



KING WILLIAM'S COLLEGE

King William's College

Learning Support Policy and Procedure and Access Arrangements

Last Reviewed: 12/25

Next Review Date: 12/26

Helen Allan (Head of Learning Support)

Stuart Corrie (Deputy Head)

Learning Support Policy and Procedures

The Isle of Man and Special Educational Needs

The Isle of Man is a Crown Dependency and has its own parliament and government which have overview over all domestic matters. The island has never adopted the UK Equality Act of 2010 and the UK SEND Code of Practice. Instead, the Isle of Man has developed The Equality Act 2017 which encompasses legislation passed over recent decades. The Additional Educational Needs (AEN) Code of Practice has been developed to guide schools. The Isle of Man government is reviewing its approach to dyslexia and general literacy support, following public petitions and a new Education (Amendment) Bill. The island does not have EHCPs (Educational, Health and Care Plans, England) or Statements of special educational needs (Northern Ireland).

King William's College has a Junior School, the Buchan School, with which close co-operation and liaison is maintained regarding Learning Support provision. This policy applies only to King William's College.

Aims

- To provide every student with an inclusive education that provides access to a broad and balanced curriculum
- To identify students who have learning difficulties and to meet their needs as fully as resources will allow
- To promote an ethos of care, consideration and understanding in College
- To provide the individual with every opportunity to experience success and reach their potential

Ethos of the Learning Support Department

Learning difficulties are not considered a barrier to academic success. The Learning Support Department recognises that a pupil may experience a difficulty with learning a particular subject or with an aspect of their academic work for a temporary period, without necessarily having a permanent learning difficulty. The Department is committed towards supporting all students, as much as constraints allow, through the varied provision on offer, and maintaining a flexible approach at all times.

Staffing

The College has one full-time teacher who fulfils the role of Head of Learning Support/SENCO and Specialist Test Assessor (Level 7). She is supported by a full time Assistant SENCO, who is also a qualified teacher.

Identification of pupils with learning difficulties

King William's College must be notified of the learning difficulty as requested on the admission form at the time of entry, with accompanying evidence. If this is not provided delays in accessing any expected provision/arrangements may occur. This does not apply to teacher referrals post transition.

Prior to admission, students with learning difficulties will be reviewed through liaison with the Buchan School and island feeder schools. Visits may be made to the schools to meet the children, liaise with teachers and to attend review meetings, as necessary, before acceptance.

Students are identified as having difficulties affecting their learning by the following:

- Information received from a previous school, on transfer or in review meetings
- Considering information and assessments from other professionals
- Teacher observation of a standard of written work not consistent with that expected for their age
- Significantly slower progress than that of their peers, starting from the same baseline
- Working at levels significantly below age expectations, particularly regarding literacy and numeracy
- Monitoring information of pupil progress in subjects by class teachers which may collectively raise concerns
- Referral by class teachers who identify specific concerns in their subject
- Presenting persistent emotional and/or social difficulties forwarded by the pastoral team
- Assessment by the Head of Learning Support.

Learning Support Assessments

Standardised literacy assessments are administered on entry into Year 7 to determine baseline scores of the year group, identify students with any difficulties as yet unknown and to assist with setting mainstream classes by the English department. Literacy

screening assessments also happen in Year 9 and 12.

The following assessments are available for use with pupils of this age range in King William's College.

- New Group Reading Test (NGRT)
- Parallel Spelling Test
- GL Assessment – EXACT
- GL Assessment – Dyscalculia Screener (6-14 years)
- Wechsler Individual Achievement Test 3rd UK Ed for Teachers (WIAT-III UK-T)
- Detailed Assessment of Speed of Handwriting 2nd Edition (DASH-2)
- Test of Memory and Learning 2nd Edition (TOMAL 2)
- Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)
- Test of Word Reading Efficiency 2nd Edition (TOWRE-2)
- Kaufman test of Educational Achievement, 3rd Edition (KTEA-3)
- Test of Retrieval Efficiency (TORE)
- Conners Comprehensive Behavior rating Scales TM (Conners CBRSTTM)

The assessments can be used as school psychometric evidence to support exam access arrangements, in accordance with the exam board regulations.

Provision for pupils with learning difficulties

Students currently listed on the Learning Support register who receive support are experiencing mild to moderate specific learning difficulties associated with the following, for example:

- dyslexia
- dyspraxia
- ADHD
- Asperger Syndrome / ASD
- Numeracy

Students with identified needs are added to the Learning Support register, so teachers are aware of possible strategies of support. Information can be disseminated and any adjustments can be determined. Students may also be added for monitoring purposes, if a concern arises.

There is a varied provision and flexible approach to support all students once a need has been identified – temporary or more long term. Reasonable adjustments will be made to the school curriculum and environment; enabling students to be independent is a priority. All children are taught a wide range of subjects.

All teachers in College teach students with learning difficulties and have responsibility for meeting their needs. The school's approach to teaching and learning is to make adaptations to everyday teaching practices – high quality teaching for all. Work will be differentiated to ensure challenge and to ensure pupils achieve to the best of their ability (teaching, methods and materials).

Students are monitored and teacher evidence forms part of the development of a picture of need for any access arrangements for both internal and external examinations. Yearly internal SEN reports are carried out. Students may be asked to complete a 'Student Passport'.

Types of provision within Learning Support

As resource allows, if further support is required, more focused and targeted interventions may be provided. Students work on programmes regarding the specific area(s) of need, and are encouraged to experience and accept challenges as part of their work ethic.

Support could include:

- A support session, following morning registration, to 'boost' reading, spelling, comprehension, handwriting skills, typing skills and organizational skills
- Morning or lunchtime support sessions ideal for consolidation of work or for monitoring emotional/ social/ coping difficulties

- Modified timetables; withdrawal from a modern foreign language (all students are expected to continue with one language) which allows for additional help throughout the week and is considered for students experiencing greater challenges. This arrangement, requiring the consent of the Deputy Head Academic, can not be reversed
- In-class team teaching with colleagues in the English Department to deliver programmes e.g. reading, spelling and punctuation, aimed at improving levels of literacy or filling gaps in knowledge, when timetabling allows
- In-class Mathematics support following liaison with the Mathematics Department, where timetabling allows
- A safe space at break and lunchtimes, within Learning Support
- Use of assistive, digital technologies; use of a word processor, reader pens, computer reader, text to speech, for example

Learning Support and the Sixth Form

Students with learning difficulties are able to study the International Baccalaureate (IB) Diploma Programme.

Students in the Sixth Form will be assessed using the GL EXACT literacy screening assessment. They can also be further assessed through teacher referral or to update records for possible access arrangements in external examinations, if they have a previous history of need (JCQ Form 8 or 9).

At this stage, the role of the Head of Learning Support is more that of a facilitator, advising and liaising with colleagues regarding the best provision for the individual, or liaising with the Medical Centre regarding medical issues.

Access Arrangements

(I)GCSE

King William's College follows the rules and regulations of the awarding exam bodies:

[JCQ General Regulations for Approved Centres 2025-2026](#)

[JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 1 September 2025 to 31 August 2026](#)

[Cambridge Handbook 2025](#)

Access arrangements are reasonable adjustments which are made to classwork and used in internal tests, for students who are eligible. Pupils establish their normal way of working which complements their history of need and support. This educational evidence is used, along with internal psychometric test scores and/or medical reports, when applying to the examination boards for Access Arrangements.

They can only be awarded if they meet criteria in accordance with the regulations.

In accordance with the regulations of the JCQ Awarding Body 2025:

- 'If a student has learning difficulties, the College's appointed specialist assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.'
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the College and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The College will record how effective the arrangement is in the classroom, in internal tests or in mock exams.'

King William's College will not submit arrangements in the following circumstances:

- If King William's College has not been notified of the learning difficulty as requested on the admission form at the time of entry, and is unable to put in place any expected provision/arrangement. This does not apply to referrals post transition.

- The arrangement involves unreasonable cost to King William's College.
- The arrangement involves unreasonable time scales to King William's College.

Access arrangements are co-ordinated by the Head of Learning Support.

Access arrangements must have the approval of the Head of Centre and will be subject to scrutiny by the visiting or online Exam Board Inspectors.

The Exams Officer will facilitate the approved access arrangement in external exams.

Students will be notified if they have been given an approved access arrangement for GCSE examinations. They will also be able to view their access arrangement in the Student Portal.

Access Arrangements (International Baccalaureate)

King William's College follows the rules and regulations of the awarding exam body:

[IB Access and inclusion policy](#)

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible and, to this end, they aim to authorise arrangements that are normally available to the candidate concerned. It should not be assumed, however, that agreement will always be given and the Head of Learning Support is required to provide information on the candidate's history of need, standardised assessment scores and usual way of working in the classroom to support requests for special arrangements.

Access arrangements must have the approval of the IB Co-ordinator.

The Exams Officer will facilitate the approved access arrangement in external exams.

Sharing of Information

Upon request, and with parental/student consent (in accordance with Data Protection regulations), the Head of Learning Support or IB Co-ordinator will forward to universities (or other relevant parties) information regarding the provision of access arrangements of applicants.

Related Policies

- KWC Word Processing Policy 2025