



# DRAFT

# Exam Access

# Arrangements Policy

**Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.**

<b>Policy number</b>	38a	<b>Review period</b>	Triennial	<b>Last reviewed</b>	Dec 16
<b>Person responsible</b>	SENCO			<b>Governor Review</b>	Lead Governor-delegated

**What are Exam Access Arrangements?**

Access Arrangements fall into two distinct categories: some arrangements are delegated to Centres whilst others require prior JCQ / CIC awarding body approval.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. It is in this way that Awarding Bodies comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

JCQ state (p 3) that whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

## **Who can have Access Arrangements?**

Access Arrangements are for candidates with special educational needs, disabilities or temporary injuries.

### 1.3 Definition of disability

Section 6 of the Equality Act 2010 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'.

### 1.4 Definition of special educational needs

A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

## **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.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate.

## **Identifying the need for access arrangements within Plympton Academy**

Students who may qualify for formal Access Arrangements during KS4 and 5 are identified early in KS3 (Y7). At this stage needs are screened and identified, rather than formally assessed. Adjustments to Quality First teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments.

Formal assessments take place during Y9. Screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidance. Formal Access arrangements expire after 26 Months, after this period the student may be re-tested. The most recent testing is binding and determines any subsequent Access arrangements.

Where formal Access Arrangements are determined and agreed these become part of 'normal practice'. This means that appropriate Access Arrangements should be taken into consideration in Quality First teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement then parents / carers will be informed in writing and access arrangements can be removed.

## **Access Arrangements for examinations**

JCQ requirements can change annually however the following are some of the standard practice of access arrangements:

- Extra time
- Rest breaks
- Readers
- Reading aloud
- Scribes
- Prompts
- Use of word processors

## Responsibility

Access arrangements are the responsibility of the SENCO, directed by the Principal.

Access arrangements for exams may be conducted by Plympton Academy staff with relevant qualifications in accordance with JQC guidance **or** a qualified person may be brought in.

Screening, e.g. DST, GRT-2, can be administered by an HLTA with the SENCO present. This gives a profile and can help to determine more specific assessment requirements

## Roles and Responsibilities

Role	Responsibility
Principal	JCQ (p. 10) The Principal: <b>must</b> ensure that a reasonable adjustment implemented by the centre on behalf of the learner is based on <u>firm evidence of a barrier to assessment</u> and is in line with this guidance. Failure to do so may result in advice or action for the centre through to the implementation of steps to manage centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.
SENCo	<p>The SENCo will create a policy and practice at Plympton Academy to ensure compliance with JQC guidance:</p> <p>4.2.6 The key principle is that the SENCo can show a <u>history of support and provision</u>. The arrangement is <u>not suddenly being granted to the candidate at the time of his/her examinations</u>.</p> <p>5.2.3 So as not to give an unfair advantage, the centre's letter or file note (written by the SENCo) must:</p> <ul style="list-style-type: none"><li>● confirm that the candidate has persistent and significant difficulties when accessing and processing information and <u>is disabled within the meaning of the Equality Act 2010</u>;</li></ul> <ul style="list-style-type: none"><li>● include evidence of the candidate's current difficulties and how they <b>substantially</b> impact on teaching and learning in the classroom;</li><li>● show the involvement of teaching staff in determining the need for 25% extra time;</li></ul>

	<ul style="list-style-type: none"> <li>• confirm that without the application of 25% extra time the candidate would be at <b>a substantial disadvantage; (the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.)</b></li> <li>• confirm that 25% extra time is the candidate's <u>normal way of working</u> within the centre <b>as a direct consequence of their disability.</b></li> </ul> <p><b>5.4.1</b> (The SENCo will) trial and monitor the award of extra time and records its impact and use. The SENCo will oversee the identification and screening process of students during KS3.</p> <p>Whilst the referral forms (Appendix 1) are to be completed by class teachers, the SENCo will oversee their distribution and processing. A decision regarding appropriateness of trialling Access Arrangements will be made by the SENCo with reference to senior staff.</p>
<p>Exams Coordinator</p> <p>Access</p>	<p>The Exams Access Coordinator will receive from the Assistant SENCo a list of students requiring access arrangements.</p> <p>A file collecting evidence that this is now the student's normal way of working will be maintained.</p> <p>The Coordinator will be responsible for creating, maintaining and distributing a matrix listing those students receiving access arrangements, the nature of those arrangements and the staff and rooms concerned.</p> <p>Teaching Assistants will be required on occasion to act as invigilators. TAs will be selected with regard to the subject areas where they normally work; TAs will therefore be taken from non-certificated subjects first, non-core subjects second and from core subjects when no one else is available.</p> <p>The Exam Access Coordinator will be responsible for processing the online application for Exam Access Arrangements with JCQ.</p>

### **KS3 screening**

Students who are identified either during transition or Year 7 as having difficulties accessing their learning are screened. All teaching and TA support staff are involved in this early identification process.

Throughout KS3 all staff are responsible for implementing recommended adjustments to QFT and assessment access arrangements. All staff are involved in the monitoring of these adjustments.

Needs of students not identified in Year 7 may become apparent at any point during KS3. Staff are responsible for reporting any concerns to the SENCo or Assistant SENCo who can then arrange for screening to be carried out.

### **Formal Access Arrangement testing**

Formal assessments are conducted in early summer term.

Students qualifying for these formal assessments are determined by specified indicators following screening

Students with a statement would automatically qualify for a needs matched Access arrangements

Screening and formal assessment is a staged process:

#### **Stage 1: Early Screening**

- Diagnostic Screening Test (DST-2)
- Group Reading Test (GRT-2)
- WRAT
- A report is produced by the SENCo highlighting the key elements including History of Need and screening outcomes.

#### **Stage 2: Formal Testing**

Summer term of Year 9.

Depending on outcomes of screening, formal assessments are conducted to confirm access arrangements for exams. Assessments are carried out by qualified specialist teachers. No one assessment can be submitted as evidence. Assessments may include:

- Diagnostic reading age assessment
- Diagnostic spelling age assessment

- WRAT
- Speed of writing assessment

### **Stage 3: Consideration of Impact of Access Arrangements**

Once a student has been identified as potentially requiring access arrangements comparisons will be made of their attainment using such arrangements with the results achieved normally.

This will be managed in a number of different ways depending on the subject. However, an example would be a two paper mock exam for English in Year 9 where one paper would be sat as normal and the second paper would be completed using Exam Access Arrangements. A comparison of the marks gained would then be made to explore the suitability of exam access arrangements for this student and to ensure that no unfair advantage is being created.

### **Stage 4: Formal application for Access arrangements for examinations**

The outcome of assessment are recorded and summarised on the pupil profile sheet by the Exams Access Coordinator. Completed forms are then passed to the SENCo as evidence for online submission. The online submission is carried out by the SEND Administrator.

### **Stage 5: Ensuring the AA are normal practice**

It is the responsibility of the SEND team to ensure that all required information is collated and accessible to the Exams officer and wider staff body. The SENCo, in collaboration with colleagues and students, will monitor and ensure that AA are normal working practice. The SENCo and exams officer will ensure that all paperwork required by JCQ is in order.

## Appendix A

# Application for Exam Access Arrangements

Student	
Date of Birth	
Teacher completing this form	
Application Agreed by Head of Faculty / HOAP (signed)	
Nature of Difficulty	
Access Arrangements the Faculty provide as this student's normal way of working for assessments, tests, etc.	