

# King Charles I School

## Access Arrangements in Examinations Policy

### Version Control

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**Policy approved by:** Trust Board  
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Version	Date	Details
1.0	8 <sup>th</sup> March 2018	General updates
2.0	21 <sup>st</sup> October 2018	General updates
3.0	9 <sup>th</sup> May 2019	Addition of the section 'The use of a word processor'
4.0	9 <sup>th</sup> December 2019	<ul style="list-style-type: none"><li>▪ General updates</li><li>▪ Changes to the section 'The use of a word processor' due to the creation of a separate policy</li></ul>

This document outlines the school policy on Access Arrangements in public examinations. These are arrangements put in place to ensure **all** students have equal access to examinations. Students should not be disadvantaged by any learning, medical, physical, sensory or psychological difficulty they may experience.

The school must comply with the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications publication.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. *The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'.*

A candidate with a disability or difficulty which has a **substantial and long term effect** on performance in examinations may qualify for Access Arrangements. Access Arrangements should allow students with substantial long term special educational needs or short term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access Arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills.

*'Failure to comply with the JCQ regulations (permitting Access Arrangements within the centre which are not supported by appropriate evidence) has the potential to constitute malpractice which may impact on the candidate's result(s).'*

Access Arrangements encompass a wide range of provisions which include:

- being allowed to sit examinations in a smaller room
- supervised rest breaks
- use of colour overlays
- prompter
- extra time
- reader or e-reader pen
- scribe
- use of a word processor
- practical assistant

## **The Identification of candidates who might need access arrangements**

There are several ways in which this might occur:

1. King Charles I School acts on the information provided by students' previous schools to identify those who may need Access Arrangements. These students normally have a history of Special Educational Needs (SEN), these arrangements are clearly noted on the SEND register.
2. A teacher may voice a concern about a student with difficulties that prevent them from completing tests or practice papers.
3. A parent / carer may raise concerns about their child who is attempting but unable to complete work set in class and as homework.
4. In the Summer term of Year 9 students who are on the SEN register who have been identified as having a need for Access Arrangements are tested by an external Learning Support Team (LST) Confirmation will be sent to parents by the end of the Autumn Term of Year 10 outlining the Access Arrangements that have been put in place.
5. By the Spring Term of Year 10 a full up to date document is in place which includes a list of students who receive Access Arrangements in Public Exams.

External Learning Support Team Reports must be submitted in a timely manner giving the school the opportunity to concur and ensure there is a reasonable opportunity to put any suitable adjustments in place if required.

We will endeavour to take all evidence into consideration when making judgements; however, the decision must ultimately rest with the school who is required to evidence all judgements to an external verifier.

In all cases, there must be a genuine need for the arrangement. The school *must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant difficulties. 'Long term' means the impairment has existed for at least 12 months, or is likely to do so.*

Students with special educational needs are not automatically eligible for Access Arrangements in public exams. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for Access Arrangements.

However, when concerns are raised about a particular student, the SENCO or Specialist Teacher will gather information from all the student's teachers to see whether they have similar concerns. If the initial concerns are echoed by others, the student will be assessed for Access Arrangements.

The access arrangements put in place for an examination/assessment must reflect the support given to the student in the school (their "normal way of working") for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support in lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations

## **The use of a word processor**

We will only permit the use of a word processor where the integrity of the assessment can be maintained. Students' need for a word processor is considered by judging access to each subjects' exam specification. We will only allocate the use of a word processor to a student where it is their normal way of working within the school and it is appropriate to their needs. Further details can be found in the '*Examinations – word processor policy*'.

## **Notification about Access Arrangements**

Parents/carers are informed by letter when formal applications for Access Arrangements are approved. The arrangements are named and this information leaflet is provided.

## **Conduct and procedures**

The SENCO is responsible for the records about candidates' access arrangements and will present them for inspection. Students' records should include:

- if known, arrangements made for Key Stage 2 tests;
- comments and observations from teaching staff and support staff (i.e. Achievement Assistants);
- intervention strategies (e.g. individual education/learning plans and school action support plans) in place for the candidate;
- screening test results;
- use of baseline data;
- information about any differentiation in the classroom;
- normal way of working in the classroom (where appropriate);
- arrangements made for end of year internal school examinations/mock examinations.

The SENCO liaises with the Examinations Officer, departmental and associate staff to ensure sufficient rooms and staffing are organised for candidates with Access Arrangements when examinations or controlled assessments are taking place.

It must be noted that staffing and room constraints mean that candidates **cannot normally be seated alone** in a separate room.

The Examinations Officer monitors the need for renewal of Access Arrangements when necessary and liaises with the SENCO to ensure that reassessment is carried out for students with additional arrangements (reader, scribe etc.) that expire after their GCSEs. This is to ensure that candidates still meet the criteria for those additional arrangements.