



# EXAM ACCESS ARRANGEMENTS POLICY

## Version 2.0

<p><b>Important:</b> This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	<p>Mrs J Donkersloot Trust SEND Director</p>
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<p><b>Target Audience:</b></p>	<p>Staff, Students, Parents/Carers</p>
<p><b>Associated Documents:</b></p>	<p>Trust SEND Policy</p> <p>JCQ Access Arrangement &amp; Reasonable Adjustments: September 2020 to 31 August 2021</p> <p>Equality Act 2010</p>

## **Contents**

<b>Section</b>	<b>Page</b>
1. Rationale	3
2. Reasonable Adjustments	3
3. Procedure	3
4. Sixth Form	4
5. Checking the Qualifications of the Assessor(s)	4
6. Access Arrangements	4
7. Processing Applications for Access Arrangements	5
8. Arrangements for testing / exams	5

## Rationale

This policy provides guidance regarding the actions taken to ensure inclusion throughout the Trust to allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access assessment without any disadvantage and without affecting the integrity of the assessment. The policy forms an integral part of our teaching and learning strategy which seeks to create a learning environment where every individual student may fulfil his or her full potential.

This policy is written in line with the Joint Council for Qualifications (JCQ) Regulations document: "Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments 1 September 2020 to 31 August 2021"

## Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment in comparison to a candidate who is not disabled. In such circumstances, the Awarding Body is required to take reasonable steps to avoid that disadvantage.

**Definition of Disability:** Section 6 of the Equality Act defines disability as "a physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities."

**Definition of special educational needs (SEND):** A candidate has SEN as defined in the Education Act 1996 if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her.

## Procedure

An application for exam concessions to the Joint Council for Qualification (JCQ) can only be made if the school can provide all of the following:

- A history of need (clear evidence of need **over a period of time**)
- A history of provision (what support has been provided in school **over a period of time** which may include: support in the classroom; working in small groups for reading and/or writing; literacy support lessons; literacy intervention strategies; support in internal school tests/examinations and mock examinations.)
- A qualifying score from a recognised test carried out by a suitably qualified assessor (not required for all concessions).

In addition to this, evidence of need and provision can be provided through:

- Diagnostic test results
- Professional reports
- Medical evidence
- Examples of classwork / past exam scripts

Access arrangements should be processed at the start of the course prior to the beginning of the first year of a two-year GCSE course. Schools should have firmly established a picture of need and normal way of working for a student during Years 7 to 9.

For students with an EHCP, it is not a requirement for additional testing to be carried out or a Form 8 to be completed. Students with a diagnosis of Dyslexia will be automatically considered for testing although it should be noted that a diagnosis of Dyslexia is not an automatic guarantee of exam concessions.

## **Sixth Form**

Students who have previously qualified for exam concessions at GCSE will need to be re-assessed to see if they still qualify for concessions at A Level.

In line with JCQ regulations, Trust schools will make all final decisions with regard to access arrangements based on whether the candidate has a substantial and long term impairment and can demonstrate the access arrangement as being the student's normal way of working as evidenced by the teaching staff.

## **Checking the Qualifications of the Assessor(s)**

Specialist assessors are used to conduct the assessments in line with JCQ regulations and guidance. It is the SENCO's responsibility to check the assessors are appropriately qualified to carry out the testing and evidence of the assessors' qualifications are held on file for inspection purposes.

## **Access arrangements may include:**

### Cognition and Learning Needs

E.g. General and/or Specific Learning Difficulties (such as Dyscalculia and Dyslexia)

Candidates with learning difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.

### Communication and Interaction Needs

E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN)

Candidates with communication and interaction difficulties may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe

- a word processor
- modified language papers.

### Sensory and Physical Needs

E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI)

Candidates with sensory and physical needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a live speaker
- a Communication Professional
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

### Social, Mental and Emotional Needs

E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, mental and emotional needs may require for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- alternative site arrangement
- separate invigilation within the centre.

## **Processing applications for Access Arrangements**

The SENCO is responsible for completing the paperwork (Form 8) and supervising the processing of on-line applications to JCQ for both GCSE and GCE qualifications using the Access Arrangements On-Line tool. Candidates may not require the same access arrangements in each specification and SENCOs must consider the need for access arrangements on a subject-by-subject basis.

It should also be noted that if the SENCO or specialist assessor(s) consider that the access arrangements have ceased to be the student's normal way of working they reserve the right to withdraw permission for that access arrangement.

If a student prefers not to utilize their concession, they have the right to do so.

Arrangements must always be approved before an examination or assessment.

## **Arrangements for Testing / Exams**

### **Internal Assessments**

All teaching staff are given access to the list of students qualifying for exam access arrangements (EAA). However, it is sensible to see this as a joint responsibility between the teacher and the student to ensure that the appropriate arrangements are in place for all internal assessment opportunities.

### **External Exams**

It is the responsibility of the Exam Team, usually working in conjunction with the SEND Department, who take responsibility for organising the exam access arrangements for external exams.