SUNBURY MANOR SCHOOL

EXAM ACCESS ARRANGEMENTS POLICY

School Policy
This information should be read in conjunction with Sunbury Manor School’s Special Educational Needs Policy, which sets out the school’s procedures for identifying SEND (Special Educational Needs and Disabilities), making and evaluating provision for pupils with SEND, and monitoring the pupils’ needs for access arrangements.

Introduction
The Exam Access Arrangements policy explains the actions taken to ensure inclusion throughout the school for all students with additional educational needs, including those with formally diagnosed Special Educational Needs and/or Disabilities (SEND).

*Exam Access Arrangements are arranged before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to*
  *access the assessment*
  *show what they know and can do without changing the needs of the assessment*

*The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments.*

*(JCQ 2015)*

What Exam Access Arrangements (EAA) are available?

Though not exhaustive, students with cognition and learning, communication and interaction, sensory and physical, social, emotional and mental health needs may require an arrangement from the following list.

(NB. Access arrangements marked with * can only be awarded by a specialist assessor confirming a learning difficulty relating to secondary education.)

- **Supervised Rest breaks:** 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. Supervised rest breaks must always be considered before making an application for extra time and written evidence must be available confirming the student’s established difficulties and that the breaks are the student’s normal way of working.

- **Extra time***: students may be entitled to an allowance of 25% depending on the history of evidence of need and standardised scores below 85 relating to speed of reading, writing or processing. In some exceptional circumstances students may be entitled to an allowance greater than 25%.

- **Prompter**: a student who has little sense of time or loses concentration easily, can be prompted by a trained adult with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.

- **Scribe***: a trained adult who writes for the student (with the exception of Modern Foreign Languages (MFL)). The student dictates their answers. The scribe writes exactly what the student says and does not give factual help to the student nor offer any suggestions. S/he may at the student’s request, read back what has been recorded and change the recorded material as requested by the student.

- **Reader***: a trained adult who reads the question and any relevant text (with the exception of an exam testing the students reading such as English comprehension and MFL) for the student. The reader reads exactly what is on the exam paper and does not give factual help to the
candidate nor offer any suggestions. The reader can repeat the question at the request of the candidate. The student writes the answer/s themselves, unless they are also eligible for a scribe.

- **Computer reader**: the student highlights the words or passages they need read to them and they are read electronically.

- **Word Processor**: access to a computer for an exam (if appropriate and the student’s normal way of working) so the student can word process his/her answers. Spelling and grammar checks are disabled (unless the student qualifies for a scribe and chooses to use ICT instead) and a special exam account is used with no internet access.

- ** Separate invigilation**: in exceptional circumstances, separate invigilation within the centre (i.e. a separate room away from the exams hall) may be granted where the student has a substantial and long term medical, social, mental or emotional impairment which has an adverse effect, and it is the student’s normal way of working within the centre

**NB.**
Although access arrangements are intended to allow access to assessment, they cannot be granted where they will compromise the assessment objectives of the course specification in question. If there is a risk that they will ‘undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate’ (JCQ 2015) or actually harm the student’s ability to reach their potential, they may not be provided. For example, a student entitled to use a scribe would not be able to have a scribe in GCSE Spanish unless s/he is able to dictate each foreign word letter by letter.

**Procedures**

**How are students identified?**

Students are identified as needing assessing towards the end of Year 9 based on the following criteria:

- a student has a statement of SEN or Education, Health and Care plan
- a student has long-term and substantial impairment and a history of school-based intervention
- annual Lucid Exact screening scores
- a student has been referred for assessment by their subject teachers, with supporting evidence
- information from primary schools and any previous exam access arrangements
- candidates with medical diagnosis of a condition. (In this case a recent medical letter (i.e. no earlier than during their Year 9 school year) is required.

Students are tested in the Summer Term of Year 9 to ensure the results are valid for the entire GCSE period.

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

- All subject teachers and support staff are given access to the Exam Access Arrangements (EAA) list. This can be found in the SEN Information for Staff folder on the ‘staff/share’ drive. The Exams Access Arrangements are updated whenever students become entitled by the Exams Officer. Staff are informed of any changes to the Exams Access Arrangements via email. It is updated whenever changes have been made to the students’ 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. Tests and Form8s are filed and locked in the Learning Support office.

- Parents/Carers will be informed of any test results via a letter home which outlines the details of the Access Arrangements which have been approved for their child.
What are the procedures for Internal Assessments?

Exams Access Arrangements reflect the support that is usually given to the student in the classroom, internal assessments and mock examinations. This is commonly referred to as a student’s ‘normal way of working.’

We use our ‘best endeavours’ (SEND Code of Practice July 2014) to provide the identified EAA for students; if it is not possible, owing to staffing or time constraints, subject teachers take this into consideration when marking.

Subject leaders are responsible for ensuring that all students in their subject areas have full equality of access to all internal assessments and mock exams.

Where and when appropriate, Learning Support staff may be able to provide a separate room, a reader and a scribe with the required amount of notice. The Exams Officer will provide access to ICT/readers/scribes for Controlled Assessments with the required amount of notice. 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.

What support is given to students with Exam Access Arrangements?

Students with Exam Access Arrangements are given instruction on how to effectively use their different arrangements for their examinations from their subject teachers or Learning Support staff. In addition, students are encouraged to use their access arrangements during internal assessments and exams so that they gain practice at using them effectively.

Roles and Responsibilities

Subject teachers are responsible for referring students to the SENCo, with evidence of the candidates’ persistent and significant difficulties. They are responsible for showing how the disability/difficulty has impacted on teaching and learning in the classroom and that they are fully supportive of the assessment and any ensuing arrangements. They are responsible for recording any support regularly provided in the classroom.

Subject Leaders are responsible for supporting their team in the above and for ensuring that arrangements are made so that students with EAA can access them in internal assessments. This involves liaising with the Exams Officer/SENCo.

Inclusion Team, School Nurse and Heads of Year are responsible for gathering written evidence for any candidate who does not have special educational needs but may require exam access arrangements. They are responsible for liaising with the SENCo and ensuring she has all the information/documentation required to determine whether EAA are a reasonable adjustment.

The SENCo (Special Educational Needs Co-ordinator) is responsible for
- keeping up to date with JCQ regulations
- ensuring there is appropriate evidence for a candidate’s access arrangements and determining the most appropriate arrangement to meet their needs
- informing subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- keeping the Exams Officer informed and up-to-date with regard to the access arrangements required
- recording support and interventions regularly provided by the Learning Support Faculty, including the Speech, Language and Communication Centre
• maintaining the EAA files and ensuring they are secure
• informing parents/carers re: identified EAA for their child

The specialist assessor is responsible for
• keeping up to date with changes to JCQ regulations and the assessments that are available to be used
• informing the students of the assessment outcome and how to use their EAA
• analysing Lucid Exact and other screening assessments

The Exams Officer is responsible for rooming, invigilation and support for candidates who have Exams Access Arrangements as defined in the JCQ Access Arrangements and Reasonable Adjustments regulations.

Submitting completed access arrangements applications to the awarding bodies is the responsibility of the Exams Officer, Specialist Assessor and SENCo.

NB. If a student prefers not to use their Exam Access Arrangements, parents/carers will be informed, a discussion held and parents/carer/student will be asked to sign a document showing they agree that EAA will not be provided.

Students who consistently do not use their Exam Access Arrangements in internal assessments at KS4, including the Year 11 mocks, demonstrate that they do not need them. If an Exam Access Arrangement is ‘not their normal way of working…the arrangement should not be awarded for examinations.’ (JCQ 2015)

Review
This information is available on our website and will be reviewed and updated on an annual basis.

Questions and Concerns
Parents/Carers/Students with questions should contact the following via the school’s website:
• SENCo Ms A Clarke
• Specialist Teacher Mrs S Ireland
• Exams Officer: Ms L Morris

Parents/Carers with concerns should contact the Learning Support Department in the first instance. If the matter cannot be resolved informally, the school’s complaints procedure is available on the school website.

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