



THE PORTSMOUTH GRAMMAR SCHOOL

The PGS Policy for Awarding Access Arrangements in Entrance Assessments

PGS is committed to the individual treatment of all children and, to this end, of ensuring equal access and opportunity for all candidates for entry into the school and will, as far as is possible, make reasonable adjustments to its applications procedures as necessary.

The provision of special arrangements for a paper or assessment must be based upon the ongoing support that an individual candidate is normally and/or currently receiving. This may include access to equipment or materials that are part of their normal current working practice but do not provide an unfair advantage over other candidates. Evidence of such support or working habits may be required in support of any such requests and a covering letter from their current school may suffice in this respect depending on the circumstance.

Candidates with specific additional educational needs may be allowed extra time for the completion of a paper or assessment but formal diagnostic evidence, such as that provided by an educational psychologist or specialist assessor, is required in order for such a request to be considered. The tests used to produce evidence for any such request should be as up-to-date as possible, age-appropriate and fully standardised. The criteria used to assess the merits of such requests are based on those provided by JCQ ([‘Adjustments for candidates with disabilities and learning difficulties’](#))¹ which are updated every September.

Relevant School Policies:

- The PGS Accessibility Plan
 - The PGS Reasonable Adjustments Policy
 - The PGS Additional Educational Needs and Disabilities Policy – Senior School
 - The PGS Disability Discrimination Policy
 - The PGS Admissions policy
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Allocation of Tasks

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice.	Deputy Head (Teaching and Education Development)	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness.	Deputy Head (External Relations) and Assistant Head (Middle School and Partnerships)	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR.	Head of Learning Support	As required, and at least termly
Reviewing input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy.	Deputy Head (External Relations)	As required, and at least annually
Formal annual review.	Deputy Head (Teaching and Education Development)	Annually

Version Control

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Date Reviewed	27.11.2019 (ARM)
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Policy author (SMT)	Deputy Head (Teaching and Education Development)
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Report	Academic and Educational Report