

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

EXAMINATIONS ACCESSIBILITY

This policy applies to Kirkham Grammar Senior School (KGS) only.

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INTRODUCTION

Kirkham Grammar School is committed to equality of opportunity and is keen to promote a learning and working environment that is inclusive and does not discriminate against any group.

This information should be read in conjunction with the school's Special Educational Needs and Disability policies, which set out the procedures for identifying SEND, making and evaluating provision for pupils with SEND, and monitoring the pupils' needs for access arrangements.

POLICY FOR EXAMINATIONS

Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010. The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment;
- Looking into adverse effects and assessing which are substantial;
- Judging the impact of long-term adverse effects on normal day-to-day activities.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months or is likely to do so.

The duty for an awarding body to make reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled.

Examination Access Arrangements

An examination Access Arrangement (AA) is a provision or type of support given to a pupil (subject to exam board approval) in a national/public examination, where a particular need has been identified. It is provided so that the candidate has appropriate access to the exam. AAs are intended to give all candidates equal opportunity to demonstrate their skills, knowledge and understanding.

Procedures and practices relating to the awarding of AAs are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ). The JCQ adjusts its regulations periodically and the school is bound to comply with the current regulations.

Access Arrangements at KGS

The most commonly used AAs at KGS are as follows:

25% Extra Time: Candidates may be entitled to an allowance of 25% extra time depending on their history of need (provided by subject teachers) and two below average, or low average standardised scores relating to speed of working in two different areas (reading, writing or processing) when tested by the school's specialist assessor.

Word Processing: Access to a computer for an examination (with spelling and grammar check disabled). A word processor cannot simply be granted to a candidate because he/she wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor may be due to:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;
- Planning and organisational problems when writing by hand;
- Poor handwriting.

All candidates awarded this arrangement are assessed by the school's specialist assessor, and using a word processor must be the candidates normal way of working.

The policy on the use of word processors for external examinations is attached to this policy; appendix 2.

Reader: A trained adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper or the candidate may request only some words to be read. There is no assessment evidence required, however, the use of a reader must be the candidate's normal way of working in the centre. A reader is not permitted in any exam, or part of exam, testing the candidate's reading ability.

Scribe: A trained adult who writes for the candidate. The candidate dictates their answers including all punctuation, grammar and relevant spellings and the scribe writes exactly what the candidate says. The use of a scribe must be the candidate's normal way

of working in the centre, and the use of a word processor with spelling and grammar check enabled must be considered and discounted before applying for a scribe. The school cannot support the provision of speech recognition technology for this arrangement.

Supervised Rest Breaks:

Supervised Rest Breaks (hereafter referred to as Rest Breaks) are a centre delegated Access Arrangement, that is to say that they are granted by the school in line with JCQ guidance.

The latter requires that 'The candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. (The candidate is disabled within the meaning of the Equality Act)'. Furthermore it must be 'his/her normal way of working within the centre' and 'the candidate's difficulties must be established within the centre.'

For the school to consider granting Rest Breaks for a long term condition, evidence will usually be required that a pupil is receiving clinical care at a consultant level, and that he or she is requiring rest breaks on a day to day basis beyond those normally provided by morning break and lunchtime. Only in exceptional circumstances will a pupil have Rest Breaks and Extra Time together.

The decision as to how Rest Breaks are to be applied in practice lies with the school. They must not be seen to unfairly advantage any pupil.

Kirkham Grammar school follows the following guidelines for supervised rest breaks;

- Rest Breaks are granted based on the timetables length of an exam, and must not exceed 10 minutes per hour of examination.
- Rest breaks must not be taken in the first or last 20 minutes of an examination.
- Candidates will be given a stop clock on their desk and must raise their hand to an invigilator if they require a rest break.
- The invigilator will note the start of the rest break and this must be timed and duration recorded, this information must be kept on record.
- The candidate cannot write, read or engage with the exam during rest breaks – the exam paper will be removed during this period.
- Candidates must remain seated and under exam conditions during a rest break, and be considerate of other pupils who are in the exam room.
- When the candidate is ready to restart they are to notify the invigilator who will return their paper to begin work again.
- The candidate is not required to take any or all of rest breaks agreed. It is entirely the candidate's choice.

This list is not exhaustive but does cover the most commonly used AAs. AAs may also differ according to a candidate's needs within each subject. **Each subject teacher must justify why an AA is required in their subject and provide evidence that it is the candidate's normal way of working in their subject.**

Separate Invigilation

Separate invigilation within the centre may be granted when a candidate has a disability or long-term medical condition which has a substantial and adverse affect. The disability must be known to the Form Tutor, a Head of Year, the Head of Learning Support and a senior member staff with pastoral responsibilities.

Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations in not sufficient grounds for separate invigilation within the centre.

Procedures for AAs

Candidates will be identified for possible access arrangements through a combination of the following criteria:

- From the First Year as a result of information from primary schools, prior access arrangements and/or CEM assessments;
- Referral from a teacher and evidence supporting the candidate's area of need;
- AAs officially approved by previous secondary school (subject to relevant paperwork being received by the Learning Support Department), in addition to clear evidence of need (Form 8) and confirmation of previous school's specialist assessor;
- Presentation of a recent medical letter confirming a medical diagnosis from a qualified health care professional (not GP);
- Parental concern expressed to a subject teacher, and relevant evidence highlighting the area of concern being submitted to the Learning Support Department.

Provisional AAs granted in the First to Third Year are not automatically guaranteed for GCSE examinations. The aim is to have provisional AAs in place as soon as additional needs are identified so this becomes the candidate's normal way of working, and evidence of a history of need can be gathered.

Official approval is requested in the Autumn Term of the Fourth Year subject to the completion of a Normal Way of Working Checklist by each subject teacher, and assessment results from the school's designated specialist and/or a medical diagnosis/report. AAs have to be officially approved for all GCSE, Functional Skills, A Level and BTEC candidates.

All AAs for A Level and BTEC candidates must be re-submitted for official approval by the school and evidence of continued need within the classroom in the form of normal way of working checklists from each subject teacher. Evidence of use of AAs in timed assessments being submitted to the Learning Support Department is essential for this process.

AAs for candidates in the Sixth Form will only be considered for those candidates identified before the October half term of the Lower Sixth commences. This allows the school sufficient time to gather evidence of need in the classroom, evidence of normal way of working and assessment by the school's designated specialist assessor. This evidence is required to meet the JCQ deadline for submissions for official approval.

As advised by the JCQ, the school will not accept privately commissioned assessments as evidence for examination access arrangements.

With the exception of temporary illness, or injury on the day of the examination, pupils who require AA provision for medical purposes will need to provide written evidence from an appropriate medical professional (not GP) by February half term of the year they will be sitting examinations, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any AA provision will then be put in place to comply with current JCQ regulations, which may differ from those suggested by the medical professional.

The Head of Learning Support is a qualified access arrangement assessor (Patoss AAA: Assessing for Access Arrangements), and is responsible for AA assessment and provision and:

- Ensuring there is appropriate evidence for a candidate's access arrangement;
- Informing subject teachers of each candidate's access arrangement and how they should be supported in the classroom;
- Liaising with the Examinations Officer;
- Informing parents/carers about candidate's provisional arrangements, specialist assessor tests and official approval of arrangements for GCSE, A Level and BTEC examinations;
- Ensuring that each candidate understands how to use their access arrangements;
- Monitoring the use of access arrangements by each candidate, to ensure that they remain appropriate and they become the candidate's normal way of working.

Please note, it is the responsibility of the candidate and the subject teacher to ensure AAs are put in place for any timed assessments and taking place in lessons. This will be done with the support of the Learning Support Department where required.

The Building

Statement of Need	Current Provision
Lighting:	
<p>Ensure that the entrances to the centre and corridors approaching the examination rooms are well lit.</p> <p>Ensure lighting is suitable for use both during the day and in the evenings and is well maintained.</p>	<p>All lighting meets the legal Health and Safety requirements.</p> <p>All corridors and entrances to the examination areas in school are well lit, either by natural light or by fluorescent lighting.</p> <p>Support Staff are responsible for ensuring that the lighting is fit for purpose and operating correctly.</p> <p>Additionally, the examinations team check the lighting in each room prior to an exam taking place and inform the Support Staff of any issues. Issues will be resolved before the examination.</p>
Accessibility:	
<p>Tactile surfaces to highlight any steps, stairways or changes in level.</p> <p>Wheelchair access in corridors.</p>	<p>All stairwells in school meet both legal and DDA requirements.</p> <p>All corridors in this building are wide enough to allow easy access for wheelchair users.</p> <p>Ramps are available for access.</p>
Accommodation:	
<p>Examination rooms should be located close to an adapted toilet.</p> <p>Facilities should be in place to open the door from the outside in an emergency.</p>	<p>The adapted toilets provide basic welfare facilities. Where any further need is identified, facilities will be put in place to support this need following an assessment by the Examinations Officer.</p> <p>All adapted toilets are accessible from outside in case of emergency.</p>
Emergency Evacuation:	
<p>Ensure that both disabled candidates and staff are aware of the emergency evacuation procedures to ensure that disabled candidates can be safely evacuated from the building whatever their disability or impairment.</p>	<p>The school procedure for emergency evacuation will be complied with, where each building has fire marshals to ensure smooth evacuation in the event of an emergency.</p> <p>Invigilators are made aware of any specific evacuation procedures in place for a candidate with a disability.</p>

Statement of Need	Current Provision
Emergency Evacuation (cont):	
	<p>Invigilators ensure that all candidates are aware of the evacuation procedures at the beginning of each examination.</p> <p>Where the school has prior knowledge of a mobility issue, evacuation arrangements according to the individual's needs will be made. Candidates who use a wheelchair will be located close to the door to allow them to easily enter and leave the examination room.</p>
Seating:	
<p>Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.</p> <p>Ensure candidates who may become unwell are able to leave the room causing minimum disruption.</p>	<p>Seating is provided according to the individual's requirements as identified by the Examinations Officer.</p> <p>Candidates who may need to leave the room during the exam due to the nature of their disability will be situated close to the exit.</p>
Signage:	
<p>Ensure signs are reasonably sized, easily understood and where necessary, combine text, arrows, pictorial symbols and Braille.</p>	<p>Kirkham Grammar School's own examination signs are as far as possible, simple, clear and consistent. They are generally displayed on A3 to meet the needs of candidates with a disability.</p> <p>Learning Support will assess individual needs and appropriate arrangements are put in place to ensure information is accessible.</p>
Resources:	
<p>Where additional resources are necessary for an examination, according to subject specifications, ensure that these are fit for purpose.</p>	<p>Access arrangements will be put in place according to an individual's normal way of working within the Centre and in line with a combination of JCQ regulations and reports completed by the KGS nominated psychologist.</p>

Kirkham Grammar School
Registered Charity No: 1123869 and Registered Company No: 6195985

KIRKHAM GRAMMAR SCHOOL EXAMINATIONS ACCESS STATEMENT

As far as is reasonably practicable, Kirkham Grammar School's examinations department will ensure:

- Lighting is appropriate for candidates.
- Premises will meet legal and DDA requirements.
- Adapted facilities are provided as necessary.
- The needs of all pupils will be considered in the event of an emergency evacuation.
- Evacuation procedures will be provided at the beginning of each exam.
- Appropriate seating/seating arrangements will be arranged in line with the candidates' needs.
- Access arrangements will be applied for and put in place according to the individual's normal way of working in the Centre and in line with a combination of JCQ regulations and reports completed by the Learning Support Co-ordinator.

KIRKHAM GRAMMAR SCHOOL LEARNING SUPPORT DEPARTMENT

POLICY ON THE USE OF WORD PROCESSORS FOR EXTERNAL EXAMINATIONS

Candidates with the following may benefit from the use of a word processor:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- A medical condition;
- A physical disability;
- A sensory impairment;
- Planning and organisational problems when writing by hand;
- Poor handwriting.

Candidates are assessed by the Learning Support Department using the DASH. If the use of a word processor is found to be appropriate, a Learning Support Student Passport will be put in place and this will then become the candidate's normal way of working within the Centre. Arrangements for external exams will mirror the candidate's normal way of working in the classroom.

Additionally, a candidate may be given permission to use a word processor for examinations on a temporary basis due to a temporary injury affecting their ability to write.

B P Batty (Mrs)
Head of Learning Support