



QUEEN ELIZABETH'S SCHOOL (WIMBORNE MINSTER)

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# ***Exams Access Arrangements Policy***

Title of Policy	School
Policy Type	<i>Statutory/School/Discretionary</i> (Delete as appropriate)
Review Cycle	Annual
Policy prepared by Date of approval	Kim Ashby (SENCO) June 2023
Next Review	July 2024

# 1. Introductions, Purposes & Aims

## Purpose

The purpose of the policy is to ensure that Queen Elizabeth's School complies with its "...obligation to identify the need for, request and implement access arrangements..." (JCQ General Regulations for Approved Centres, 5.5) The policy also ensures that arrangements are carried out in accordance with the current edition of the JCQ publications 'Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.'

## The Rationale for Exam Access Arrangements (EAA)

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 substantial disadvantage in comparison to someone who is not disabled. JCQ guidance indicates that EAAs should be initiated by the school, not a body external to the school.

## Exam Access Arrangements....

- are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- must not confer additional benefit to a student but are designed to level the playing field in terms of access.
- should reflect the usual way of working in class for which there is evidence of need, unless such arrangements would affect the integrity of the assessment.
- are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- ensure credit is only given for skills demonstrated by the candidate working independently. • will not be permitted if they compromise the assessment objectives of the specification in question.
- may vary between subjects because different subjects and methods of assessments may have different demands.

## Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years. Examples of malpractice include:

- Students being granted EAA which are not their usual way of working
- EAA being 'suddenly' granted before examinations
- EAA being granted when a student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a PPE (Mock) examination and still being allowed it in the real examination

## Further Information

Further information can be found at the Joint Council for Qualifications (JCQ) website:

<http://www.jcq.org.uk/> Any questions about exam access arrangements, please phone or email the SENDCO

## What are Exam Access Arrangements?

The Exam Access Arrangements that are available and may include any combination of those listed below:

- Supervised rest breaks (to be considered before extra time)
- Separate room **only** for students that need a scribe and a reader
- Class sized small group (max 30)
- Read aloud
- Extra time
- Computer reader/reader pen
- 1:1 Reader
- Reader on request. This is when a student raises their hand and the invigilator reads words/phrases infrequently
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for the conduct of examinations
- Other arrangements for candidates with disabilities
- Bilingual translation dictionaries
- Modified papers (e.g. coloured/enlarged paper)
- Seating at back/front/side of exams halls

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements. All of the above EAA have to be a student's usual way of working with evidence provided.

**2. Scope-** This policy is applicable to all of Queen Elizabeth's School.

## 3. Legal Requirements and References

- Equality Act 2010 (updated June 2015)
- JCQ Guidelines – Access Arrangements and Reasonable Adjustments 2022-2023
- The Special Educational Needs and Disability Code of Practice (2015)

## 4. Policy Procedures and Responsibilities

### Staff Roles and Responsibilities

#### Examination Officer

- To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.
- To put in place (in conjunction with the SEN department) any 'on day provisions' – such as medical emergencies.
- To ensure students are roomed suitably for their Access Arrangement and to minimise disruption for other students also sitting exams.
- To make the arrangements for students who require special consideration due to individual circumstances. For example, chairs or medical equipment.
- To ensure that external invigilators, readers and scribes are fully competent with JCQ requirements.
- To track use of EAA on record sheets as evidence of use via the feedback sheet from each exam.

## **Special Needs and Disability Coordinator (SENDCo)**

- To ensure there is a consistent 'whole centre' approach to all access arrangements (applied and centre delegated) it is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor(s)/SENDCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.

- The SENDCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.

To work with students at KS3/KS4 to do basic assessments, give strategies and build a picture of need and provision.

- Teaching staff and members of the senior leadership team must support the SENDCO in determining and implementing appropriate access arrangements.

- the SENDCO processes applications on-line and hold the evidence for inspection purposes for GCSE, GCE qualifications and/or BTEC

To ensure the agreed EAA provision is recorded in SIMS and on mark sheets and teachers are informed of trial periods and JCQ approvals.

- Sign Form 8s individually.

- Consider and assign centre delegated arrangements.

- To communicate with parents/carers regarding decisions made about EAA for an individual via a letter and ensure the parent help sheet is up to date with current advice/practice

To timetable support staff in order to support subject based assessments and therefore provide readers/scribes in class.

## **External Access Arrangement Assessor:**

- To administer recognised psychometric testing

Access Arrangement Assessor and SENDCO to consult each other regarding decision making process about EAA, sharing expertise.

- Specialist assessors to ensure their training is up to date with current guidance with specific regard to administration of psychometric assessments and the annual update from JCQ on EAA and reasonable adjustments.

- \* Specialist assessors share certification entitling them to assess.

## **Teaching Staff:**

- To provide relevant information/evidence of the candidate's persistent and significant difficulties. · To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENDCO.

- Detail the candidate's usual way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.

- To ensure that the correct EAA is in place for controlled assessments.

- To liaise with the SEN department to ensure EAA can be provided for subject based assessments throughout the academic year.

## Procedures for assessment of EAA

### Processes towards having an EAA approved Year 9-11

1. Year 8 – The feeder schools and parents provide the SENDCO with any history of need/provision in transition meetings.
2. EAA information is added to the Student Tracker and shared with staff.
3. STAR Reading Assessment
4. External baseline assessment
5. KS3 – Teachers monitor students closely and gather evidence of need for EAA. EAA are trailed in tests/exams and subject based assessments.
6. Dyslexia screening
7. Form 8s are started for students in KS3 and evidence is added as a student moves through the school.
8. Year 9 summer term – Form 8 part 1 and 2 are completed by the SENDCO. Assessments are identified to support reasonable adjustments for assessments and examinations.
9. Teaching staff respond to emerging needs as curriculum demands increase.
10. Year 10 Specialist assessments and collection of teacher evidence
11. KS4 – EAA in place and being used regularly.
12. Teachers to submit evidence to support regular use of EAA. PPE examinations in November are the last chance to trial EAA in a formal examination setting. **Students must use them then or lose them.**
13. If EAAs are not being used they will be withdrawn and a letter will be sent home to the parents/carers explaining the reasons behind this decision.
14. Summer Year 11/ Yr13 – exams completed with correct EAA in place as ‘usual way of working’.

### Deadlines for making EAA applications

#### Year 11

The deadline to raise concerns about a student is the **30<sup>th</sup> September of Year 11**. This allows the SENDCO and the Examinations Officer time to assess any student prior to PPE in November. **NO** applications for EAA will be made after the Year 11 Mocks in November.

JCQ set a deadline for applications in their annual published update to schools. Year 13 is generally too late to make requests for EAA as no history of need or provision is in place. The deadline for sixth form EAA requests is **30<sup>th</sup> November of Year 13**, as long as a body of evidence has been collected by teachers. Year 11 student's applications need to be updated if they stay in the Sixth Form.

#### Years 12-13

1. Students declare EAA they had at KS4 when they apply to Queen Elizabeth's School or in the first half term of attending.
2. For students new to Queen Elizabeth's the 6th Form office will inform the SENDCO of students with SEN need.  
The SENDCO will write to feeder schools for evidence of EAA at KS4. Students who have come up through Queen Elizabeth's School should already have EAA in place.
3. SENDCO to reapply to JCQ for EAAs if need remains.
4. Teachers monitor students closely in the autumn term of Year 12, gather evidence from initial assessments and feedback concerns and evidence to the SENDCO.
5. Students are required to gather evidence of extra time from their teachers in October and November via the EAA evidence card. (See Appendix page 8) This is reviewed by specialist assessors.

6. In light of evidence received from teachers and previous schools, the Specialist Assessor carries out any testing necessary during December.

7. Respond to emerging needs as curriculum demands increase

8. Trial EAA are put in place for subject based assessments. Teachers give feedback from assessments to the SENDCO (Did students use them? Were they effective?). If teachers have a body of evidence gathered throughout Year 12, they should contact the SENDCO or Specialist Assessor by December of Year 12. We accept that students can slip through the net, be undiagnosed or struggle with the transition to A' level, but the majority will have been picked up and processed by this stage.

#### **Procedure for medical letters**

Letters from a Consultant Paediatrician and CAMHs are required to trigger an investigation, but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter.

#### **Private assessments/Education Psychologist reports**

We can only accept private reports as part of wider school evidence. A student's 'usual way of working' in school is paramount. EAAs cannot be awarded purely on the basis of a private assessment/Ed Psych report. JCQ guidance indicates that EAAs should be initiated by the school, not a body external to the school.

**Please see our [Word processing policy for the use of word processing for examinations at Queen Elizabeth's School](#).**

## Exam Access Arrangements – EAA

### Single Point of Entry via SENDCO

#### Identification

EHCP  
Internal assessments  
Teacher feedback or referral  
HoH or Medical or Safeguarding referral or letter



#### Screening Tests (SEND)

Results Reviewed – if criteria not met, needs met in class

#### Assessments by Qualified Specialist Assessor

DPN signed by all students undertaking assessment  
Assessment outcome added to Form 8 and signed by qualified JCQ registered assessor

#### SENDCO completes Form 8 or Centre Delegated Application form

All documents are signed and the originals are sent to SEND ADMIN with supporting evidence such as medical letters/EHCP's/internal assessments  
Documents and arrangements are added to MAIN SIMS to inform all staff



#### SEND Admin to apply for Access Arrangements online

JCQ confirmation of AAO documentation is scanned and sent to exams then saved as a PDF in exams folder (by student name) Original documents are retained by SEND for filing and JCQ inspection. Applications not approved are returned to SENDCO for review.



#### SEND Admin updates EAA Register

#### Exams Team add EEA to exams SIMS

SEND Admin send letter to parent and student confirming arrangement detail and that it is approved



**SEND Admin will monitor use of EAA per student after each exam series Evidence will be sent to SEND**

SEND to advise Exams if any EEA arrangements are to be amended – use amendment form SEND to communicate decision to parent and student