
JCQ

OVERVIEW OF

ACCESS ARRANGEMENTS

MADELEY SCHOOL

PARENT'S GUIDE

Integrity of qualification

- The qualification must remain a reliable indication of the candidate's knowledge, skills and understanding.
- Adjustments CANNOT be made to subject content or the assessment objectives as this would undermine the qualification providing a reliable indication of the candidate's knowledge, skills and understanding.

Evidence of need

Evidence of need is required to:

- Maintain the rigour and standard of the examination system.
- Ensure those receiving and using examination certificates can have confidence in the awarding of the qualification grade.

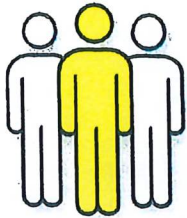
Access arrangements that must be applied for online

- **Access to a Mobile phone for medical purposes**
- **Bilingual dictionary with 25% extra time**
- Computer reader/reader
- 25% extra time
- Scribe/speech recognition technology
- **Timetable variation for a candidate with a disability**
- **Extra time over 25%†**
- **Language Modified†**
- **Practical Assistant†**
- **Remote invigilation†**

†The arrangement will be automatically rejected. Applications should then be referred on-line to the relevant awarding body.

Access arrangements that do not need to be processed online

- **Alternative rooming arrangements** (sitting the examination outside of the main examination hall/room e.g. a room for a smaller group of candidates)
- Bilingual dictionary
- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Brailers
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non-electronic ear defenders/ear plugs
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud
- Examination reading pen
- Squared paper for visual spatial difficulties
- Supervised rest breaks
- Word processor



Who needs a computer reader/reader?

A candidate with a disability or learning difficulty which leads to persistent and significant reading difficulties.

A candidate cannot be awarded a computer reader/reader if their literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.

What evidence is required for a computer reader/reader?

The SENCo must produce a statement confirming the nature of the candidate's impairment.

The SENCo must confirm that the use of a computer reader/reader reflects the candidate's current and normal way of working within the centre.



Where is the evidence for a computer reader/reader recorded?

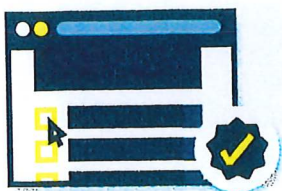
Where a candidate with learning difficulties requires a Form 8 for 25% extra time and/or a scribe, the need for a computer reader/reader is recorded within Part 1 of Form 8.

Standardised scores **are not** required for a computer reader/reader.

Where a candidate with learning difficulties only requires a computer reader/reader, the SENCo must complete Form 9.

Where a candidate has a current/valid EHCP*, or an impairment other than a learning difficulty, the SENCo must complete Form 9.

*A Statement of Special Educational Needs (Northern Ireland) or an Individual Development Plan (Wales)



Is an online application needed for a computer reader/reader?

Yes: an online application **must** always be processed using Access arrangements online.

Scribe[†]/speech recognition technology

[†]This includes the use of a word processor with the spelling and/or grammar check switched on and/or predictive text switched on.



Types of disability/access need

Learning difficulties without EHCP*

*A Statement of Special Educational Needs (Northern Ireland) or an Individual Development Plan (Wales)

Other access needs

Learning difficulties with current/valid EHCP*

Sensory and/or physical needs

SEMH needs (e.g. ADHD)

SLCN (e.g. ASD)

Medical condition



Evidence required

Form 8 is required

Part 1 completed by the SENCo

Candidate is assessed by the centre's appointed assessor

Part 2 with below average scores for:

speed of writing

AND/OR

spelling accuracy with unrecognisable attempts

Part 3 completed by the SENCo

Specialist evidence confirming the candidate's disability

+

Form 9 completed by the SENCo

a scribe[†] is the candidate's normal way of working

+

teaching staff support the use of a scribe[†]

+

there are some subjects (e.g. Maths) where the candidate is unable to use a word processor with the spell check and grammar check switched off



Approval route

Process an online application for a scribe using AAO

SENcos must refer to section 5.7 and Appendix 2 of the JCQ regulations for detailed information on the use of a scribe

The rules – the use of a reader

- **may help** a vision impaired candidate retrieve information found in diagrams, graphs, maps and tables so that he/she has access to the same visual information as a sighted candidate. The candidate must make clear what help he/she requires;
- **may read** numbers printed in figures as words (e.g. 356 would be read as three hundred and fifty six, but when reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 356 in words);
- **may decode** symbols and unit abbreviations in Maths and Science examinations for candidates who require this arrangement to access the assessment, reflecting the candidate's current and normal way of working within the centre;
- **may**, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given;
- **may read back**, when requested, what the candidate has written without any emphasis on any errors;
- **must read** accurately;
- must have appropriate subject knowledge in order to act effectively as a reader in Maths and Science examinations, and decode symbols and formulae with accuracy;
- must only read the instructions of the question paper and questions, and must not explain or clarify;
- **must only** repeat the instructions of the question paper or questions when a candidate indicates a specific need for help;
- **must only read the instructions/rubric of a paper testing reading and must not read individual questions or text;**
- **must abide by the regulations since failure to do so could lead to the disqualification of the candidate;**
- **must not advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;**
- **must not decode any symbols in a Music examination.**

The rules – the use of a Language Modifier

- **may go** through the instructions/rubric and read the questions to the candidate; (Where permitted, reading to a candidate is part of the role of a Language Modifier.)
- **must only** re-phrase or explain the carrier language of a question paper when a candidate indicates a specific need for help;
- **must not** re-phrase or explain technical or subject specific terms as this could advantage or disadvantage the candidate;
- **must not** change source material which is testing the ability of the candidate to comprehend the information. Source material is often an extract and may have an acknowledgement of the original source;
- **must take great care if modifying 'command'** words in questions, such as describe, explain and suggest, as changing such words may change the nature of the question and disadvantage the candidate. **In most cases command words should not be modified;**
- **must ensure** that the method of communication used reflects normal classroom practice. This may include saying the word or phrase, manually coded English, i.e. finger spelling or Signed Supported English (SSE), the use of Cued Speech, the use of BSL or the use of writing to explain the meaning of a word or phrase;
- **must record** on the Language Modifier cover sheet any re-phrasing or explaining. Where no re-phrasing or explaining took place this must also be noted on the cover sheet;
- **must underline** at the end of the examination any words or phrases on the candidate's question paper which were re-phrased or explained. If the question paper is separate from the answer booklet, it must be attached to the candidate's answer booklet;
- **must ensure** that a note of the method of communication used, e.g. spoken, written, BSL, is made on the Language Modifier cover sheet.

5.10.1 A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

For example, the candidate:

- has little or no sense of time (e.g. candidates with ADHD or ASD); or
- persistently loses concentration; or
- is affected by an Obsessive-Compulsive Disorder which leads them to keep

revising a question rather than moving onto other questions.

A candidate may be assisted by a prompter who can keep him/her focused on the need to answer a question and then move on to answering the next question.

5.10.2 For the regulations on the use of a prompter please see the JCQ document

Instructions for conducting examinations:

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conductingexaminations>

Rules for a prompter

May prompt the candidate to move on

May remind a candidate how long is left in the exam

May prompt the candidate to check through their work

MUST NOT name a specific question e.g. "have a look at question 4"

MUST NOT prompt the candidate to check a specific answer, e.g. "look again at the last answer"
"have another look at question 5"

The rules – the use of a practical assistant

- **must perform** practical tasks as approved by the awarding body and according to the candidate's instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe;
- **must immediately** refer any problems in communication during the assessment to the invigilator or examinations officer;
- **must abide** by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must ensure** the safety of the candidate and those around him/her;
- **must not** give factual help to the candidate or indicate when the task is complete;
- **must not** advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- **may ask** the candidate to repeat instructions where these are not clear.

Appendix 1

Memory aid for a reader

I am here to read for you in your examination.
You **must** make clear what you want to be read.

I can **only** read the instructions and the questions.

I can repeat instructions, but **only** if you make it clear which instructions you want me to read.

I **can't** tell you which questions to choose.
I **can't** tell you when to move on to the next question.
I **can't** tell you which questions to do first.

I can spell words if you ask me,
but **only** words on the question paper.

I can read back your answer, but **only** if you ask me.

GCSE English Language examinations:

I can read the questions in the writing section of the paper,
but I **can't** read any of the questions in the reading section.

Centres **must** ensure that both invigilators and those acting as a reader are thoroughly trained and familiar with the rules detailed within section 5.5.

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

Appendix 2

Memory aid for a scribe

I am here to type/write for you in your examination.

I must type/write **exactly** what you say.

I can draw maps, graphs and diagrams,
but I can only draw exactly what you tell me.
I **can't** draw for you in a Design examination.

I can change what I have typed/written, but **only** if you ask me.

If we have problems communicating, I **must** tell the invigilator.

I **can't** give you any help with answers.
I **can't** suggest when an answer is finished.

I **can't** tell you which questions to choose.
I **can't** tell you when to move on to the next question.
I **can't** tell you which questions to do first.

If you are allowed rest breaks, I **can't** type/write in those breaks.

I can read back what I have typed/written, but **only** if you ask me.

Centres **must** ensure that both invigilators and those acting as a scribe are thoroughly trained and familiar with the rules detailed within section 5.7.

It is essential that the candidate is made aware of what a scribe can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

Appendix 3

Memory aid for a Language Modifier

I can **only** change words or phrases if you make it clear that you need help with them.

I **can't** change words or phrases that the examiner thinks you should have learnt.

I can **only** change things that the examiner has written, e.g. I cannot change text from a book, maps, tables, etc.

I can **only** make changes if you make it clear what is confusing you.

I can speak, write or sign any changes.

I can read for you if you make it clear what you want to be read.

GCSE English Language examinations:

I can read words, phrases or sentences in the writing section of the paper, but I **can't** read or change anything in the reading section except the instructions.

Centres must ensure that both invigilators and those acting as a Language Modifier are thoroughly trained and familiar with the rules detailed within section 5.11.

It is essential that the candidate is made aware of what a Language Modifier can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

Appendix 4

Memory aid for a Communication Professional

I am here to sign the questions in British Sign Language.

I **can't** sign words or phrases that the examiner thinks you should have learnt, but I can fingerspell them.

I **can't** sign anything the examiner didn't write, e.g. text from a book, maps, tables, etc.

I can sign the questions more than once but I **can't** explain the questions.

I **can't** explain what the examiner wants you to write.

You can fingerspell answers, or sign an answer, if it is one word only and I will write it for you.

GCSE English Language examinations:

I can sign the instructions/rubric, but **not** the questions.

Centres must ensure that both invigilators and those acting as a Communication Professional are thoroughly trained and familiar with the rules detailed within section 5.13.

It is essential that the candidate is made aware of what a Communication Professional can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.