



The Khalsa Academy Wolverhampton – A Khalsa Academies Trust Academy

TKAW Exam Access Arrangements Policy

This policy is applicable to Khalsa Academy Wolverhampton

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Exam access arrangements policy

This information should be read in conjunction with The Khalsa Academy Wolverhampton's Special Educational Needs and Disability (SEND) policy, which sets out the Academy's procedures for identifying SEND, making and evaluating provision for learners with SEND, and monitoring the learners' needs for access arrangements.

This policy, and its approach to Exam Access Arrangements, reflects our Teaching and Learning philosophy which seeks to create a learning environment whereby every individual learner may fulfil their full potential. It explains the actions taken to ensure inclusion throughout the Academy for all learners with additional educational needs, including those with formally diagnosed SEND.

What Are Exam Access Arrangements

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

Procedures and practices relating to the awarding of EAAs 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 Academy is bound to comply with the current regulations.

Access arrangements at The Khalsa Academy Wolverhampton

The most commonly used access arrangements at The Khalsa Academy Wolverhampton are as follows:

Scribe: a trained adult who writes for the learner. The learner would dictate their answers including all punctuation, grammar and relevant spellings and the scribe would write exactly what the learner says. This provision is usually not encouraged for Maths or Modern Foreign Languages. This provision also includes the use of a word processor with spelling and grammar functions disabled.

Reader: a trained adult who would read the question and relevant text (with the exception of an exam testing reading such as English comprehension and Modern

Foreign Languages) for the learner. The learner would then write the answers themselves although this text could then be read back to the learner if requested. Under JCQ Regulations, three or four candidates may share one reader and candidates with individual readers will be in a separate room.

Word processing: access to a computer for an exam (if appropriate but not usually for subjects such as Maths and Modern Foreign Languages) so the learner would word process their answers. Spelling and grammar checks would be disabled.

25% Extra Time: Learner may be entitled to an allowance of 25% extra time depending on their history of need and 2 standardised scores below 84 relating to speed of reading, writing or processing.

Rest Breaks: where learners are permitted to stop for short breaks during the exam and this time is then added to the finish time, with the effect of elongating the exam but not actually using any extra time.

Prompter: used for learners with little sense of time or ability to concentrate, a trained adult/invigator can prompt them with a few permitted phrases to refocus or move the learners on to the next question or indicate how much time is left.

The above list is not exhaustive but does cover the most commonly used exam access arrangements but the academy would ensure each learner's needs are met as required. EAAs may also differ according to the learner's needs within each subject i.e. extra time may be awarded to extended writing subjects only.

Procedures for EAA

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

- From Year 7 as a result of information from primary schools, prior access arrangements and/or low attainment scores in relevant assessments
- Referral from a teacher and evidence supporting the learner's area of need
- EAAs granted/officially approved by previous secondary school – subject to relevant paperwork being sent to the SEND department at The Khalsa Academy Wolverhampton, in addition to clear evidence of need and confirmation of qualifications of prior academy's specialist assessor.

- Presentation of a recent medical letter/diagnosis from a qualified health care professional
- Parental concern expressed to a subject/form teacher

'Provisional' access arrangements granted in Years 7, 8 or 9 are not automatically guaranteed for GCSE exams. Official approval is normally requested by the Autumn Term of Year 10 and is subject to results from the Academy's designated specialist and/or a medical diagnosis/report. EAAs have to be officially approved for all learners taking GCSE, AS and A Levels. However, it is our aim to have 'provisional' access arrangements in place for internal assessments for learners in younger years as soon as additional needs are identified so this becomes the learners' normal way of working. Learners who are deemed eligible for access arrangements in Key Stage 4 will be tested (at the earliest in Year 9) by the Academy's Assistant Principal for Inclusion to ensure the results are valid for official approval for the entire GCSE period.

Exam access arrangements for learners in Years 10 will only be considered for those learners identified before the autumn half term break commences. This allows the Academy sufficient time to gather evidence of need in the classroom, evidence of normal way of working (including the mock exams) and assessment by the Academy's Assistant Principal for Inclusion. This evidence is required to meet the JCQ deadline for submissions.

As advised by the JCQ, the Academy will not accept privately commissioned assessments as sole evidence for exam access arrangements. Privately commissioned assessments will only be considered as background evidence additional to qualitative and quantifiable evidence gathered by the Academy to reflect the candidates' significant, persistent and long-term need and their normal way of working in academy.

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

Who is responsible for EAA

The Special Educational Need & Disability (SEND) Department is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a learner's exam access arrangement.
- Informing subject teachers at regular intervals regarding learners exam access arrangements and how they should be supported in the classroom.
- Liaison with Exams Team
- Informing parents/carers about learners provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSE or A Levels.
- Ensuring each learner understands how to use their access arrangements and under what circumstances.
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the learners or 's normal way of working.

Please note, it is the responsibility of the learner and the subject teacher to ensure EAAs are put in place for any assessments and tests taking place in lessons (these do not include formal GCSE/A Level exams). This will be done with the support of the SEND Department where required.