



Exam: Learner Support Policy

Policy agreed by Staff on:	Spring 2024
Ratified by Local Advisory Board on:	Spring 2024
Review Date:	Spring 2026
Agreed Frequency of Review:	2 Yearly
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	



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Bradford AP Academy is committed to a whole-school approach to supporting each pupil according to their Individual Learning Profile (ILP). BAPA aims to help all students achieve the best they can.

Learners will be supported to develop insight into their personal barriers and to develop strategies and skills that encourage them to become independent learners. BAPA aims to be proactive in identifying and supporting learners requiring additional support, engaging with external bodies as necessary. Reasonable adjustments will be put in place by BAPA where required by a learner (for example, the use of a word processor).

Learners who require reasonable adjustments or special consideration will be assessed by a Level 7 SEND assessor, and the Examinations Officer will apply for access arrangements in line with examination board requirements.

Aims

The aim of this policy is to ensure that all learners receive the necessary advice, guidance and support in order to optimise their achievement on courses that are appropriate to their individual needs.

In order to achieve this, BAPA will ensure that:

- All learners receive advice or information specific to the qualification.
- Be proactive in identifying, understanding and addressing learner support needs.
- A learner's specific access arrangements are determined as early as possible by subject leads, and learners are afforded the opportunity to incorporate arrangements into their normal working practice.
- All learners are encouraged to become independent learners.
- Access arrangements enable pupils with medical, physical or learning difficulties to access public examinations.

Actions

- The Centre creates and maintains an Individual Learning Profile (ILP) for each learner with an identified learning difficulty and access arrangements, and this is shared with teaching and support staff within the Centre.
- The Centre will, where possible, support learners with additional one-to-one tuition.
- The Centre will apply the Access Arrangements Policy and the Word Processing in Exams Policy.
- The Centre will underpin the referral process as recommended by the SEND Code of Practice (latest version).
- The Centre undertakes all examination access arrangement assessments and administrative requirements in accordance with required regulations, including the gathering of teacher evidence.
- Subject leaders work in conjunction with the Examinations Officer to ensure that appropriate access arrangements are applied for in a timely manner.

- The SENDCo completes Form 8 Part 1 prior to the Centre engaging an external access arrangements assessor.
- The Centre engages an external access arrangements assessor to undertake a formal assessment (Form 8 Part 2) in line with JCQ regulations.
- The Centre applies for access arrangements with awarding bodies, with whom the final decision rests.
- The Centre ensures that parents and candidates are informed of access arrangements put in place, and of any decisions by awarding bodies to refuse access arrangement requests.
- The Centre ensures that access arrangements requiring external application to an awarding body include a signed data protection notice from the candidate.
- The Centre reviews individual learner progress and support provision, accessing external additional support services where necessary.