



## SEND Frequently Asked Questions



**Last updated March 2026**

Dear Parents and Carers,

Welcome to our SEND FAQs.

This document is written to give some information about how we at Testbourne Community School identify, plan for and meet the needs of students who have special educational needs or disabilities (SEND).

This FAQ document is intended to complement our SEND Policy and Information Report, which is available on our website, and to serve as a starting point for parents and carers who may wish to contact us.

Our SEND provision, like all maintained schools nationally, is in line with the Special Educational Needs and Disability Code of Practice. We understand the vital importance of high-quality teaching and learning in the context of inclusive provision for all students, as the basis for meeting the range of needs within a mainstream setting. Every teacher is a teacher of SEND, and we all work closely to ensure that the child is at the heart of our decisions. We know that it can be confusing for parents to navigate the changing educational landscape and we hope that some of the information in this booklet is helpful.

This document was last updated in March 2026 following our annual SEND Information Event.

If there are any questions not covered in this booklet, or you would like to talk to us about any other query relating to SEND, please contact us on our dedicated email address [send@testbourne.school](mailto:send@testbourne.school).

The SEND Department at Testbourne Community School



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# Testbourne Community School

## What educational needs do you support at Testbourne Community School?

Within the school, we support students with diagnosed SEND or undiagnosed, potential or suspected SEND; looked after and previously looked after students; Forces and previously Forces children; disadvantaged children; students for whom English is a second language and in fact any child who may need support.

We have a range of staff involved in supporting students, but the most important staff for parents to contact are the classroom teachers and tutors. These staff often see the students the most, and know them the best. Our pastoral and SEND teams work very closely together, as we need a bespoke approach to dealing with students – no two children are exactly alike, so we look at their needs and what support could help.

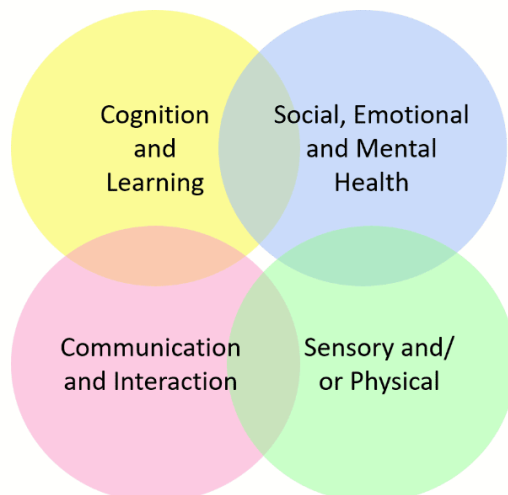
## What do you mean by SEND?

Students with SEND have significantly greater difficulty in learning than others of the same age, or a physical or mental impairment with substantial and long-term effects. Students with SEND need provision that is additional to or different from others. The purpose of this is to remove the effects of the impairment and achieve equity with students of the same age. This is taken from the SEND Code of Practice (2015).

Within SEND there are four broad areas of need and of course students can have needs in more than one area.

The areas of need are:

- **Cognition and Learning**, e.g. Specific learning difficulties - like dyslexia - and moderate learning difficulties
- **Communication and Interaction**, which includes all speech, language and communication needs, and all autistic spectrum disorders
- **Social, Emotional and Mental Health difficulties** which includes Attention Deficit Hyperactivity Disorder (ADHD)
- **Physical disabilities, sensory difficulties and medical conditions**, including visual and hearing impairments





## How do you identify needs?

Many students come to us with a pre-existing diagnosis of a learning need or disability or have had a learning need identified at their primary school.

We will assess each student's current skills and levels of attainment through lessons, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND. Equally, attaining in-line (or indeed above) chronological age or attainment of same-age peers should not lead to an assumption of no SEND; for example, some children and young people with autism are exceptionally high functioning in particular areas but have difficulty in others. Sometimes a student may excel in the majority of areas but struggle with one, or may struggle with particular concepts, but not others, within the same subject. It is important to remember that SEND refers to *substantial* and *long-term* effects.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine whether or not additional support is needed and if it is, to determine the support that is required and whether we can provide it by adapting our core offer, or whether something different or additional would be more appropriate.

We will continually assess the needs and the provision for students with SEND to ensure they have the appropriate level of support. Students needs change over time, and as they develop more strategies and teachers find appropriate ways of supporting them, they may have different levels of in-class and out of class support.

## What happens if the school or the parents suspect a child has SEND?

If a learning need is identified or suspected, we will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty;
- We take into account the parents' concerns;



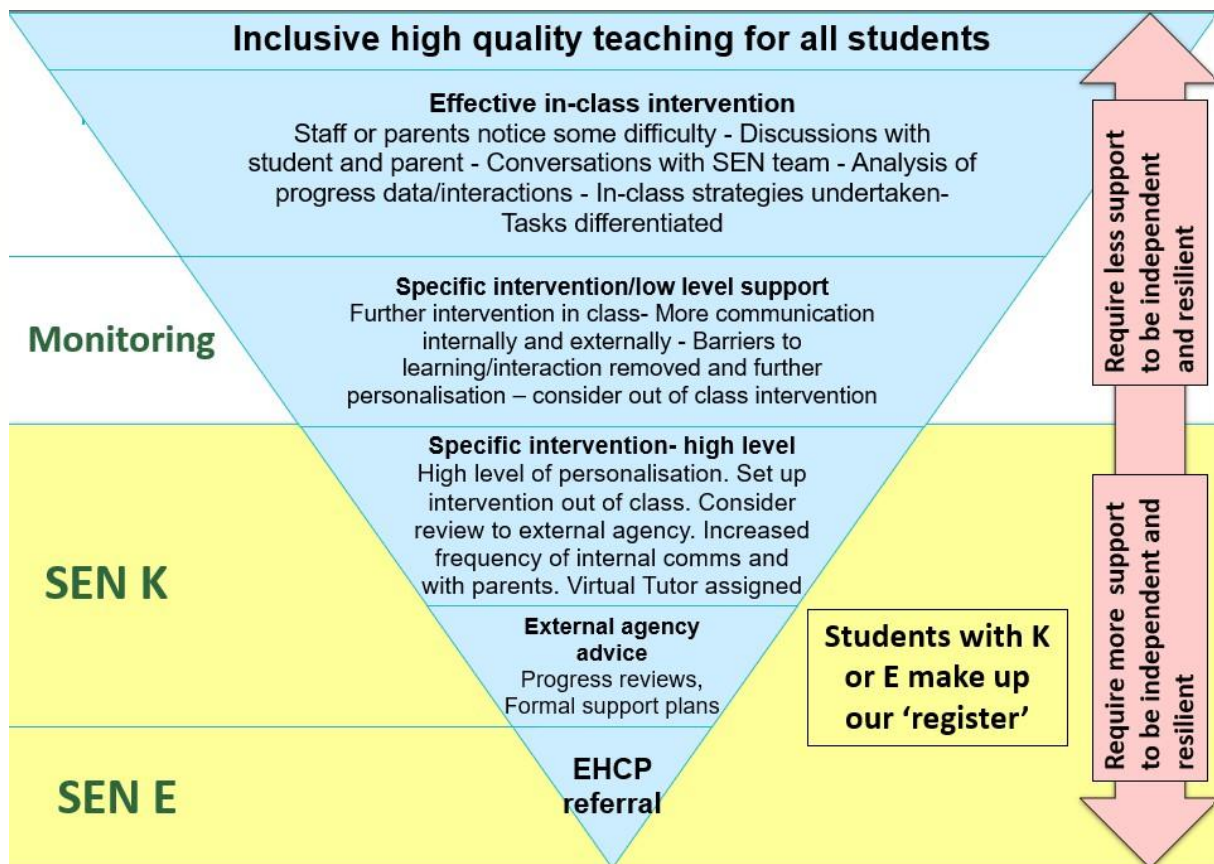
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- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are;
- Everyone is clear about the types of support that can be offered and the limitations of this support.

Notes of these early discussions will be added to the student’s record and given to their parents. At this early stage, students are on our SEND monitoring list, and we begin trying strategies to help the student progress and become more independent. If more intense support is required, we will notify parents that we are adding that student to our core SEND register, which is a list of students who require more support in order to achieve success independently. We will also notify parents if students have progressed, and are now able to work without this intense support, meaning they will be removed from the core SEND register. They will, however, remain on our SEND monitoring list, and will continue to have strategies in place that the class teachers will refer to.

All students with SEND needs are given support regardless of whether they are on the core SEND register, as the vast majority of SEND support is given in lessons by class teachers.

This diagram shows the levels of support and is useful for visualising the levels of support in school. The shaded yellow areas indicate the student is on our core SEND register.





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## What is an EHCP? Do I need to apply for one?

An EHCP stands for Educational Health and Care Plan and is a legal document covering what must be in place for a child in education, up to the age of 25 years. The vast majority of children have their needs met within the mainstream school setting and without the need for an EHCP, but in some cases, schools will apply for an EHCP in order to access a small amount of additional high needs funding and unlock some of the additional support services (for example, a speech therapist).

Only a very small number of children need an EHCP and they are usually those children who may have been placed in a specialist setting some years ago when spaces were not as pressured as they are currently. EHCPs typically stipulate the amount and frequency of the intervention a child should have, and targets for when progress should be made. EHCPs are reviewed yearly, and as the child matures, the EHCP is modified to reflect the increase in independence needed as preparation towards adulthood. We have just over 20 EHCPs in our school, and in almost every case the students access all their normal lessons although they may spend a little more time having support in the SEND Hub.

If we find that a student is struggling in school despite a large number of measures we have tried over a significant period of time, we may apply for an EHCP. It is important that we detail all the strategies we have tried and their impact, in order to demonstrate that we need the increased level of funding and support that an EHCP entails. We will of course be in frequent contact with parents at this stage.

Parents themselves can apply for an EHCP, as long as the child is in full time education and is under 25 years old. Hampshire aim to make a decision whether or not to assess for EHCPs within 6 weeks of the application, and the process of assessment should be fully completed within 20 weeks.

We have a separate document explaining more about EHCPs, called '**Does my child need an EHCP?**' also available on our website. If you read this document and still have further questions please get in contact with us to discuss further.

## How do I get my child tested, or diagnosed with a learning need?

In order for parents to get a diagnosis of learning disabilities or SEND for their child they will need to contact a medical practitioner, such as their GP or CAMHS. We are unable to test for conditions such as dyslexia, autism or ADHD in school. However, it is not necessary for students to have a diagnosis in order for us to support them. Many parents seek a diagnosis as it can be helpful when seeking support and understanding more about their child's needs. We know that no two students are alike, and so although a diagnosis may be helpful, it does not tell us all we need to know about a child.



## Do I need a diagnosis for my child to get them Access Arrangements?

Access Arrangements are not awarded based on diagnoses, and so parents do not have to seek expensive reports to secure equity for their child. Access Arrangements are based on the Normal Way of Working and the history of need, shown by evidence throughout school. The JCQ have updated their guidance for the 2025-2026 academic year and so please see our separate guidance regarding Access Arrangements available on our website.

## How do you record which children have SEND?

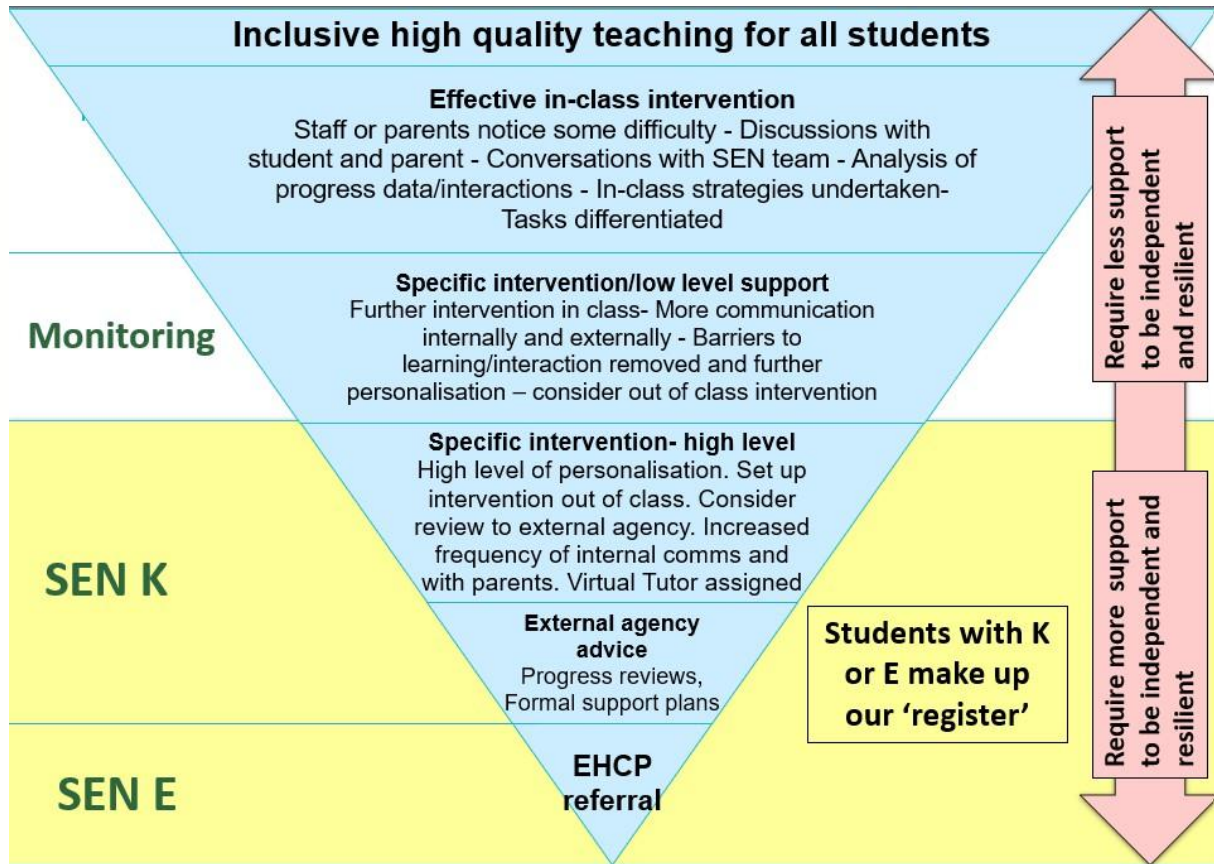
Although schools are not required to hold a list of students who have SEND, most schools do use such a list, to help with monitoring support and ensuring progress. This register of students lists both the difficulties the child has, alongside specific strategies that teachers and SEND staff need to do to ensure equity for those students. These strategies are anything that is additional to or separate from the inclusive high-quality teaching that all students receive.

We record all students who require this support on staff registers, and this includes students who have an Educational Health Care Plan (EHCP). We call this the core SEND register. In addition, we track students who may potentially have a need and who need some low-level support, on a monitoring list. All students on the monitoring and the core lists have strategies and support linked to the staff register, and our aim is always to increase the child's independence, resilience and confidence, so that they are able to progress without high levels of intervention from the class teacher and other staff. This is achieved over time by giving the child strategies to increase their learning behaviours (both academic and socially) and how to cope with challenges. They learn over time how to overcome difficulties and make progress, using strategies shown and tried in class and outside of class.

## Does my child remain on the SEND register the whole time they are at school?

Your child may be removed from our core SEND register if they are able to make progress independently with less intervention from adults. However, it is important to note that if your child needs support they will receive this regardless of if they are on the core SEND register or not. Students needs change over time, and as they mature, and it is important that we review the level of support they receive from their class teachers. Even students with EHCPs have the level of intense support reduced over time, as one of the main aims for all our students is to become more independent and resilient as they move towards adulthood.

The following diagram shows the levels of support and is useful for visualising the levels of support in school. The shaded yellow areas indicate the student is on our core SEND register.



As a general guide, we add students to the core SEND register if over a period the strategies tried by the class teachers, the SEND staff, and pastoral staff have not been successful in achieving our aim to remove the effects of the child’s impairment. When we are successful in finding the bespoke approach that achieves equity for that child, it may be appropriate to move the child to the monitoring list, as they no longer need such intense support. As you can see from the information above, this does not mean the student loses any of the adaptations that we have put in place to help them learn, so they still receive SEND support from their teachers and/or other staff, and will continue to do so.

All students with SEND have a One Page Profile, whether they are SEND M, SEND K or have an EHCP. More information about the One Page Profile can be found in the relevant section in this document. There are also examples of One Page Profiles on our website.

## What do you do to ensure SEND students are supported?

Effective in-class teaching is the primary strategy for ensuring progress of all students, including those with SEND. Teachers are responsible and accountable for the progress and development of all the students in their class and work will be suitably differentiated to ensure accessibility for all.



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We may make adaptations to ensure all students' needs are met in the classroom. These interventions could include:

- Differentiating our curriculum to ensure all students can access it, for example, by scaffolding the content and modelling how to complete each step;
- Adapting our staffing resources, for example, teachers or other staff completing a quiet check-in at various points of the lesson;
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, word banks, etc;
- Giving alternatives to working practices, such as allowing students to record work using speech to text software, or to complete written work standing up;
- Using strategies to help students focus, for example, quiet fidget toys, placemats, or different areas of the room.

For students who require support outside the classroom, for example students with SEMH needs, we take a bespoke approach, looking at the child and what would help support them to make progress with their mental health. Support includes strategies such as communication cards, quiet spaces, ELSA support and daily check ins with an adult to set-up or review the day. A great deal of this work overlaps with the pastoral support in school, and we liaise with the pastoral staff regularly to ensure the child's needs are met.

In accordance with the child's need, we may also provide other interventions, for example:

- Catch up literacy, such as paired reading, or phonics teaching;
- Catch up numeracy, such as telling the time, or using money;
- Additional support in a lesson, from the teacher or from a learning coach;
- Pastoral support using their tutor or Head of Year;
- Social skills support, such as Comic strip conversations, Social stories, or Talkabout;
- Break time and lunchtime supervision and/or support;
- Homework support at lunchtimes or after school;
- An ELSA intervention, from 6 to 8 weeks, from an Emotional Literacy Support Assistant;
- Support through external agencies such as the Educational Psychologist, or a Speech and Language Therapist.

This is not an exhaustive list of strategies and interventions, and it should be noted that we usually document the items tried using a 'Strategies Escalation Checklist' which can be helpful in seeing what helps a student.

## What is a 'Learning Coach' and what do they do?

We operate a 'Learning Coach' style of SEND support, meaning that the SEND staff support many students, as part of a Virtual Tutor Group. The Learning Coaches will help any student, but will be the named point of contact for the students in their



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Virtual Tutor group, and will generally attend meetings, update the One Page Profile, discuss concerns with the child and liaise with teachers and parents. The Learning Coach model is used to help develop the students independence and resilience, and to increase their self-advocacy as they mature and progress through the school. The Learning Coaches support students in lesson, in the Support Hub, in Return to Learning, and with any interventions. The Learning Coaches also deliver interventions in school, for learning, language, social and emotional needs, as well as working with outside agencies to deliver support.

## What is a 'One Page Profile' and how are they used?

Our 'One Page Profiles' are used for any student with a diagnosed or potential special educational need, and they are written to be used by classroom teachers. They summarise what the teachers can implement as strategies in class to help students overcome their difficulties. They are updated each time new information is received, which can include meetings with parents or professionals, diagnoses or reports received, observations in class, feedback from teachers, reflections from the student or a yearly review point. This is how we follow the graduated approach of 'assess-plan-do-review' with students. We share One Page Profiles with all the student's teachers each time there is an update, and upload to the student's electronic record. We share One Page Profiles with parents yearly, but parents and students can ask to see them at any point during the year. There is no statutory requirement to review or share documents such as these, but in line with EHCP students, a yearly update to parents of the support in place in class can be valuable to ensure shared understanding. There are examples of One Page Profiles on our website.

## What is an 'SEND Support Plan'?

A 'SEND Support Plan' is written for students who are at SEND Support level, and more intervention and support is needed to help them succeed. Generally the support listed on a SEND Support Plan details what intervention the student is receiving outside the classroom (for example, ELSA or Talkabout) and the targets the student is working on (for example, using taught strategies to remain calm before becoming heightened). The SEND Support Plans are updated regularly, usually termly, and the named Learning Coach for the student will generally discuss the updates with the student and the parent.

## What is the Support Hub?

All our students are taught in the main school in their normal classrooms with other students. However, we recognise that there are times when SEND students will need a separate space to work, or receive an out-of-class intervention. These will be for a short period of time. This is in a separate area of the school, called the Support Hub. This place is deliberately named the 'Support' Hub to emphasise this is a place for support – not just for SEND.



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The Hub is run by our SEND staff, who will ensure students are able to complete their work in a quiet and purposeful way. This quiet space is intended for infrequent use, as we know that the best way for children to learn and make progress is in the classroom with the specialist teachers.

This focused room is used for short-term interventions and only students who have an arranged reason to be out of class are in this space – students cannot self-refer to this space. There are a number of spaces for students to work on written work, computers, with staff or alone. In addition, a separate area provides a space for specific intervention.

Students are only in the Hub for short periods of time during the day, or over a period of a few weeks, as we support them to succeed in lessons with their specialist teachers and their peers. Students are also not in the Support Hub if they are struggling with their emotions, whether that be a heightened state of anxiety, frustration, anger, etc – the Support Hub is a library-quiet workspace and any dysregulated student is taken to our 'Return to Learning' space. For more information on 'Return to Learning', please see the separate part of this document.

## Are there any other options available other than the Hub for students who need to focus in a quiet space?

Students are supported to be in class and learning with their specialist teacher. We often find that the quietest spaces around the school are in classes, as the Hub is often busy with students and staff entering and leaving. We invite you to come and have a tour of the school and see for yourself the calm and productive atmosphere in this school that we pride ourselves on and to see our classes in action – we hold tours for existing parents as well as for prospective parents.

Learning at mainstream Secondary schools needs to be in class with the specialist teachers, as there is no substitute for the expertise and variety that this learning provides. We only use the Support Hub as a temporary adjustment for students to help them access learning in their classrooms. If students are struggling in certain lessons or at specific times, we increase the support in order to help them continue their learning without having to be excluded from their lessons.

If your child is finding noise levels in class are too high please contact your child's teacher to discuss: it could be that moving them to a different part of the room or using ear plugs (such as Loops) resolve the issue.

Ultimately children need to be in class being taught by a specialist teacher. When they are in alternative spaces, they lose the input of the specialist and fall behind in their learning.



## What about students who are dysregulated? What is Return to Learning?

Children who are dysregulated are taken to “Return to Learning” where they will be given resources and guidance to help quickly regulate themselves. This allows for take-up time and a “change of face” and will allow children to return to their lessons once they are regulated. There is no consequence issued for accessing Return to Learning, but most cases, the teacher will issue a consequence for any disruption that may have occurred prior to accessing Return to Learning. This process is also used for children who are not where they should be – i.e. those truanting lessons. Return to Learning is not a consequence as it is a facility to help children to regulate, understand where things have gone wrong and how to remedy the situation. It also helps them to understand and accept the minor consequence that may arise from disruption or other negative behaviours in the lesson or around school. It helps some children who are vulnerable to suspension to regulate and avoid this consequence while ensuring that they get back to learning in lessons as soon as possible. Over time, we work with students so that they learn how to more effectively regulate in lessons and use taught strategies to remain calm before getting to a point where they need to access Return to Learning.

## Who reviews progress of SEND students? What about when a student’s needs change?

As students mature and change over time, their needs and the level of support they need changes. We also work hard to develop student’s independence and resilience. We encourage students to develop their strategies for learning and become successful at using the tools we give them.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. If we do not already have information on the child (for example, from their primary school), the assess stage involves the SENDCo, the SEND team, and teachers of the child. The teachers and the SEND team will work with the SENDCo to carry out an analysis of the student’s needs. This will draw on:

- The teacher’s assessment and experience of the student;
- Their previous progress and attainment and behaviour;
- Other teachers’ assessments, where relevant;
- Observations of the students learning by the SEND team;
- Non-academic indicators, such as resilience, independence and self-regulation;
- The individual’s development in comparison to their peers and national data;
- The views and experience of parents;
- The student’s own views;
- Advice from external support services, if relevant.

The plan stage involves the SENDCo and the SEND team writing a summary of the child’s needs, and the strategies to support them. This plan in our school is called the One Page Profile and this plan is shared with all the child’s teachers.



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The do stage involves teachers and SEND staff implementing the plan, and ensuring they provide the adaptations listed in the plan.

The review stage takes place regularly, where the SEND team, led by the SENDCo, look at the effectiveness of the support and interventions and their impact. This review will draw on the items listed in the plan stage. After the review, the assess stage is repeated. Then One Page Profile is updated after each review, and it is important to note that parents can request a review at any time, and we will hold a meeting and review the support in place.

The plan - the One Page Profile - is attached to the child's file so that it is accessed by all teachers. Any additional notes are kept electronically with the One Page Profile, and these may include the Strategies Escalation Checklist, for example.

## How do you manage behaviour for SEND children?

The behaviour of the vast majority of our students is excellent. They are focused, engaged in their learning and are respectful to both each other and the staff. In our recent Ofsted Report (November 2023) where inspectors wrote:

*"The school is a calm and purposeful environment. Pupils feel safe and most behave very well. They are respectful of each other and have warm relationships with staff. Pupils' voices are heard. They make a strong contribution to the school's focus on creating a culture of equality. Pupils are understanding of and value diversity. They are not concerned about bullying and know that discrimination is never tolerated."*

This environment has not appeared by chance – we work hard to provide a welcoming, secure and inclusive environment that meets the needs of all students. We also recognise our legal duty under the Equality Act 2010 to provide adjustments for students with a protected characteristic. Where appropriate adjustments have been provided, SEND children are expected to behave like all other children. We provide extensive support for children and these adjustments are designed to assist children in meeting our expectations. All poor behaviour must have a consequence. This is to maintain good order in the school and to ensure that all children, irrespective of need, can learn in a safe and happy environment without disruption. It is also to help children learn they must take responsibility for their actions which in turn helps better prepare them for adulthood.

Our expectations do not change for children with SEND but we may differentiate how we deliver messages or our consequences to support children with SEND. For example, a child with ADHD may be given movement breaks during a reflection consequence or a child with ASC may be allowed to complete reflection in a different room if staffing permits.

As well as implementing a consequence, we work closely with families to try to establish the triggers for behaviours and will make any reasonable adjustments to help prevent these.



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Special needs or disabilities do not provide children with an excuse for their behaviours. We will support them, however, to learn how to regulate and behave in ways which are not detrimental to themselves or others. You can find more detail in our behaviour for learning policy which can be found in the policies section of our website: [Policies - Testbourne Community School](#).

## How do you ensure smooth transition between secondary school and college?

We will share information with the school, college, or other setting to which the student is moving – this is generally the One Page Profile but may include other documents or be a telephone conversation. The SENDCo works with the college when the student is in Year 11, through the Head of Year 11. We link with all the SENCOs at the local colleges to ensure that all Access Arrangements are also shared as part of this process.

Preparing for adulthood is a key part of the annual review process for all our students with EHCPs from the beginning of KS4, and the EHCP Annual Review in Year 11 is held with the SENDCo and the college SEND representatives are invited.

## How do you ensure smooth transition between primary and secondary school?

The SENDCo and Assistant SENDCo play a key role in students' transition from primary to secondary school. In collaboration with the Head of Year 7/Transition lead, and the SENDCo from the relevant primary school, our SENDCo and Assistant SENDCo will seek to make the transition from Primary school to Secondary school as smooth as possible.

Some students may have additional meetings to which parents are invited, and in this case the primary school is responsible for notifying the parent of the meeting. Prospective parents can contact us through [transition@testbourne.school](mailto:transition@testbourne.school) or [send@testbourne.school](mailto:send@testbourne.school).

In June we often hold an SEND information evening for Year 6 parents, to facilitate a smooth transition for key students. This is alongside a wealth of transition information, shared with parents at the Transition Information Evening in March.

## Why isn't SEND provision at secondary school similar to primary school?

At primary school, SEND provision typically relies on lots of 1:1 time with SEND staff, often removing students from the classroom for intervention. As you can appreciate, in a busy secondary school with many different specialist teachers, taking students out of class results in lost learning time. Additionally, students begin to require the ability to use taught strategies independently, with less reliance on adult support. We



also invest heavily in our teaching staff, making sure they are all teachers of SEND. The classroom teachers are the ones who see the students the most and know them best, so our SEND team support students and teachers in class in a range of ways. We work with each student as individuals, and encourage resilience and independence, so our SEND staff are there to mentor and guide students in class, and support them to overcome their needs. Typical support from our SEND staff in class includes strategies such as:

- circulating between students who need support, checking they are on task and giving them prompts where necessary;
- ensuring students use the help strategies provided by the teacher such as word banks or knowledge organisers;
- talking through problems with the student to re-set their focus.

Our 'Learning Coach' model facilitates the resilience and independence that students need to thrive as they mature, and our SEND team are very experienced at providing support in this way to get the best outcomes for students.

## What support do you provide for tests and assessments in class?

In class tests and assessments are handled by the classroom teacher, but the teacher can request additional support from the SEND team. Students who may have had extra time in their assessments at primary school will be monitored when they progress through the school. Please see our separate documentation on Access Arrangements, available on our website, for detailed information about this.

Teachers will monitor the normal way of working for a student, which is key evidence required for Access Arrangements in Year 11 and GCSE examinations. It is important to note that students are not automatically entitled to Access Arrangements at Secondary school even though they may have had these in place at Primary school. This is because we must abide by the rules set out by the JCQ for examinations.

Strategies the classroom teacher may try include:

- Giving students a separate room to complete a test (such as a subject office);
- Reading for the student or using software to read the test for them;
- Using Loops or ear defenders to remove the background noise in class;
- Giving the student a fidget (such as blu-tack) to help with focus;
- Prompting the student to focus in class by seating them at the front next to the teacher.

This is not an exhaustive list, and depending on the subject and the assessment, the teacher may try alternative strategies.



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## What are Access Arrangements, and when might my child be assessed for Access Arrangements for their GCSE exams?

*It should be noted that to ensure that children do not receive an unfair advantage over their peers, access arrangements are very tightly controlled and monitored by the exam boards and the Joint Council for Qualifications (JCQ).*

Access Arrangements (AA) are non-standard arrangements approved before the examinations take place to enable candidates with special educational needs, disabilities or temporary injuries to access exams and assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled. The Examination boards will not consider applications in respect of long-term conditions that are submitted only weeks before the exams. It is essential, therefore, that parents inform us of existing circumstances that might justify Access Arrangements as soon as possible before their child is in Year 11.

We ask all teachers to monitor students and the effectiveness of any arrangements and this will provide grounds for their implementation at GCSE level. When applying for Access Arrangements we are obliged to work within the framework laid down by the JCQ. Non-compliance with the JCQ regulations is considered malpractice, which has potentially severe consequences for all our students.

The JCQ have updated their guidance for the 2025-2026 academic year and so please see our separate guidance available on our website.

## Can students with SEND participate in the full curriculum, including the extra-curricular activities?

All students are supported to access the full curriculum offer at Testbourne. In the very rare occasions when students are removed from lessons this is for a short period of time and with a carefully planned intervention. Students with specific needs are supported to make sure they can access all lessons, such as being given extra time to navigate the corridors if they have mobility issues, or given reassurance and frequent check-ins if they struggle with anxiety.

All of our extra-curricular activities and school visits are available to all our students, including any before- and after-school clubs. All students are encouraged to go on our residential trips, participate in sports day, audition for school plays, become prefects or members of school council, and take part in any aspect of school life.

No student is ever excluded from taking part in these activities because of their SEND including any disability. It is common practice for a Learning Coach to support with trips to facilitate greater accessibility for students with significant needs.



# Testbourne Community School

## What support do you provide for students who have English as an Additional Language (EAL)?

We work closely with Hampshire County Council to support our learners with EAL. Referrals are usually made to EMTAS ([Ethnic Minority and Traveller Achievement Service](#)) for support with children who are EAL. EMTAS may visit the child in school and suggest support such as a First Language Assessment or adaptations in school. It is important to note that students who have EAL do not necessarily have SEND. If students are struggling with the English language please contact us and we will work with you to support.

## How do we communicate with you?

For any general enquiries, please use the email address [send@testbourne.school](mailto:send@testbourne.school). The SEND team talk daily, meet as a team fortnightly, have monthly 1:1 meetings, and have no hierarchy to our communication. When you contact us, please remember staff are in lessons for the majority of their day and planning lessons, assessing progress and monitoring students takes significant time. Please allow at least 3 working days for a response.

## Who works in the SEND department at Testbourne?

We have a number of staff who work in the SEND department, including the SENDCo and Strategic SEND Lead, Mrs Geraldine Gray, who is also one of the Assistant Headteachers and a Science teacher. Supporting her is the Assistant SENDCo Mrs Clare Sykes, who handles much of the day-to-day running of the SEND department. We also have a Senior Teaching Assistant, and around 12 part time Learning Coaches. Many of the staff have specific training in certain areas (e.g. primary teaching, ELSA support, Lexonik, etc.)

All of the staff meet regularly and have time to pass on concerns, as well as dedicated time to support students both inside and outside of class. Our team are passionate about helping students succeed and if you think you would like to join us as a Learning Coach please watch out for vacancies on our website or contact us on [recruitment@testbourne.school](mailto:recruitment@testbourne.school).

## What training do your staff receive?

We know that all teachers are teachers of SEND, and we spend a great deal of time on training and discussing students with SEND to ensure all teachers are confident in supporting students so that they thrive with us. Our training revisits aspects of SEND frequently, and we make use of external agencies and best practice to ensure we do the utmost for the students in our care. Our training and information dissemination takes place in a range of meetings and briefings throughout the school year, and includes reference to the [SEND code of practice](#), The National Association for Special Educational Needs ([nasen](#)) and the best practice research published by the Education Endowment Foundation ([EEF](#)).



Department  
for Education



Education  
Endowment  
Foundation

SEND staff have been trained in specialist training according to their intervention support, for example, ELSA or Phonics. Teaching staff have been trained in responsive teaching, which focuses on methods of assessing each individual student throughout the lesson and differentiating teaching in order to address misconceptions.

Teaching staff regularly receive training in specific aspects of SEND, for example, low working memory, autism, dyslexia, ADHD etc. The training takes place regularly throughout the year, and key aspects of SEND are highlighted to staff and saved centrally so that all staff can access. We work with a large number of external organisations, both inside and outside of Hampshire, as well as partner schools, to ensure our knowledge and training is up to date and relevant. We place great emphasis on looking at the latest research to ensure we are taking account of advances in scientific understanding.

We also work with trainers who are themselves neurodivergent, so that they can talk about the aspects of school they found difficult and help us further reflect on aspects that may help students in school.

## What external agencies and organisations do you work with?

We primarily work with Hampshire SEND and you can find out more about Hampshire's Local Offer here: [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities](#).

We take advantage of a wealth of information from SEND organisations, some of which are shown below.





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## If you would like to find out more about SEND

Our website has some additional information, including our SEND policy and information report, and links to external help for parents, including the Hampshire Local Offer and Hampshire SENDIASS. You can also read our Access Arrangements guidance, find our 'Does my child need an EHCP?' explanation, and see examples of some of our internal documents.

**Hampshire**  
**LOCAL OFFER**



**contact** *For families  
with disabled children*