

Exam Access Arrangements Policy

Rationale

The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students, including those with formally diagnosed Special Educational Needs and or Disabilities (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 their full potential whilst being as independent as possible.

As our school implements the new changes in the Special Educational Needs and Disabilities Code of Practice 2014, (CoP), we decided to keep a separate Exam Access Arrangements register for students, as not all students with an Access Arrangement would be on the SEND register.

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.

Types of Access Arrangements

- Reader: if a student qualifies for a reader, this is in the form of a pen reader or in rare cases a support assistant whilst enabling the student to have as much independence as possible.
- Access to a computer for an exam so that the student can word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access (also see laptop policy). In some exceptional circumstances students may be entitled to use a spell check enabled computer.
- 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.
- Scribe: where someone writes what is dictated by the student

All arrangements are subject to it being the student's usual way of working and supplementary evidence from teaching staff or SENCO.

When might students need to be given Exam Access Arrangements?

- Scribe: Where there is a physical disability resulting in writing being illegible or speed being too slow to complete the exam in the allotted time
- The Reader facility: Where there are two standardised scores of below 85 in a test delivered by Specialist Teacher (100 is the average). All students who qualify for the Access Arrangement of a reader will be given training and encouraged to use the pen reader.
- 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 the recommended option from the exam boards before considering extra time.

The use of a separate exam room

A separate room may be used 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 agoraphobic/have a psychological condition may also need to sit an exam in a separate room if this is the normal way of working.

There is a rule that separate rooms must have 'an empty classroom either side of the classroom where the exam is being sat'. Consequently we are only able offer this facility for the aforementioned conditions or similar conditions in exceptional circumstances. 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 provision that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, (which will mean that the appropriate team are tracking, monitoring and reviewing closely) but does not necessarily mean a student is on the SEND register.

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?

- From baseline screening complete at the start of yr7, with ongoing monitoring
- Parental Referral
- Subject Teacher Referral
- Information from Primary schools
- Any exam access arrangement must be the students usual way of working
- Additional time must be applied for at the start of year 10
- The final date for an application for additional time is February yr10

KS2 SAT Exam Access Arrangements – EAA

Students who have Exam Access Arrangements (EAA) at KS2 are screened for EAA at 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.

Baseline Testing in Year 7

All students in Year 7 are tested at the start of the Autumn Term. CAT screening is used in the first instance for all, followed by LASS for some students. These tests can help identify many barriers to learning and are triangulated with English screening. This all forms part of the identification process.

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, the Inclusion team 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 where they have concerns about the learning and progress of a student in their class. The referral must be supplemented with evidence. All of the student's current teachers will be asked to give feedback to gain information and following this a decision will be made as to whether to screen a student for EAA. Teachers are asked to refer students to the SENCo initially if they feel that a child may be dyslexic rather than contacting parents about their concerns. The SENCo will then make arrangements and contact parents if necessary.

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

- The SENCo will inform subject teachers of candidates with special educational needs and or any students who require special arrangements during the course and in any assessments/exams.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the class teacher, faculty leader and SENCo. The SENCo will ensure the final screening is complete by a qualified specialist teacher and that the scores meet the criteria before a certificate is applied for.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of one of the team overseen by the SENCo.

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.

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

All subject teachers and support staff are given access to the Exams Access Arrangements register (EAA). This is emailed to staff and also put onto the inclusion desktop. The Exam Access Arrangements register will be updated whenever students become entitled. Staff are informed of any changes to any of our registers via internal school communication systems. The Access Arrangements register is updated whenever changes have been made to the student's 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. Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.

Internal subject specific tests

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.'

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

- All teachers are responsible for ensuring that all students in their subject have full equality of access to all internal tests and mock exams.
- Where and when appropriate, the SENCo can provide access to a reader if notified in advance.

- In the case of extra time, subject teachers, wherever possible, should ensure students who need extra time are able to do this in the normal learning environment. This may require other students to remain quiet, whilst the student completes the test in exam conditions.
- When this is not possible, the teacher should make arrangements for the student to be allowed additional time in the next lesson within their subject.

What support is given to students with EAA from the Additional Needs Team?

Students with EAA take part in small group sessions to show them how to effectively use pen readers and laptops appropriately. In addition, students with EAA are encouraged to use their EAA during lessons, internal assessments and exams so that they gain practice at using it effectively. Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam.

Students with extra time are given sessions with the class teacher on how to use the additional time allowance effectively. They then need to apply the techniques and strategies given to them in internal exams and assessments.

Students with EAA are monitored regularly through the use of data from Progress Reports, Trackers and exam results. The student, teachers and the student's parents are informed when EAA are granted.

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SENCo is a member of SLT	SEN Governor - Mrs L Nulty
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