

EXAMINATION STUDENT SUPPORT POLICY FOR EXAMINATIONS

Last Review:	June 2025
Reviewed by:	Academy Council - Daniel Hartley
Date of Next Review:	June 2026

EXAMINATION STUDENT SUPPORT POLICY FOR EXAMINATIONS

1. POLICY STATEMENT

This Examination Student Support Policy sets out the arrangements for students who are entitled to support during their exams as a result of their learning difficulty and/or disability. The school strives to provide equal access, where reasonable, to the full range of facilities and services and to treat all students with respect and dignity.

This policy is aligned to the Joint Council for Qualifications (JCQ) regulations in respect of identifying the need for, requesting and implementing access arrangements. JCQ recognise that the Disability Discrimination Act 1995 (DDA) applies within Northern Ireland.

The Disability Discrimination Act 1995 (DDA) requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

Access arrangements are pre-examination adjustments for candidates based on both evidence of need and normal way of working. Access arrangements facilitate participation from individuals with disabilities who would otherwise have difficulty in demonstrating their knowledge and skill. SRC aims to ensure all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the examination without changing the demands of the assessment. For example, readers, scribes and modified question papers. In this way Awarding Bodies will comply with the duty of the DDA to make 'reasonable adjustments'.

2. SCOPE

This policy should be read in conjunction with all Examination policies and applies to staff, students and any third party organisations (if any), providing services in conjunction with the School.

3. DEFINITIONS

Access Arrangements	Access arrangements are examination support arrangements which are agreed before an examination. They allow candidates with special educational needs, disabilities or temporary injuries to access the examination and show what they know and can do without changing the demands of the examination. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the examination. Access arrangements are the principal way in which awarding bodies comply with the duty under the DDA to make 'reasonable adjustments.'
Normal Way of Working Form (NWW)	Normal Way of Working Form (NWW) is a school devised form to capture information from tutors on each student's normal way of working in the classroom setting.
JCQ Form 8	The application form for Access Arrangements (exams) with a profile of the students learning difficulties.
JCQ Form 9	The application form for Access Arrangements (exams) with a profile of need and a EHCP.
Access Arrangements Online (AAO) Form	Access arrangements online (AAO) allow centers to submit access arrangements applications and order modified papers quickly and efficiently.
Joint Council for Qualifications (JCQ)	The Joint Council for Qualifications (JCQ) is a membership organisation comprising the seven largest providers of qualifications in the UK. JCQ guides members on issues of examination administration and, when appropriate, qualification and wider education policy.
Literacy/Numeracy Interventions Coordinator /SECNo	This is a role which carries with it responsibility for providing support for individuals with learning difficulties and/or disabilities or who need to access additional support in their learning.
Head of Centre	The Director of Curriculum of the College.

4. RESPONSIBILITIES

4.1 HEAD OF CENTRE

The Chief Executive or designated nominee from the Senior Management Team must ensure that a reasonable adjustment implemented by the Centre on behalf of the learner is based on firm evidence of a barrier to examination and is in line with JCQ 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.

4.2 SENCo & EXAMINATIONS MANAGER

The SENCo and the Examinations Manager have responsibility for the effective communication and implementation of the Examination Support Policy and Procedure and ensuring that all staff for which they have responsibility are aware of the College policy on Access Arrangements.

- be familiar with, and comply with Schools policies and procedures relating to Access Arrangements.
- co-operate with requirements introduced to provide students with learning difficulties and/or disabilities to access arrangement for examinations.
- lead on the access arrangements process within Inhouse Level 7 assessor for access arrangements.
- undertake any training or guidance provided on Access Arrangements.

4.3 CURRICULUM STAFF

Curriculum staff must:

- be familiar with, and comply with College policies and procedures relating to Access Arrangements;
- co-operate with requirements introduced to provide students with learning difficulties and/or disabilities access arrangement for examinations;
- be responsible for identifying students needing exam access through continuous classroom observations and liaise with the Examinations Officer & SENCo.
- provide evidence of a student's normal way of working when required;
- ensure that students with exam access arrangements will have these arrangements in class tests, mock exams and examinations;
- undertake any training or guidance provided on access arrangements.

4.4 EXAMINATIONS STAFF

Examination staff must:

- be familiar with, and comply with Schools policies and procedures relating to Access Arrangements;
- be responsible for processing the application and information provided by the LSC and forward the approval outcome to all relevant staff;
- co-ordinate the provision and staffing of each access arrangement on the day of examination;
- undertake any training or guidance provided on Access Arrangements.

4.5 STUDENTS

All students are required to inform school staff at the beginning of the academic year if they have been previously awarded access arrangements via another school. (If new to school). Students may be requested by the Exams Officer to obtain documentary evidence of their access arrangements from their previous educational setting. An important principle is that just because a student received exam access arrangements in the past, it does not necessarily follow that they will continue to receive exam access arrangements as their needs may have changed.

5. DISTRIBUTION OF CERTIFICATION TO LEARNERS

On completion of examination, students/ learners' certificates arrive on school premises. It is then the Exams Officer responsibility to check the details are correct on each certificate, Full Name, Date of Birth and exam details.

The Exams Officer will then make a phone call to students/learners to confirm home address details and then will confirm delivery via recorded delivery.

If no contact can be made with the learner to confirm the home address, then the certificates will stay lock up in a secure cabinet until collect by the learner.

6. ADVICE AND GUIDANCE

All staff across the school will support individuals with their needs for examinations.

Individuals will be given advice on which examination is best suited to the level of their academic

progress. (Entry Level, BTEc awards, Functional Skills or GCSE.

Inhouse assessments are given to individuals prior to their examination and then class teachers will have discussion on how to make progress.

Extra lessons or revision classes are made available.

An Examination booklet is distributed to individuals with their individual timetable for their exams. Revision websites.

The Examination Officer is available to discuss any access of the examination series with individual if they require extra guidance.

7. INDUCTION TO EXAMINATIONS

Timetables are disturbed to individuals, prior to the examination series by the examination officer. On the day of exam – Sitting plans are positioned outside the examination room, a written script is read out to individuals sharing all the information of what is expected of them and how the examination is going to take place and posters are displayed for JQC regarding the protocol of the examination.

8. PROTECT OF LEARNER INTERESTS IN THE EVENT OF WITHDRAWAL.

For the protection of our learners in the event of being withdrawn from an examination, the school always makes sure individuals begin their examination journey in Year 10 by completing Entry Level qualifications where possible. As well as BTEc awards and Functional skill level 1.

The school always make sure individuals leave the end of year 11 with a qualification in their core subjects.

9. RELATED DOCUMENTS

- JCQ Adjustments for candidates with disabilities and learning difficulties:
- Access arrangements and reasonable adjustments
- JCQ General and Vocational Qualifications: Suspected Malpractice in Examinations and Assessments
- JCQ Access Arrangements Online Notice to Centres: Access Arrangements Online Examination Support Procedure
- Disability Discrimination Act (1995)

10. REVIEW

This policy will be monitored annually and reviewed every three years.