

Exam Access Arrangements Policy (Sept 2017/18)

Rationale

The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs Disabilities (SEND). The term Additional Learning Need is used as an umbrella term within the school to incorporate ALL students known to or attending our Student Progress provision including those pupils identified as having SEND. The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil her full potential.

What are exam access arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- * A scribe: a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- * A reader: a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.
- * ICT: access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer. A candidate who cannot write legibly or due to learning difficulties uses a laptop as their normal way of working. They are proficient at using a word processor. This is allowed in their exams.
- * Extra time: students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.
- * Rest breaks: where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- * Prompter: where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing:- <ul style="list-style-type: none"> • Is illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time
Reader	Where there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
ICT	Where there is a physical disability; their writing would be:- <ul style="list-style-type: none"> • illegible and may hamper their ability to be understood • speed is too slow to be able to complete the exam in the allotted time
Extra Time	Where a student's ability to process information is slower than average
Rest Breaks	Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.
Prompter	For a student who loses concentration/focus, and is not aware of time.
Separate Room	For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

Procedures

How would students be identified for Exam Access Arrangement?

- * They may have had EAA at KS2 for their SAT's
- * From baseline testing completed at the start of Year 7
- * Parental Referral
- * Subject Teacher Referral
- * Information from Primary schools
- * Recommendations from an external agency or other professional, eg Dyslexia Action/Teacher of the Deaf/ VI Team.

KS2 SAT EAA

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria. Similarly, just because a student has a diagnosis of additional need this does not automatically mean that they are entitled to differing access Arrangements. This would be at the approval of the SENCo and JCQ.

Parent Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, Student Progress will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

Teacher Referral

As with Parent Referrals, teachers can refer a student to the SENCo who would investigate their concerns and possibly do some follow up testing. All of the students current teachers will be asked to give feedback to gain information and if necessary, an application would be made to the JCQ.

The role of the SENCo/ Exams Officer/Senior Leader responsible for whole school SEND provision:

- * The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- * Specialist assessment will be carried out to ensure correct arrangements are identified. This will be done in school time by a qualified assessor.
- * Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo/Exams Officer.
- * Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo/Exams Officer.
- * Rooming for access arrangement candidates will be arranged by the Exams Officer.
- * Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer.
- *Senior Leaders would oversee all process.

How do staff and parents know whether a student has Exam Access Arrangements?

All subject teachers and support staff are given access to the Access Arrangements Register . This can be found in 'non- department files' and all staff, new and old, are reminded of this regularly. The SEN register and Exam Access Arrangements (EAA) are updated whenever students become entitled.

Staff are informed of any changes to the SEND register and Exam Access Arrangements (EAA) via internal school communication systems. It is updated regularly and whenever changes have been made to the students entitlements. The information about results of assessments for EAA are kept confidentially in line with school policy and are shared on a need to know basis.

To allow all students with an additional learning needs equality of access to internal subject tests and exams the following reasonable adjustments are followed:

- * Subject Leaders are responsible for ensuring that all students in their subject areas have full equality of access to all internal tests and mock exams.

- * If extra time is required it is the responsibility of the subject teachers to ensure this is well planned in advance to ensure. They can liaise with the SENCo and Subject Leaders to make these arrangements.

- * It is the responsibility of individual subject teachers to inform the SENCo and the Exams Officer of any assessments well in advance so arrangements can be made for those students requiring additional support. This will then be coordinated between the SEN Team and the Exams Officer.

In Conclusion

Access arrangements reflect the support that is usually given to the student in the classroom and both internal and external exams. This is commonly referred to as a 'normal way of working.' It must be something the student is well practised in and evidence should reflect this.

Access Arrangements will be granted at the school's discretion following consultation with appropriate professionals and the JCQ. Pupils, parents and staff will be informed if and when an application has been granted and pupils will be asked to sign a declaration sheet.

Applications do expire and will therefore be regularly monitored and updates made accordingly.

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