

Examination Access Arrangements Policy

2020-21

What are Access Arrangements?

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to:

- Access the assessment
- Show what they know and can do without changing the demands of the assessment.

The intention behind the access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Definition of Disability

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
- Considering if substantial adverse effects are long term
- Judging the impact of long term adverse effects on normal day to day activities.

It includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions. Students with these conditions do not necessarily have special educational needs and disability (SEND), but there is a significant overlap between disabled young people and those with SEND.

Definition of Special Educational Needs and Disability

A candidate has 'special educational needs and disability' as defined in the SEND Code of Practice: 0 to 25 years if they:

'have a learning difficulty or disability which calls for special educational provision to be made for them'.

Access Arrangements for Candidates with Disabilities and Learning Difficulties

Cognition and Learning Needs

e.g. students with general or specific learning difficulties

Candidates with learning difficulties may require for example:

- Extra time
- Reading Pen/ Reader

Communication and Interaction Needs

e.g. students with Autistic Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN)

Candidates with communication and interaction needs may require for example:

- Supervised rest breaks
- Prompter

Sensory and Physical Needs

e.g. Hearing Impairment, Physical Disability

Candidates with sensory and physical needs may require for example:

- A live speaker
- A word processor

Social, Mental and Emotional Needs

e.g. Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions

Candidates with social, mental and emotional needs may require for example:

- Small environment.
- Alternative site arrangement.

Please note: the candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English.

Procedures

- (1) Secondary School SENDCOs are asked to provide supporting evidence at Key Stage 3 to 4 transition meetings for students who have been given examination access arrangements during Year 9
- (2) Thorough screening procedures are in place to identify students joining the school who may need access arrangements. Additional testing is then completed by the SENDCO
- (3) Students are referred by their subject teachers for additional testing or further investigation through the school's SWANs (Students With Additional Needs) Panel
- (4) The SENDCO meets regularly with the Examinations Officer to consider whether evidence meets JCQ requirements
- (5) Private dyslexia assessments do not automatically provide evidence for 25% additional time. Please note:
 - a. Documentation provided by the candidate's teachers must clearly demonstrate the need for 25% additional time. Evidence will confirm that the candidate continues to have persistent and significant difficulties and that their current difficulties impact on teaching and learning in the classroom and would place them at a substantial disadvantage in their examinations.
 - b. Parents considering funding a private assessment where appropriate, must contact the SENDCO to establish its relevance before the assessment takes place.

- (6) Evidence from tests conducted externally or by the SENDCO will not support the application for access arrangements unless supported by evidence from the candidate's teachers, the arrangement is the candidate's normal way of working and the arrangement is agreed at a SWANs Panel Meeting (where appropriate).
- (7) Extra time is considered on a subject by subject basis, for example, it may not be appropriate in practical examinations and may not be permitted in an examination testing the time in which a skill is performed, such as expressive arts, or a sport, where timing is an explicit part of the assessment objective.
- (8) Students requiring a 'smaller environment' for their exams are referred by the Year Team to the SWANs Panel. At this stage, supporting evidence will be considered to establish if it demonstrates that separate invigilation reflects the candidate's **normal way of working** in internal school tests and mock examinations as a consequence of a **long term** medical condition or **long term** social, mental or emotional needs.

The JCQ has advised that consultants' letters, rather than general practitioners' letters, must provide evidence of on-going interventions.

Where a candidate progresses from GCSE to GCE qualifications

25% Additional Time

Evidence must be provided to confirm that the candidate continues to have persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010.

There must be evidence from teaching staff to demonstrate that the candidate's current difficulties impact substantially on teaching and learning in the classroom. Evidence needs to show that, without the 25% additional time, the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.

If your son or daughter has SEN or a disability and you wish to discuss examination access arrangements, please make an appointment to meet with the Special Needs and Disability Coordinator (Jessica Gibson): 01530 413748 - extension 261.

She holds:

- (1) a Joint Council for Qualifications (JCQ) recognised Level 7 qualification in the assessment of students for access arrangements

Deadlines for submitting referrals (external examinations):

Month of examination	Deadline
November 2020	November 2020
January 2021	October 2021
May/June 2021	March 2021