



EXAM ACCESS ARRANGEMENTS POLICY

Version 2.0

<p>Important: 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>Name and Title of Author:</p>	<p>Mrs J Donklersloot Trust SEN Director</p>
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<p>Related Documents:</p>	

Contents

Section	Page
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	4

Rationale

This policy provides guidance regarding the actions taken to ensure inclusion throughout the Trust for all students with additional learning needs, including those formally diagnosed with special educational needs and disabilities (SEND), so that they can complete their exams 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 2018 to 31 August 2019

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 (SEN): A candidate has SEN as defined in the Education Act 1996 if he/she has a learning difficulty 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 a SEN **over a period of time**)
- A history of provision (what support has been provided in school)
- A qualifying score from a recognised test carried out by a suitably qualified assessor

Staff refer a student for assessment using a purpose-built form allowing them to detail need and history of provision. In addition to this, evidence of need and provision can be provided through:

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

The testing is carried out at the end of Year 9 to ensure any concessions that are awarded remain valid for the duration of the GCSE course. (Concessions are only valid

for 26 months). All students with a diagnosis of Dyslexia will be tested together with referrals from subject teachers who can demonstrate a history of provision for that student.

If a student uses a laptop as their normal way of working in a particular subject, then they will be allowed to use a laptop in that subject's exam. The school must be able to provide evidence to prove the laptop has been used in that subject over a sustained period of time (minimum of two terms)

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 include:

- Extra time (typically 25% although this can be increased in exceptional circumstances)
- Reader / computer reader
- Read aloud / use of an examination reading pen
- Word processor / laptop*
- Scribe / speech recognition technology
- Braille
- Prompter*
- Oral language modifier
- Live speaker for pre-recorded examination components
- Sign language interpreter
- Practical assistant
- Alternative site for the conduct of exams
- Bilingual translation dictionaries with 10% extra time
- Exemptions
- Other arrangements e.g. coloured paper, enlarged font size, rest breaks*

N.B. * These concessions can be awarded by the centre without the need for formal approval providing the relevant evidence is available for inspection.

Processing applications for Access Arrangements

The SENCo is responsible for processing on-line applications to JCQ for both GCSE and GCE qualifications using the Access Arrangements On-Line tool. The testing typically takes place at the end of Y9 and the on-line applications are usually made by the end of the summer term. Parents are notified in writing regarding successful applications.

A student has the right to forgo their agreed access arrangement(s).

Additionally, 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 the access arrangement; in these circumstances the school will provide confirmation in writing to parents / carers of the change in arrangements.

A list of all students who receive access arrangements is published to the teaching staff of each school.