

Frequently asked questions (SEND)

We want the best for all and promote inclusive practices across the school. However we often receive enquiries about support. Please refer to our Frequently Asked Questions below which we hope you will find helpful.

After reading this information, if you would like us to look into a specific request, please as a first stage could you complete the parental SEN google form. The link can be found at the end of this document. Once you have completed this please contact us by emailing senenquiries@cooperscoborn.org.uk along with any accompanying documentation/evidence. We will then review the information and consider the most appropriate next steps. Please note that due to the volume of contacts we have, all requests will be triaged and dealt with on a priority basis and we will respond as soon as we can.

Frequently asked questions

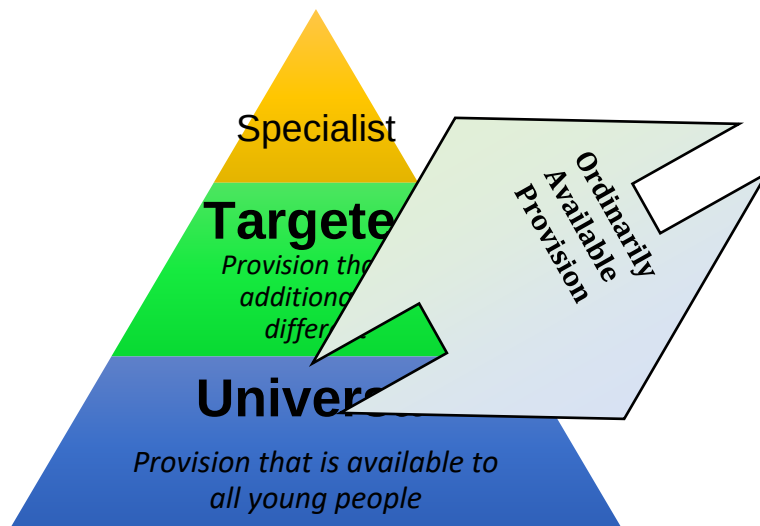
1.I have a concern relating to a particular subject/teacher and or a pastoral issue

In the first instance please make contact with the relevant Department or Head of Year via the contact page on the school website. In most cases concerns can be supported via ordinarily available provision.

2. I think my child requires additional support and has a Special Educational Need.

Where concerns remain after already liaising with and support from the relevant departments and pastoral teams, the SENCO/Assistant SENCO will investigate concerns. A range of information will be collated (parent view, student view, staff feedback, lesson observations), to determine the best possible course of action.

We will use the graduated approach and assess the level of need and intervention required. Please note this may take some time as we gather the relevant information to ensure we provide the most appropriate support.



3. I think my child may have Dyslexia

We cannot diagnose Dyslexia as a school and neither can the Havering Educational Psychologists. Unfortunately, if you wish to pursue a diagnosis of Dyslexia, parents have to seek this privately. We can collate feedback to see if there are any concerns from staff, relating to this area of need, however cannot diagnose. We can however discuss if any adjustments are required where there are substantiated concerns as and when applicable/appropriate, even when there is no diagnosis.

4. I think my child is Neurodivergent

We are unable to diagnose ADHD, Autism and associated diagnoses. Where you have concerns we would recommend exploring if these concerns can be supported via ordinarily available provision i.e. teaching strategies and or pastoral support as a first stage. However if you wish to pursue a referral please contact your GP. They may be able to refer you to your local NHS neurodevelopmental or community paediatric service. If local NHS waiting lists are too long, you have the right to ask your GP to make a NHS right to choose referral.

We can assist with the process by completing forms. However we continue to receive increasing numbers of referrals and in different formats. Our protocol is to ask staff who know the student best to complete these forms. Where there is an established relationship with the SENCO/Assistant SENCO and open communication about concerns/support, they can also input into this paperwork and in some cases where there is sufficient evidence and a good working knowledge can make a referral directly to CAMHS. Please note we can only answer the questions based on what we see in school.

5. I think my child requires extra time

Please see the overview from JCQ about what is required for additional time in public GCSE and A Level exams. Whilst we want the best for every student we must comply with the very robust regulations. Please use this link to see the JCQ infographic about current evidence

needed for 25% extra time.https://www.jcq.org.uk/wp-content/uploads/sites/2/2026/07/JCQ-25-ET-infographic-26-27_FINAL.pdf

We have also provided additional information relating to this in the bullet points below.

- a) **Learning difficulty without an EHCP**- Where there is a concern about a learning difficulty we have to have the candidate seen by our own appointed assessor, which normally takes place at the end of Year 9 or start of Year 10. It cannot take place earlier than this in line with JCQ regulations. For new concerns in the sixth form this should be raised early so we can consider if an assessor can see the student in Year 12. For us to be able to have the candidate seen by an assessor we have to fill in a document called a Form 8. On this form we have to detail the candidate's difficulties and the adjustments in place. Additional time should already be normal way of working and we should have evidence to demonstrate this in the form of feedback from staff and samples of test papers showing the use of additional time. If we do not have this evidence then we cannot have the assessor to see the candidate. If a student is seen by the assessor they complete a series of activities and are given standardised scores. To be eligible for additional time the candidate must achieve the standardised scores in line with the JCQ regulations and these must relate to 2 different areas of speed of working. Where students have the required standardised scores and where we have the required levels of evidence 25% extra time, a formal application can be made to JCQ and continue to be implemented. Please note that it is important that students continue to make use of additional time, evidence from their test papers will be used as part of on -going evidence of normal way of working and will be used as evidence when we are inspected by JCQ.

Please be aware that where students have a private Dyslexia report we are unable to use this report or any of the scores as evidence. We still have to have these students seen by our own appointed assessor (end of Year 9 or start of Year 10)

- b) **Other needs (current/valid EHCP, physical/sensory needs, SEMH needs e.g.ADHD, SLCN e.g. Autism, Medical condition**

For these areas of need we do not have to have students seen by our assessor. Instead we must complete a Form 9 and demonstrate the required evidence to enable us to be able to apply to JCQ.

We must have specialist evidence confirming the candidate's disability and we must be able to show this evidence when we are inspected. We know sometimes referral processes can be lengthy so we can be trialing these arrangements whilst awaiting appropriate specialist evidence/diagnosis. However, please be aware we cannot make a formal application to JCQ without this specialist evidence

In line with the regulations we should have trialled supervised rest breaks first as in most cases a supervised rest break can be an appropriate reasonable adjustment. Where this has been trialled and has not proved sufficient we require feedback from staff to demonstrate that additional time is required and we should then trial it to show normal way of working. As above we must be able to show staff feedback and samples of test papers. In addition we must also be to show sufficient

Even where there is a diagnosis we have to show samples of tests and direct feedback from staff. This means we cannot accept requests late in Year 11 and Year 13 even if there is a diagnosis.

6. My child had additional time at GCSE, can they still have it for their A levels?

Where a student had a JCQ application approved, a correctly completed Form 8 for GCSE and where we have evidence of the assessor qualifications we can use this evidence to continue additional time. However, we must be able to demonstrate the continued need for additional time, via evidence from teaching staff and also samples of assessment papers. Where we have all of this evidence we can re-apply to JCQ for additional time. Please note if the previous provider did not ensure the Form 8 was completed properly we cannot use this and would have to consider if we have sufficient evidence to ask for our assessor to see the candidate.

If there was a previous Form 9 in place, we have to complete an updated Form 9. As above, we must be able to detail on-going difficulties and adjustments required. We must be able to show feedback from staff to support this

7. I am concerned about handwriting quality

Where concerns are raised about the quality of handwriting, we will collate feedback from staff and view samples of work as well as meeting the student to seek their view.

Usually our first step will be to do a handwriting intervention. If there are still concerns we will trial touchtyping intervention. Where a student shows sufficient typing speed and accuracy we will consider if using a laptop for assessments is the best course of action. Where this is implemented students can complete assessments on school provided exams laptops. If this is normal way of working it can also be used for GCSE and A level exams. We prefer not to use a scribe unless it is exceptional circumstances as dictation is quite difficult and also a scribe does not best prepare for adulthood.

Where students handwriting is illegible making classwork difficult the SENCO/Assistant SENCO will work with the young person/family to decide the most appropriate support.

Laptops used are unable to connect to the internet. When used they are simply used as a way of typing work into wordpad.

8. I am concerned about my child's reading.

We will use reading data to assess difficulty and decide appropriate support in line with the graduated approach.

Where there are difficulties which require additional intervention students who require assistance to access exams are encouraged to use exam reader pens. This is a more independent way to access reading and the ones the school recommends are approved by JCQ. The school has a few of these pens which are issued to eligible students on a loan basis. Human Readers may be considered but formal applications must be made to JCQ for this and relevant paperwork and evidence completed. Where students also have additional time if they have a human reader there are also implications to the number of scores needed i.e. a score for reading cannot be used as one of the scores to make eligible for additional time.

9. I think my child needs to be in a smaller room to the main hall for public/mock exams

For some students the main exam hall can feel overwhelming for mock and public exams. The more this is practised the easier it can feel. This is an advantage of our mock exam calendar.

As we have an increasing number of students who have access arrangements our alternative room is now hosting many students. Only students where we have the appropriate evidence will be able to have alternative rooming. Where there are concerns relating to anxiety we will need medical evidence to support alternative rooming.

10. Where are access arrangements completed?

For in class assessments most arrangements are facilitated in class, supervised by the class teacher so they can monitor use and also ensure exam conditions. The class teacher also, in most cases, provides important information prior to starting the assessment. Students not receiving additional time complete other silent work whilst other students finish their tests.

A very small number of students need to complete assessments in HL2 as there are arrangements cannot be facilitated in class, i.e. a scribe, the use of the exams laptop. This is organised in advance by the class teacher in liaison with the SEN team.

Mock exams and public exams are organised by the exams team and they co-ordinate all of the exam access arrangements

Additional information

For more information about services available from Havering SEND services please visit the Havering Local offer

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

For further information about access arrangements for exams please visit JCQ website-[JCQ-AARA-2025-March-26.pdf](#)

After reading this information if you have a concern that you would like us to look into please complete this googleform:

https://docs.google.com/forms/d/e/1FAIpQLSfZsDiXdtyluFiA7_UvVzOuzziOCG7odH7SYCPQqJ5VebhmHw/viewform