

**Procedures for obtaining supporting information on prospective students who have  
Additional Learning Needs or Special Educational Needs and/or Disability sitting St.  
George's entrance exams**

All reasonable steps are taken to ensure that our entrance examinations are accessible to all candidates. Candidates are given equal priority if they satisfy the College's entrance criteria.

- Early identification of students with ALN/ SEND is a priority in ensuring that the correct support is put in place to meet a child's needs for the entrance exams.
- Full disclosure is requested from parents if their child has been professionally assessed regarding additional learning needs (ALN) or special educational needs and/or disability (SEND).
- Copies of professional reports are sent by the Admissions team to the Academic Support teacher. The Academic Support teacher creates a brief summary of the child's ALN/SEND and whether their needs can be met at St George's.
- Parents can make requests for access arrangements based on professional assessments. Access arrangements are awarded to prospective students who meet the guidelines set out by the Joint Qualifications Council. Parents are informed by letter the results of their request.
- Supporting evidence is requested from the child's current school briefly outlining the child's "history of need" and "history of provision".
- The College takes into account the views of parents when assessing the evidence as to whether the College can meet the needs of the child.

Date: 19/05/2015

Author: Jacqui Davies, Academic Support

Specialist Teacher (PGDip.SpLD, AMBDA)