



Reviewed: June 2023

Inclusion Policy for Campbell Harris College

All students who experience additional needs are encouraged to enrol for courses at Campbell Harris College. The Management and Staff of Campbell Harris College actively embrace the concept of including students with additional needs within their cohort and will make reasonable adjustments to ensure that these students reach their potential during their period of study.

This determination to ensure fair and equitable treatment for all students extends to the external students who rely on Campbell Harris as a Centre to take their exams. At no time will the College treat students or examination candidates, who have a disability, less favourably than their peers, if reasonable adjustments are possible.

However, it is important for students to declare any special or additional needs **at the time of registration**, and a record of this will be placed in the SEND file.

The Principal will inform individual tutors if they are going to be teaching students with additional needs: The Principal will ensure that the subject tutors know what these additional needs entail, and how their lessons need to be amended. They also need to be aware of the potential access arrangements which the student will require for completing assignments and sitting examinations.

Identification of additional needs:

- Self-identification: the student will be asked to declare any additional needs at the time of registration – this will apply equally to internal students and external examination candidates.
- Tutor identification: sometimes the student is not aware of their additional needs at the time of enrolment, and their needs may be identified by the tutor – the tutor will review these perceived needs with the student and may recommend further assessment.
- Medical identification: these students will have reports of their condition from medical consultants

- Emergency identification: these students will have a sudden crisis which results in additional needs – an example is a student who has a car accident shortly before their due exam date, and needs additional time because they have sprained a wrist.

The procedure for identification and validation of additional needs is outlined below on Page 6 and 7

Types of Additional Needs

1. Cognitive and Learning

- (a) Dyslexia/SpLD, Dyscalculia, Dyspraxia
- (b) Mild Learning Difficulties/ Moderate Learning Difficulties/ Severe Learning Difficulties

2. Social, Emotional and Behavioural

- (a) SEBD (b) ADD/ADHD

3. Communication and Interaction

- (a) Speech and Language Difficulties
- (b) Autism or Aspergers

4. Sensory

- (a) Severe/profound hearing loss or mild/moderate hearing loss
- (b) Blind or partially sighted
- (c) Multi-sensory impairment

5. Physical

- (a) Cerebral Palsy or Spina bifida or hydrocephalus
- (b) Muscular dystrophy
- (c) Significant accidental injury

6. Medical Conditions/Syndromes

- (a) Epilepsy
- (b) Asthma
- (c) Diabetes
- (d) Anaphylaxis

- (e) Down
- (f) Other medical conditions/syndromes
- (g) Mental Health Issues

Procedure for Identification and Validation of Additional Needs

Students will not be expected to provide all of the following, but should ensure that they submit recent, relevant information to be scrutinised by the College Senco, Exam officer and Qualified Assessor

1. Every student to be asked at their registration whether they have any additional/medical needs. *Amend registration form? Add sentence: do you have any additional needs which the College needs to know about?*
2. Tutors of students who are studying at Campbell Harris to be asked for details of students' normal way of working, reasonable adjustments etc prior to an application for access arrangements
3. External students to provide Form 8 information from their current college, and/or a statement from their current tutor that reasonable adjustments are made as part of their normal way of working
4. Medical reports to be submitted and updates sought if these are older than 12 months
5. Copies of recent assessments to be presented and copies kept in the SEND File.
6. Evidence of Access Needs Checklist to be completed by Senco and put in SEND File.
7. A Statement of Evidence that Adjustments are needed will be submitted on Headed College paper by the Senco, once all other documents have been collated.
8. Students to be assessed by a qualified Assessor (Janet Koike or Leda Dadkhah), if they have not had an assessment, or their assessment is outside the stipulated time scale.
9. Copies of EHC plans or Statements of Educational Need will be submitted as evidence of Need, and copies placed in the SEND folder.
10. A joint scrutiny meeting between the Examinations Officer, Senco and Designated Assessor will be held to determine whether to apply for additional access arrangements before applying for Access Arrangements.

On the basis of the evidence outlined above, the Examinations Officer will request additional Access arrangements for the Examinations and will notify those students when this is successful.

Disability Discrimination Act

The ethos at Campbell Harris College embraces the principles of the Disability Discrimination Act: whenever possible the College accepts students with additional needs and makes reasonable adjustments for the external examination candidates who rely on CH as an exam Centre. The College will never treat students or examination candidates, less favourably if they have a disability.

Special Needs

Students will be asked to declare any known special/additional needs at the time of registration, and a written record of this will be placed in the SEND File.

The Principal will inform subject teachers when they are teaching candidates with special needs. The Principal will ensure that the subject lecturers know how to adapt their lessons, and the likely access arrangements for the student during examinations.

Prior to the deadline for requesting additional access arrangements, such as additional time, or use of a word processor, the Examination Officer/Senco will ask the lecturer to complete a form explaining the modifications and the normal way of working of the students with special needs.

Access Arrangements

Candidates requiring access arrangements will be identified and tracked from the admission process. Whenever possible the Examination Officer will ensure that reasonable adjustments are made to enable all students to access their examinations.

The Senco will collate the documents outlining the needs of both internal and external students who wish to request additional access arrangements. A joint scrutiny meeting between the Examinations Officer, Senco and the designated external Assessor will be held to determine whether to apply for additional access arrangements.

Most frequently requested access requirements:

- 25% additional time
- Use of laptop
- Rest breaks
- Individual invigilation
- Scribe
- Disabled facilities such as ramp and toilet
- Enlarged papers

Examination arrangements

The Examination Officer will ensure that all specific needs, agreed modifications, and other needs are entered on a grid and shared with all the invigilators. The arrangements for evacuating the examination room in the event of an emergency will be highlighted to all

candidates and any additional provision for candidates with physical or sensory needs will be clearly explained to them before the exam starts.

Currently there is no access for disabled students at Kensington High Street: if a student is able to climb the stairs to the first floor there are toilet and classroom facilities on this floor.

The Main Examination Centre is the St Mary Abbots Centre, Vicarage Gate, London W8 4HN. The exam hall is on the first floor which will require students to be assisted up the stairs if required. There is a ramp at the entrance, and an enabled toilet on the ground floor.

Use of Laptops during Course Work and in Examinations.

Some students prefer to use laptops to complete their written work both during course work and in examinations.

The use of laptops in the examinations is at the discretion of the Exam Officer:

- Evidence that this is the student's normal way of working must be provided
- Only laptops provided by the College may be used – these will be checked to ensure that they function only as a word processor, and the spell check facility will be disabled.
- The laptops will be attached to a main electricity supply, and not be reliant on battery life.
- Additional time and other access arrangements can be used alongside the laptop and will be applied for in the normal way.
- At the end of the examination, the candidate must be prepared to wait while the Exams Officer saves their work. The Exam officer then prepares it to submit to the examination board.

Do You Have Access Needs?

Please Complete and submit a
Data Protection Form

Please provide evidence
of your Disability

Medical

e.g. Sensory, ASD, Physical, Mental

Submit recent medical report,
Psychiatric assessment, CAMHS report,
IEP or EHC plan

Learning

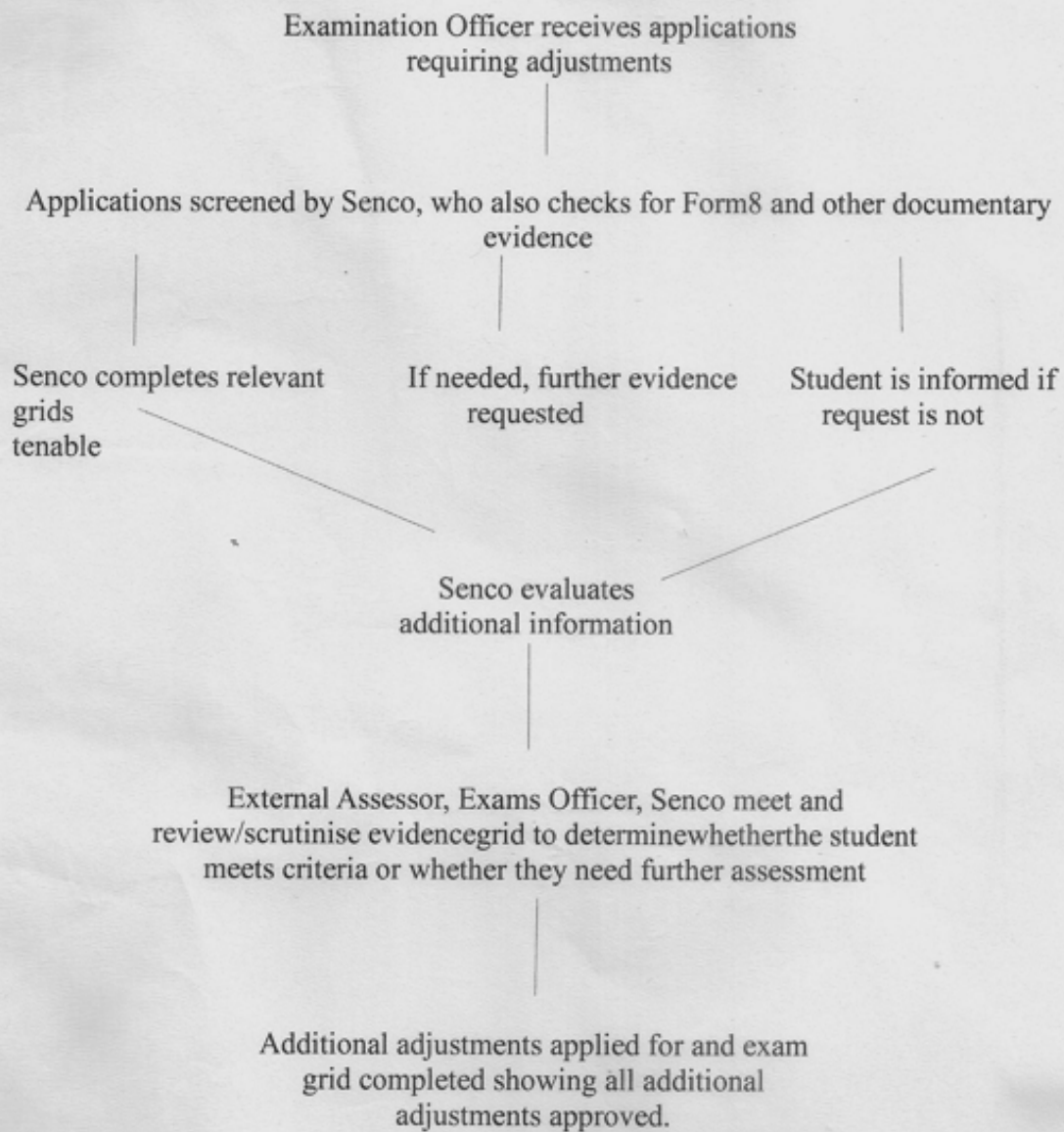
e.g. Dyslexia, Cognitive processing,

Submit JCQ *Form 8* from previous
school or IEP or EHC plan. Educational
Psychologist's report, evidence from
school/college of support already given

Clarify what access support you would like to request:

- 1) 25% Extra time
- 2) Use of Laptop
- 3) Reader
- 4) Scribe
- 5) 1:1 Invigilation (extra cost)
- 6) Enlarged paper
- 7) Rest Breaks
- 8) Other

How CH determines which students need additional adjustments for their exams:



- All applicants will be informed of the cut off date for requesting additional adjustments at the time they apply to the Campbell Harris Examination Centre