



AISL
HARROW
SCHOOLS
哈罗学校

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (HS23a)

APPLIES TO:	All staff (specifically those involved in external examinations)
AISL RESPONSIBILITY:	Chief Education Officer
LAST UPDATED:	28 July 2026
REVISIONS: (Reviewer to enter initials and date)	CE – 28 July 2026

- 1.1 AISL believes in an inclusive philosophy, removing barriers to learning for successful preparation for adulthood and the development of the Harrow values and leadership attributes.
- 1.2 High quality teaching needs to be differentiated and personalised to meet the individual needs of students. However, some students may need educational provisions that are additional to or different from mainstream provisions. The School will endeavour to ensure that such provision is made for students that need it.
- 1.3 Parents, teachers and students, when applicable, will be involved in decisions about the nature and scale of individual needs support.

2 ADMISSIONS

- 2.1 The Special Education Needs and Disability (SEND) Coordinator, equivalent or an appropriate leader or teacher, should be involved in the Admissions process in both the Lower and Upper School.
- 2.2 Where possible, the SEND Coordinator should attend Early Years and Year 1 interviews to screen students for possible needs outside the mainstream setting. For all other interviews, the SEND Coordinator may be invited to attend as necessary.
- 2.3 The Head of Admissions should meet the SEND Coordinator on a regular basis to review admissions files.
- 2.4 There are a number of guiding principles that influence admissions decisions:
 - a) All potential individual needs cases should be discussed with the Admissions Department before applying to the School. Prospective parents are required to disclose any history of a learning difficulty, language or socio-emotional difficulty as part of the application process. If appropriate, an assessment will be made by the School's SEND Coordinator to ensure specific needs can be met if offered a place.
 - b) In an AISL Harrow School, English is the only inclusive language of the School and applicants must be age-appropriately proficient in it in order to access the full range of the curriculum, and to be able to contribute positively to the School community. In LiDe and the HHKCS, a specific level of Chinese and English proficiency is required, which for English, is typically determined using GSE assessment. Admissions Policy (HS38) provides guidance on how English proficiency is to be determined.
 - c) Considerations of individual needs students will include the level of support needed in order to profit from the educational opportunities available at the School (with its emphasis on academic excellence, commitment to the extra-curricular programme and positive contribution to the School community), and the number of individual needs students in the current year group.

3 REFERRAL PROCEDURES

- 3.1 Some students may need educational provisions that cannot be accommodated by differentiation alone.
- 3.2 A teacher's first step is to speak with their immediate line manager (the Head of Department in the Upper School or the Year Leader in the Lower School) to ensure every possible strategy has been used with their students.
- 3.3 Once Heads of Departments, Year Leaders and teachers feel they need more guidance to promote a student's success in the classroom, they should make a referral for review by the relevant Year Leader or Head of House.
- 3.4 **Lower School**
 - a) The Class Teacher notifies the Year Leader of a need for a possible observation from the SEND Coordinator.
 - b) If the Year Leader agrees, the Year Leader asks the Class Teacher to fill in an Expression of Concern Form (EOC); or equivalent.
 - c) The SEND Coordinator discusses it with the Year Leader during weekly meetings and then schedules observations if both agree to move forward or classroom strategies are provided.
 - d) The SEND Coordinator observes and provides feedback to the Class Teacher, Year Leader and senior team.
 - e) The SEND Coordinator discusses with and guides Class Teachers and students.

Examples of options include:

- Monitor – revisit in 4 to 6 weeks
- Class Teacher Training – classroom strategies
- Teaching Assistant (TA) Training – classroom strategies
- In-class support by the TA or SEND Coordinator
- Small group pull out support by the TA or SEND Coordinator
- 1:1 support by the SEND Coordinator
- Referral to the School Psychologist or other specialist

- 3.5 **Upper School**
 - a) The Tutor, Subject Teacher or Head of Department notifies the Head of House of a concern through filling in an Expression of Concern Form (EOC).
 - b) The HoH may request and collect EOCs from the student's other Subject Teachers.
 - c) The HoH presents the EOCs to the SEND Coordinator to review.
 - d) The SEND Coordinator and the HOH discuss next steps to guide Subject Teachers and students.

HoH/IN recommendations could include:

- Monitor – revisit in 4 to 6 weeks
- Observation by SEND Coordinator, EAP Coordinator or School Psychologist
- Subject Teacher Training – classroom strategies

- Small group pull out support by the SEND Coordinator, EAP Coordinator or member of the academic department.
- Referral to the School Psychologist or other specialist.

3.6 It is important to note:

- a) When completing an EOC form, teachers should specify all strategies and differentiation techniques used in the classroom to meet the needs of the referred student.
- b) Once the student is registered as having an Individual Need, the student's progress is to be reviewed termly.
- c) No teacher may refer a student for an Educational Psychologist assessment or any other specialist, this must be done by the relevant pastoral lead or SENCo

4 TYPES OF SUPPORT AVAILABLE

4.1 The types of support available should include:

Lower School

- a) English as an Additional Language (EAL) or Chinese acquisition programmes
- b) Learning Support
 - Small group Literacy Support
 - Small group Maths Support
 - Dyslexia Intervention
 - Social Skills Training
 - Fine Motor Skills Training
- c) More able Programme
- d) Referral to the School Psychologist or other specialist

Upper School

- a) English as an Additional Language (EAL)
- b) Learning Support
 - Small group Literacy Support
 - Small group Maths Support
 - Dyslexia Intervention
 - Social Skills Training
- c) Gifted and Talented Programme
- d) Referral to the School Psychologist or other specialist

5 CRITERIA FOR ADMISSION TO IN PROGRAMMES AND RETURN TO MAINSTREAM PROVISION

- 5.1 All students are admitted to SEND Programmes and returned to mainstream provision through recommendations of SENDCo and senior pastoral leaders. Evidence is gathered through avenues such as teacher recommendation, specialist observation, academic performance indicators and informal or standardised assessment when appropriate.**

- 5.2 If standardised assessment is recommended, either the School Psychologist or the SEND Coordinator will attend a parent meeting with the Class Teacher in the Lower School or HOH in the Upper School to advise and support parents on their next steps. Educational Psychologist or specialist assessor reports will only be accepted from professionals, who meet the criteria outlined in the JCQ Guidelines (see *Appendix 1*). Reports must be in English (or Chinese for LiDe) and are valid for three years until students reach Year 10 (see Access Arrangements below). The Terms and Conditions of Harrow schools require that all Educational assessment data and reports be given to the School in order for it to implement appropriate learning strategies.
- 5.3 In the Lower School EAL Programme, the National Association for Language Development in the Curriculum (NALDIC) Formative Assessment Descriptors or Pearson GSE are to be used to admit students to SEND Programmes and return them to mainstream provision with guidance, as relevant, from the SEND Coordinator, EAP Coordinator and Class Teachers.
- 5.4 In the Upper School EAP Programme, students are admitted to the IN programme through review of coursework, Subject Teacher referral and EAP Coordinator assessment. Students are returned to mainstream provision at the end of Year 8 if they are operating at a B2 level according to the Common European Framework of Reference for Languages and there is an agreement amongst Subject Teachers and the EAP Coordinator that the student has sufficient language skills to be successful within the curriculum. Students are returned to mainstream provision at the end of Year 9 if they receive an A grade on the Cambridge First Certificate in English (FCE). Students who do not get an A grade at FCE, should stay on the EAP programme and continue for another 2 years in Years 10 and 11 until they have the English qualifications they need to apply to UCAS in Year 13. Decisions are made on a case-by-case basis.

6 REPORTING SYSTEM TO PARENTS

- 6.1 The SEND Coordinator will create an Individual Education Plan (IEP) for students who are enrolled in specialist support programmes and require specific and sustained intervention by the school and teachers. Individual Education Plans are typically created with parents and teachers in September and reviewed in December and June; but may also be developed as needed. Teachers and parents will play an on-going role throughout the IEP development and review process.
- 6.2 For students enrolled in specialist support programmes without an IEP, they will have a shorter-term support plan that is reviewed frequently and progress communicated with parents in scheduled half-term or termly meetings with the SEND Coordinator, HoH or phase leader.
- 6.3 In the Lower School, parents will receive comments regarding skill development in the EAP Programme through End of Term reports. Progress will also be discussed at Parent-Teacher Consultation events.
- 6.4 In the Upper School, small group support progress will also be recorded in End of Term reports. Progress could also be discussed with Subject Teachers during Parent-Teacher Consultation events as appropriate. EAP effort and attainment grades will be given in Mid-Term Grades and End of Term Reports.

- 6.5 The School Psychologist will feed back progress directly to the HoH and SEND Coordinator and parents based upon agreed timeframes in initial meetings.

7 ACCESS ARRANGEMENTS FOR PUBLIC EXAMINATIONS

- 7.1 The purpose of an access arrangement is to ensure that barriers to assessment are removed for a candidate with learning difficulties preventing him or her from being placed at a substantial disadvantage. The Academic Organisation Coordinator, or equivalent, must process applications for access arrangements in external examinations according to the appropriate Examination Board regulations.
- 7.2 Students with reports from an Educational Psychologist or a qualified specialist assessor will be considered for exam accommodations in the Upper School based upon guidelines imposed by the Joint Council for Qualifications (JCQ) in the United Kingdom. The existence of a report does not guarantee that a recommendation for arrangements will be made. The SEND Coordinator, and appropriate staff will consider each report on a case-by-case basis. The need for access arrangement will also be considered on a subject-by-subject basis as the method of assessment may vary in each specification.
- 7.3 Specialist reports for IGCSE and GCE assessment accommodations will be valid for a maximum of twenty-six months after arrangements have been applied for through JCQ. Reports must be in date during the period of formal examinations in order for students to receive recommended accommodations. The School's Academic Organisation Coordinator, or equivalent, will review all reports to see if a student's standardised scores meet JCQ guidelines for reasonable adjustments. Any adjustments will be based upon the evidence of need and normal way of working.
- 7.4 Arrangements cannot be suddenly granted to a candidate at the time of their examinations (except in the case of a temporary injury or impairment). As a consequence, it is essential that the SEND Coordinator receive a report written by the Educational Psychologist or specialist assessor as early as possible after the student joins the Upper School. Parents of a new student joining in Year 10 or Year 12 should provide a report in the Autumn Term and ideally as soon as an offer has been made, or access arrangement is unlikely to be put in place by the November assessment of the first year of study.

8 SCHOOL PLACEMENT

- 8.1 The School will do its best to promote and provide a successful learning environment for all its students in line with the School's philosophy of developing the leadership attributes outlined in the School's vision statement. However, if it is deemed that a student is unable to profit satisfactorily from the nature of the educational opportunities offered at Harrow, a student's place in the School may be reviewed.

APPENDIX 1: EDUCATIONAL PSYCHOLOGISTS AND SPECIALIST ASSESSORS

Appointment of specialist assessors of candidates with learning difficulties

The Head of Centre is responsible for the quality of the access arrangements process within his or her centre. The Head of Centre is responsible for the appointment of specialist assessors. The JCQ is not able to approve specialist qualifications and no longer maintains a list of appropriate qualifications for assessors.

Heads of Centre must apply the following criteria in satisfying themselves whether a professional has the required level of competence and appropriate qualifications. This includes confirmation of the suitability of the awarding institution of any qualification, for example by checking whether it has been recognised by the qualifications regulators of England, Wales and Northern Ireland or a recognised institution of higher education.

A specialist assessor is:

- An appropriately qualified psychologist; or
- A specialist teacher with a current SpLD Assessment Practising Certificate; or
- An educational professional with specialist skills who limits their assessments to candidates within that specialist cohort (for example, Teachers of the Deaf).

In addition to these categories, other educational professionals may conduct access arrangements assessments if they meet the following criteria. They must:

- Hold qualifications in individual specialist assessment. This must include training in all of the following:
- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- The appropriate use of nationally standardised tests for the age group being tested;
- The objective administration of attainment tests, which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension, and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- The appropriate selection and objective use of cognitive tests including tests of verbal and non-verbal ability and wider cognitive processing skills;
- The ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional;
- Have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- Be familiar with the Equality Act 2010 (although it is not their role to determine what is a “reasonable adjustment”, but rather to help identify access arrangements that might assist the candidate);
- Hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties.

In addition to the qualifications and competencies noted, the selection of specialist assessors should be guided by the following:

- The specialist assessor should ideally be employed within the centre;
- The second choice is a specialist assessor employed at another centre;
- The third choice would be a Local Authority specialist assessor;
- The fourth choice would be an external specialist assessor who has an established relationship with the centre.

Where a centre elects either to accept or reject a privately commissioned report or a report from an external professional, the Head of Centre or a member of the senior leadership team must provide a brief, written rationale to support this decision, which must be available for inspection purposes.



APPENDIX 2: WORD PROCESSOR POLICY

Harrow recognises that for some students with specific learning differences a word processor may be the most appropriate method of organising and presenting their work. Students are allowed to use a word processor in School as their normal, routine way of working where a need has been established, an educational psychologist approved by the School recommends its use, and where appropriate training has been undertaken if necessary.

The policy of Harrow also exists to ensure that JCQ regulations and guidance are correctly followed and applied in determining the use of a word processor in examinations/assessments.

Use of a Word Processor

Students will be allowed to use a word processor in School as their routine, normal way of working under the following conditions:

1. A need has been established and the School has approved a report from an Educational Psychologist or Occupational Therapist formally recommending use.

In line with JCQ guidelines this includes students with:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
 - A medical condition;
 - A physical disability;
 - A sensory impairment;
 - Poor handwriting;
 - Planning and organisational problems when writing by hand.
2. The student has received recommended training to ensure that typing is efficient, accurate and of sufficient speed to be able to cope in class: as a guide, we would expect 30 to 60 words per minute, depending on age. The student may be required to enrol in a touch-typing training course with an external provider.
 3. The student has undergone a course of recommended training in the organisation of work, the printing and filing of copies when using a word processor.
 4. The SEND Coordinator confirms in writing to the Director of Studies that these conditions have been met.
 5. The Director of Studies, or equivalent, approves the use of a word processor as the normal method of working.
 6. The student has been using the word processor as her/his routine way of working in any subject where she/he wishes to use a word processor in an examination and if deemed appropriate has had specific practice and rehearsal in the use of a word processor under examination conditions.

It is important to note that:

1. Whilst the School accedes to JCQ's recommendation (section 5.8. in the Joint Council for Qualification booklet on Access Arrangements 2016/17), the complexities outlined above mean

that it will be unrealistic and not in the best interest for the majority of our students to use a word processor in an examination unless they have been using it as their routine, normal method of working throughout their examination years (e.g. Years 10 and 11 if they wish to use it for their IGCSE examinations; Years 12 and 13 for their A-levels).

2. JCQ guidelines are very clear in that a word processor cannot simply be granted to a candidate in an examination 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.

Limitations to Word Processor Use

A Subject Teacher has the right to veto the use of a word processor in particular situations:

- Where its use might be dangerous or problematic e.g. when conducting a particular experiment in Chemistry.
- Where particular exercises should not be done with computer assistance e.g. maps and diagrams.
- Where calculations are required without the assistance of computer functions such as in Mathematics.
- If an individual student, in any lesson, is using a word processor in such a way as to cause a distraction or disturbance to the learning of others or themselves.

Some classwork and prep may still be required to be hand-written to support the development of handwriting skills. Parents should be aware that some examination candidates in certain subject specifications might be required to complete at least one assignment in handwriting (such as a piece of coursework), even if they are permitted to use a word processor in other examinations. Candidates will be notified if this is the case well in advance of any examination.

Detailed Procedures For Day-To-Day Use of a Word Processor

- Students should not expect to always have access to mains power and are therefore advised to ensure that their word processor is fully charged at the beginning of each school day.
- All written work, which would normally be done in exercise books during lessons, should be printed out nightly at home or in the boarding House and filed appropriately so that students possess a hard copy of all their work in ring binders or pasted into exercise books. It is recommended that students also keep a copy of their work on a cloud-based drive to ensure their work is saved and backed up in a safe manner.
- Students should use a plain font (Times New Roman, size 12, double spaced) and allow room for teachers' comments.
- Spell Check can normally be used on all pieces of work except in examinations.
- If there are problems with a word processor during lessons, the student should immediately stop using it and switch to pen and paper. They should then seek advice from the ICT Helpdesk.
- Many internal assessments utilise structured papers that require students to answer in writing on the question paper. However, where papers require extended written answers students may use a word processor.
- In public examinations, students will use a School word processor rather than their own. In accordance with the School's Student ICT Code of Conduct, students should not expect the School's technicians to maintain their machines or undertake repairs to them.



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Back-up

Students should back-up their work onto a separate hard- or cloud-drive on a regular basis ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in public examination years through word processor failure can be very considerable, both literally and in terms of stress.

Assistance with Word Processors

The SEND Coordinator will be available to:

- Help students to establish a daily routine and encourage them to operate in an organised and independent way.
- Act as a trouble-shooter for general staff queries concerning word processor users and their problems.
- Advise on outside help for keyboard competency skills.
- Pupils may also seek limited technical advice from the ICT Helpdesk.

Use Of Word Processors In Public Examinations

The Joint Council for Qualification's recommendation for the use of word processors in examinations (section 5.8 in the 2016/17 Access Arrangements booklet) must be viewed within the context of the School's position on word processor use for Years 6-13.

- Where a student is authorised to use a word processor as their routine, normal way of working as per School policy and therefore may use it in examinations, the Academic Organisation Coordinator, or equivalent, will make contact with the candidate to arrange in which specific examinations they wish to use a word processor.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this.
- Access to the Internet will not be enabled.
- Students should use a plain font (Times New Roman, size 12, double spaced) and allow room for examiners' comments and to assist them with their marking.
- At the end of examination the candidate will be required to remain in the room while their work is printed off and authenticate the relevant hard copy.

Candidates are reminded that if they have access to unauthorised items in the examination room this may be considered as malpractice and they could be subject to sanctions and penalties in accordance with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures, 1 September 2016 to 31 August 2017*.