place and progress made.
- Enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs.
- Make relevant information available to staff in support of their curriculum planning regarding pupils' learning difficulties and disabilities.
- Provide regular INSET to staff in school in specific aspects of meeting the needs of pupils with SEND.
- Encourage the whole school community to demonstrate a positive attitude towards SEND.
- Develop an effective parent partnership and implement a joint learning approach at home and at school.
- Sustain strong links with relevant schools, organisations and outside agencies.
- Develop strong links with the school's governing body and so involve them in the development and monitoring of the SEND provision in the school.

ROLES and RESPONSIBILITIES

The Headmaster has responsibility for:

- The day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the Governing Body fully informed on Special Educational Needs issues. The Headmaster and Headmaster of the Junior School, will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENCo has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating and deploying staff to deliver appropriate provision for SEND pupils and reporting on progress

- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Monitoring relevant SEND CPD for all staff
- Managing the SEND team
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date on Provision Map
- Liaising with parents /carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies
- Liaising with other schools, educational psychologists, health and social care professionals
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high-quality inclusive SEND provision as an integral part of the school improvement plan
- Working with the Headmaster and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the school's SEND policy and understanding the procedures for identifying, assessing and making provision for pupils with special educational needs
- Accessing Provision Map to ensure that they remain fully informed of pupils' identified additional needs, support, strategies, and outcomes.
- Providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered
- Responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SEND team to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Following Junior School procedures for highlighting pupil concerns at Learning Success Review meetings or by completing Record of Concerns (ROCS), Individual Plans (IPs), whilst liaising with parents as necessary.
- Following Senior School procedures for highlighting pupil concerns at Pupil Briefing Sessions & reviewing Learning Passports when asked to by the Learning Enrichment team.

ADMISSIONS

We are firmly committed to inclusivity, irrespective of their special educational needs or disability, we consider all pupils for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND needs are suited to the curriculum are welcome, if we have the appropriate resources and facilities to provide them with the support that they require.

As part of the admissions process:

- Parents must disclose to the school any known or suspected circumstances relating to their pupil's health, development, allergies, and disabilities and learning difficulties. The School reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances.
- Admission is based on the results of taster days and information that outline the pupil's academic and social needs, but all pupils with SEND will be given reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ).

IDENTIFICATION

The SENCo will liaise with a pupil's last school where pupils have previously been identified as having SEND. During their first term at Royal Russell, pupils with or without identified SEND are monitored by their Head of Year, Phase Leaders, Subject / Class Teachers and the SEND Team to identify need and appropriateness of provision.

Early identification of a pupil's special educational need is considered essential if progress is to be maintained or enhanced. It is important parents alert staff to any concerns as pupils can mask difficulties in many ways. The school will continue to monitor pupil progress in order to identify any SEND, which has not been recognised by the previous school or may have developed since joining Royal Russell.

Staff report any observations regarding pupils and their ability to learn to the pupil's Class/House Tutor, Phase Leader, Head of Year and the SENCo.

The SENCo may complete assessments to ascertain a difficulty. Results will be shared with parents and a plan for support discussed thereafter. Concerns expressed by parents will be acknowledged by the Class / Form Teacher, Phase Leader, Head of Year or SENCo.

The SENCo will then decide whether an assessment is required. Results from any assessment will be shared with parents, Head of Year and Form Tutor / Class Teacher. Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a pupil. Pupils who have been identified as having a Special Educational Need or / and Disability will be added to the Senior or Junior School's SEND register. The SEND register is stored confidentially, and all staff have secure access to it.

Classification of SEND support differs from Junior to Senior School to reflect the different stages of the pupils' learning journey and needs.

Junior School classification:

Whole School Monitoring – Class teachers have identified and monitored a need which has not been diagnosed by a specialist. They are supported in class by their class teacher / subject teacher through differentiation as required and will access a Booster group as appropriate.

SEND & Pastoral 1: Pupils have an identified need, which has been diagnosed by a specialist and requires reasonable adjustments in class. This could be in the form of a booster group or Nurture group. The pupil will have a Pupil Passport on Provision Map. Staff may seek additional advice from the Learning Enrichment department, SENCo or Deputy Head Pastoral or Academic in the Junior School.

SEND & Pastoral 2: Pupils have an identified need, which may or may not have been diagnosed by a specialist, that requires different provision that is normally available to pupils of the same age. They are supported by the Learning Enrichment Department, SENCo in the Junior School. They will be on Provision Map and will have a pupil profile document (IP) in the Junior School.

SEND & Pastoral 3: Pupils have an identified need and a pupil profile document (IP). They will be on Provision Map and have a pupil profile document (IP). There is specialist involvement and/or an Education, Health and Care Plan (EHCP).

Senior School Classification

WHOLE SCHOOL MONITORING (WSM)

Pupils have an identified need which may or may not have been diagnosed by a specialist. They are supported in class by their subject teachers through differentiation as required. Each pupil will have a pupil passport/Individual Learning Plan (ILP) on Provision Map and may have access to booster groups if required. It is expected that the majority of pupils will be able to access the curriculum with this level of support outlining access arrangements and reasonable adjustment strategies.

Whole School Monitoring with Learning Enrichment Intervention (WSM & LE)

Pupils have an identified need which may or may not have been diagnosed by a specialist. They are supported in class by their subject teachers through differentiation as required. Each pupil will have a pupil passport/Individual Learning Plan (ILP) on Provision Map and receive additional intervention with the SENCo or specialist teacher of Learning Enrichment during timetabled English lessons.

Educational Health Care Plan (EHCP)

Pupils with an EHCP will have a pupil passport and an extended Individual Learning Plan (ILP) on Provision Map, bespoke curriculum modifications where required, facilitation of external specialist intervention if required and direct SENCo support timetabled weekly.

PROVISION

All teaching staff are teachers of special educational needs and through curriculum planning they aim to meet the learning needs of all pupils with Highly Effective Teaching. Teachers and support staff are aware of their responsibilities towards pupils with SEND a following procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four-part cycle of Assess, Plan, Do, Review. If a pupil continues to make less than expected progress, the SENCo may assess the pupil. The outcomes of this assessment will dictate the nature of further support, which may include:

- Further adaptation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

SOCIAL, EMOTIONAL & MENTAL HEALTH

Emotional literacy is a crucial part of pupil development and well-being, and all aspects of this are considered. If a pupil shows unusual patterns of behaviour, the class teacher / form tutor will assess the pupil's needs, considering family circumstances and the pupil's known history of experiences. If the pupil's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and pupil through that process.

If parents and school are concerned that the pupil may have mental health needs, we will encourage parents to make GP appointment. The outcome of this is likely to be that either the GP or the school will make a referral to CAMHS (Child and Adolescent Mental Health Services).

ACCESS ARRANGEMENTS

An Access Arrangement may be required for pupils whose Special Educational Needs or Disability are such that their performance may be impaired in assessment situations and that reasonable adjustments made do not go far enough by themselves to remove barriers to learning. Access arrangements must reflect a pupil's usual method of working and not only be exercised under assessment conditions. Examples of the type of Access Arrangement that can be granted are:

- Rest or movement breaks
- Use of a computer reader or e reader pen
- Specially adapted papers (enlarged script / Braille)
- Laptop / Word Processor due to slow and/or illegible handwriting. The school has a separate word processing policy which follows JCQ guidelines for eligibility and approval criteria. Word processing cannot be granted to a candidate because he /she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home
- Coloured paper/overlay/tinted glasses diagnosed by an optometrist's report

According to the regulations set out by the Joint Council for Qualifications (JCQ) the criteria for extra time, most usually 25%, are that the pupils must have at least two below average standardised scores of 84 or less or one below average score and one low average score in two different areas of working which relates to an assessment of:

- Speed of reading / fluency
- Speed of writing
- Cognitive processing measures, which have a substantial, and long-term adverse effect on speed of working (working memory or phonological processing)

Additional time can only be granted for external examinations if there are eligible testing scores, and the pupils' needs meet the criteria set by the JCQ and there is a picture of need that has been investigated and collected from the pupils' teachers.

A specialist report recommending access arrangements including additional time may be used as supplementary evidence and/or help initiate investigation but does not in and of itself grant access arrangements to that pupil by right.

A learning need does not automatically convey an additional access arrangement, and evidence must be submitted to prove that the SEND challenge would disadvantage the pupil's ability to access the curriculum and demonstrate their ability while being assessed.

Where evidence suggests that an access arrangement would be unjustified, the School reserves the right not to submit a request. The exam boards have strict criteria to adhere to when requesting Access Arrangements and evidence and recommendations must be provided by specific professionals holding qualifications to do so for example: Educational Psychologists, Occupational Therapists, Specialist Teachers holding qualifications recognised by JCQ whom MUST seek advice from the school to complete any assessment.

The SENCo/Access Assessor coordinates the access arrangements procedure. Pupils who have had internal access arrangements in place will be tested to ascertain if they continue to meet the criteria stipulated by the JCQ and are eligible for external access arrangements in public examinations. The school must collate ongoing evidence of need to complement any assessment.

The SENCo liaises with the Exam Officer to ensure that the pupils with externally authorised access arrangements have suitable provision in public exams. Teachers access the lists of pupils

with either internal or external access arrangements to ensure all assessments facilitate the correct access arrangements.

Teachers may refer pupils to the SENCo/Access Assessor for assessment for access arrangements using the referral and recommendation for access arrangements proforma. Testing for access arrangements is conducted by the school's qualified access assessor and applications are made direct to JCQ. There is a February deadline for applications to be made in each public exam year for public exams to be sat that summer.

It is considered highly unusual that a pupil in an exam year without previous access arrangements would suddenly have that need as it would be expected to have been identified earlier in the pupil's academic journey. It is therefore important that teachers, pupils and parents highlight difficulties early on to enable Royal Russell School to follow the correct protocol.

Access arrangements are monitored throughout the pupil's academic journey and adjustments and modifications made to reflect ongoing and developing needs.

Pupils may also discontinue with or have access arrangements removed if it is found that a pupil does not require/use them as their usual method of working.

It is also the case that criteria for eligibility for access arrangements changes over time and that a pupil who was previously granted access arrangements under earlier criteria is no longer eligible for that access arrangement when a renewal application is sought.

ACCESS TO EXTRA CURRICULAR ACTIVITIES

Royal Russell ensures that every pupil can access all activities and trips. Where reasonable adaptations can be made the school will make these. Our primary concern is always for the safety and well-being of all pupils and where it may be considered not safe for a pupil to take part in a specific activity this will be discussed with the pupil's parents.

TRANSITION ARRANGEMENTS

During the summer term the Junior School arrange a comprehensive transition programme, which includes visits for the pupils at different times of the school day. Pupils entering our school from other settings throughout the year are given a tour of the school prior to starting, experience a taster day where they are introduced to key staff as well as parents being provided with literature to help them become familiar with the ethos, values and routines of Royal Russell. Pupils from Year 1 upwards are assigned a 'buddy' who will familiarise the new pupil with routines and places within the school.

On transition to the Senior School, curriculum activities are planned to prepare pupils for the impact that change may have. Some pupils with SEND or attachment needs may require additional transition visits, either in small groups or individually or further resources to support the transition such as photographs of key staff and places, letters from the teacher, transition items such as a soft toy. Additional transition arrangements may be made e.g., extra visits, travel training etc.

PARTNERSHIP WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. The SENCo, other pastoral staff and class teachers are always happy to discuss any parental concerns. It is vital that any specialist assessments are shared with the SEND team. Initial enquiries about an individual pupil's progress should be addressed to the tutor, (Senior School) class teacher (Junior School). Other enquiries can be addressed to Ms Cheryl Parry – Junior School SENCo or Ms Kate Tanswell – Senior School SENCo.

PROFESSIONAL DEVELOPMENT

The Junior School SENCo is a member of the South Croydon Schools SENCo forum and meets quarterly in the area cluster to share knowledge, expertise and good practice. The Junior School SENCo regularly networks and visits other independent schools to discuss strategies and develop current knowledge of SEND.

The Senior School SENCo liaises and meets regularly with other SENCos within the Trinity Group. There is active membership to NASEN and both SENCos continually keep up to date with recent educational developments through CPD. Royal Russell staff develop their knowledge of SEND through SENCo led training and INSET opportunities throughout the academic year.

COMPLAINTS

Royal Russell School has long prided itself on the quality of the teaching and pastoral care provided to all its pupils. If parents have a complaint this should be directed in the first instance to the Class Teacher / Form Tutor or SENCo who will treat the complaint in accordance with the school's Complaints Procedure, which is available on the school's website.

EVALUATION OF SEND AND INCLUSION POLICY

The Junior and Senior School SENCos review information on the implementation of this policy, and any changes to it. We have identified the following success criteria to evaluate effectiveness of the policy:

- The SENCo has termly meetings with the Deputy Head and Headmaster sharing pupil tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND register is updated on an ongoing basis as pupils needs' are identified or change.
- Learning Plans in the Junior School on Provision Maps are updated & reviewed twice yearly in collaboration with parents.
- Pupil Passports in the Junior School on Provision Map are updated annually in consultation with pupils, staff and parents.
- The register is up to date and easily accessible.
- All concerns are followed up quickly
- Parents are informed about all expressions of concerns
- All pupils will have their progress reviewed regularly
- All pupils are aware of their targets and what helps their learning
- All teachers and support staff are aware of the pupil's strengths and areas of difficulty.
- All teachers and support staff are aware of procedures
- There is evidence of individual pupil progress over time
- Resources are effectively used
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities

REVIEW

This policy will be reviewed annually and updated where necessary. The review will consider the effectiveness of identification and the efficiency of record keeping, resources and provision for pupils with SEND.

Reviewed	CJH, SLT & SENCOs	September 2025
Reviewed and Approved	EWC	October 2025
Reviewed and Approved	Board	December 2025
Next Review		September 2026

Appendix 1

Junior School Protocol for accessing Learning Enrichment & SEND information

When staff need to access the Learning Enrichment Department or find information about a pupil's SEND, they will be supported by the Head of Learning Enrichment. Staff may need to obtain information or support pastorally in their role as an academic subject teacher. As part of Quality First Inclusive Teaching, every teacher is considered a teacher of SEND.

Learning Enrichment Department staff:

Ms Cheryl Parry (SENCo) cparry@royalrussell.co.uk

How to identify if a pupil has SEND and an Individual Plan:

- At the start of each academic term the SENCo will have updated the SEND register and Provision Map
- Individual Plans (IPs) and Pupil Passports are found on Provision Map.
- If a teacher has a concern that a pupil has a developing picture of need, they should complete a Record of Concern referral form.
- If a parent contacts a member of staff with a query pertaining to their child having a possible SEND the member of staff should inform the Head of Learning Enrichment who will then carry out any further discussion with parents.
- As part of a SEND investigation teachers can expect to be contacted by the Head of Learning Enrichment to ask for feedback and information about a particular pupil's progress and attainment in their subject. This is an invaluable source of information, and a response is expected from each relevant teacher.

Monitoring information:

- Pupils are regularly monitored throughout the academic year. Termly Learning Success Review meetings provide an overview of attainment and progress in every class and highlights target areas to support for individuals.
- A SEND provision map of whole school interventions is monitored for impact termly by the head of the department.
- During the Admissions process, the SENCo may meet with external pupils and assess need.
- Low scores and or previous SEND involvement may mean a particular pupil is on the Whole School Monitoring (WSM) list for a term, joins a booster group or receives specialist intervention from the Head of Learning Enrichment.
- A profile of low scores across several terms may lead to external advice being recommended or parental permission being sought for an internal screening. External reports and results from internal screening will be shared between parents and the SENCo

Access Arrangements:

- Having a SEND does not always mean that access arrangements are required. The JCQ require a file of evidence that shows a picture of need, a medical letter, a professional diagnosis of difficulty e.g., 25 % extra time, word processor, computer reader or scribe.
- In the case of external exams, a score of 84 or below in standardised scores is mandatory.
- For certain SEND such as ADHD, physical disability etc medical diagnosis is required in order to apply for access arrangements based upon a medical need.
- Staff should liaise with the Learning Enrichment department if they believe access arrangements might need to be investigated.

Senior School Staff Protocol for Accessing Learning Enrichment and SEN information

When staff need to access the Learning Enrichment department or find information about a pupil's SEND, they will be supported by the SENCo and Access Arrangements Co-ordinator. Staff may need to obtain information or support either pastorally in their role as a House Tutor or as an academic subject teacher. In accordance with the principles behind Highly Effective Teaching, every teacher is considered a teacher of SEND.

Learning Enrichment Department staff:

Kate Tanswell (SENCo) ktanswell@royalrussell.co.uk

Alecia Hughes (Teacher of Learning Enrichment) ahughes@royalrussell.co.uk

How to discover if a pupil has SEND and a Pupil Passport/ Individual Learning Plan (ILP) on Provision Map and/or an Individual Welfare Plan (IWP):

At the start of each academic term the SENCo/Access Arrangements Co-ordinator will have updated the SEND register and internal/external access arrangements register and informed staff. These are located on SharePoint.

Individual Learning Plans (ILPs) are on Provision Map and staff familiarise themselves with the plans that affect pupils in their classes. Teachers expect to be consulted for their feedback on Passport/ILP strategies and their efficacy during the review process connected with the Graduated Approach.

Individual Welfare Plans (IWPs) are also to be found on SharePoint and staff should familiarise themselves with the plans that affect pupils in their classes.

New SEND inquiries:

If a teacher has a concern that a pupil has a developing picture of need, they complete a referral form – to be found on SharePoint: "Recommendation for access arrangements" This must be submitted with class-based evidence such as incomplete work/assessments/handwriting etc for further investigation.

If a parent contacts a member of staff with a query about their child having a possible SEND the member of staff should inform the SENCo who will then carry out any further discussion with parents.

As part of a SEND investigation, teachers can expect to be contacted by the SENCo to ask for feedback and information about a particular pupil's progress and attainment in their subject. This is an invaluable source of information and a response is expected from each relevant teacher.

Screening information:

Pupils are regularly screened by the SENCo and the Access Arrangements Assessor at specific points in the pupil's academic journey. All new pupils are screened on entry to Royal Russell in September, irrespective of year group. Y8 and Y9 are both screened again in the summer term of that year group. Staff can request information about their pupils' screening scores if they have concerns.

Low screening scores and or previous SENCo involvement may mean a particular pupil receives additional support from the Learning Enrichment Department team. Access to SEND specialist support can be facilitated by admittance onto the Curriculum Assistance Programme at KS4.

Access Arrangements:

Having a SEND does not always mean that access arrangements are required. The JCQ require a file of evidence that shows a picture of need, a medical letter, a professional diagnosis of difficulty.

In the case of external exams, candidates must meet the current criteria as stipulated by the JCQ. From June 2022 this stipulates that to qualify for extra time a candidate must have a documented history of need with 2 qualifying standardised scores in 2 different areas of speed of working. One score must indicate that the candidate is functioning in the bottom 16% nationally; the other score must show that the candidate is functioning in the bottom 23% nationally.

For certain SEND such as ADHD, physical disability etc medical diagnosis is required in order to apply for access arrangements based upon a medical need. The access arrangements for ADHD/ADD recommended by the JCQ are trialled supervised rest breaks and/or prompter. Staff liaise with the Learning Enrichment department if they believe access arrangements need to be investigated.