Trust Policy

Exam Access Arrangements Policy

Approver: Trustees
Review Cycle: Annual

SCALBY SCHOOL

Revision History			
Date	**Version**	**Short Description of Changes**	**Approved by:**
Nov 2024	1.0	Delta Academies Trust Policy adapted	Trustees

This Policy Applies To:
Secondary Schools
Primary Schools
Centralised Trust Employees
Trustees & Governors

Document Management Information

Applicable to:	All secondary schools
Development and Consultation:	Delta Academies Trust policy has been adapted. This should then be updated with school specific details by each of the schools.
Dissemination:	Staff will be notified of the policy by the Staff News, the template will be on the staff hub. Once each school has updated the policy it will be available via the school's local folder on the staff hub.
Implementation:	To be used in cases where access arrangements are needed for exams.
Training:	The Exams Office provides training to Exam Officers and Invigilators. The training covers new starter information as well as policy and guidance updates from the JCQ.
Review Frequency:	Annual
Based on:	Delta Academies Trust Policy Oct 24
Policy Author:	Adapted by Trust Compliance Officer
Executive Policy Owner:	CEO
Approval by:	Trust Board
Version:	V1.0
Approval Date:	20 November 2024
Next Review Due:	November 2025

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

Once approved schools should personalise this policy to reflect their own circumstances and saved onto the local policies folder on SharePoint.

This policy is part of a suite of Exam Specific Policies:

POLY055 – Exams Policy
POLY098 – Complaints Policy (Exams)
POLY099 – Internal Appeals Policy (Exams)
POLY100 – Non-Examination Assessment Policy (Exams)

Contents

1 Centre Details

Centre Name	Scalby School
Centre Number	48161
Date policy first created	15/3/22
Current policy reviewed by	Nicola Davey/Jacqueline Haythorne
Current policy approved by	Trust Board
Date of next review	Nov 2026

2 Key staff involved in the policy

Role	Name
Examinations Officer	Sarah Clark
SENCO	Nicola Davey
Head of Centre	Christopher Robertson

This policy is reviewed and updated annually to ensure that access arrangements process at Scalby School is managed in accordance with current requirements and regulations. References in this policy in brackets refer to the JCQ publication "Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and reasonable adjustments". Regulations and Guidance - JCQ Joint Council for Qualifications

3 Introduction

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the 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'.

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. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a visually impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate.
- a detailed picture of need from staff.
- the effectiveness of the adjustment.
- the code of the adjustment.
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body.
- involves unreasonable timeframes.
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

4 Purpose of the policy

The purpose of this policy is to confirm that Scalby School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements; *(GR 5.5)*
- has a written process in place to check the qualification(s) of its assessor(s) and ensure that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments. *(GR 5.4)*

5 General Principles

The general principles of access arrangements for Scalby School to consider include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- The person who leads on additional learning support/special educational needs, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate (AA 4.2.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2.2)
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements must be considered on a subject-by- subject basis. (AA 4.2.3)
- Access arrangements should be processed at the start of the course (AA 4.2.4)
- Arrangements must always be approved before an examination or assessment (AA 4.2.4)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2.5)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination (AA 4.2.7)

The main elements of the access arrangements process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of examinations are covered in the Trust's Equality and Diversity Policy.

The process to identify pupils who may be eligible for Exam Access Arrangements will begin in the summer term of Year 9 and involve consultation with teaching staff, informed by evidence gathered over time. Where a pupil is identified at a later stage, sufficient evidence must be gathered using the EAA Teaching Staff Questionnaire (Appendix 1) which meets the threshold for assessment as set out in the guidance from JCQ.

The term 'SENCO' used throughout this document refers to the person appointed by the head of centre to coordinate the access arrangements process within the centre. This would also include an Access Arrangements Coordinator (AAC), an Assistant SENCO a Deputy SENCO or a SENSO.

6   The Assessment Process

At Scalby School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements. (AA 7.3)

Details and qualification(s) of the current assessor(s)
Mrs Susan Harrison
Qualification-CERTIFICATE OF PSYCHOMETRIC ASSESSMENT & ACCESS ARRANGEMENTS (CPT3A)

6.1   Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at Scalby School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements. (AA 7.3.4)
- Additionally, the independent assessor must be approved by the head of centre to assess the candidate. (AA7.3.5).
- Before the candidate's assessment, the SENCO must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCO and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5.2)
- This process is carried out prior to the assessor undertaking any assessment of a candidate. (AA 7.5.2)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration) is kept on file. (AA 7.3.4)

6.2   Process for the assessment of a candidate's learning difficulties by an assessor

Scalby School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed. (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by an assessor. (AA 7.5.1)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional. (AA7.5.4)
- The assessor must carry out tests which are relevant to support the application. (AA7.5.5)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. (AA7.3.6)
- A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. This would be where the assessor has not contacted the centre, has not established a working relationship with the centre, has not been approved by the head of centre and has not received as a minimum a 'skeleton' Part 1 of Form 8 from the SENCO. (AA 7.3.6)

6.3 Painting a 'holistic picture of need' confirming a normal way of working

Scalby School confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5.2)
- Before the candidate's assessment, if the assessment is a request, a referral form must be sent to the SENCO, which outlines concerns and reasons for assessment. (**Teaching Staff Questionnaire Appendix 1**)
- All candidates must be assessed considering the picture of need and the background information as detailed within Part 1 of Form 8.
- All candidates aged 13 and over who do qualify for access arrangements need to have signed the JCQ Personal data consent form and the SENCO must complete the JCQ Data protection confirmation.

7 Process Access Arrangements

Arrangements requiring awarding body approval

The SENCO will provide a list of eligible learners and their required access arrangements to the school examinations officer. It is the responsibility of the SENCO to submit the requests via Access Arrangements Online (AAO) on behalf of the centre.

AAO is used to apply for approval of arrangements for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding bodies secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

7.1 Centre delegated arrangements

Decisions relating to the approval of centre delegated arrangements are made by the SENCO. Appropriate evidence, where required by the arrangement, is held on file by the SENCO.

7.2 Separate invigilation within the centre

The decision to make arrangements for separate invigilation within the school lies with the Head of the Centre. One to one invigilation and the use of an alternative room would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA 5.16)

7.3 Modified Papers

- Modified papers are ordered by the Examinations Officer.
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned. (AA 6.1)
- Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources. Therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless they intend to enter them for the relevant examination series. (AA 6.1)

For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before their first examination. (AA 6.1)

8 Access arrangements and adjustments

A full list of all available access arrangements can be found in section 5 of the JCQ "Adjustments for candidates with disabilities and learning difficulties, 2024-25".

8.1 Supervised rest breaks

The SENCO 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 i.e. the candidate is disabled within the definition of the Equality Act 2010;

and there is a genuine need for the arrangement. Supervised rest breaks will be awarded on account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, emotional, and mental health needs.

8.2   25% Extra time

So as not to give an unfair advantage, Part 2 of Form 8 must confirm that the candidate has at least:

- two below average standardised scores of 84 or less; or
- one below average standardised score of 84 or less and one low average standardised score. (85-89)
- A cluster of standardised scores (at least three) relating to three different areas of speed of working just within the average range, 90 to 94.
- Evidence of normal way of working within the centre showing an extensive history of need and a clear, measurable and substantial long-term adverse effect on performance and speed of working.

In either scenario, the two standardised scores must relate to two different areas of speed of working as below:

- speed of reading and speed of writing; or
- speed of reading and cognitive processing/fluency; or
- speed of writing and cognitive processing/fluency; or
- two different areas of cognitive processing/fluency which have a substantial and long-term adverse effect on speed of working.

An assessment of mathematical processing may be used as one of the two required measures for 25% extra time in mathematics examinations only. The mathematical processing score must be below average. An assessment of mathematical processing cannot contribute to the evidence for 25% extra time in examinations other than mathematics.

(current published criteria for 25% extra time, i.e. the 2024/25 JCQ regulations)

The SENCO must present for inspection purposes a substantial and comprehensive body of evidence, which includes evidence that extra time has been the normal way of working for examinations, assessments, and selected classwork tasks.

The SENCO must have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time.

8.3   Computer Reader

It is the centre's responsibility to ensure that the computer used does not contain any software that the candidate can access, and which might assist them with the examination. **Failure to do so may constitute malpractice.**

It is the responsibility of the Examinations Officer to ensure equipment is provided, which is in line with JCQ regulations.

The SEND Team has the responsibility of making sure the learners can adequately use the software/ technology provided by giving sufficient time and training.

8.4   Reader

A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read. A reader is not a Communication Professional, a practical assistant, a prompter or a scribe.

Types of disability or access needs include:

- Autistic Spectrum Disorder (ASD)
- Learning difficulties
- Sensory and/or physical needs (HI, MSI, PD, VI)
- Social, emotional and mental health needs (e.g. ADD, ADHD)
- Speech, Language and Communication Needs (SLCN)

Form 8 **must** be completed by the SENCO to show the on-going need for extra time. Where a pupil also requires additional arrangements such as a reader, supervised rest breaks or scribe this can be documented on Form 8 as well.

Form 9 completed by the SENCO, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects their normal and current way of working within the centre.

8.5   Papers (or sections of papers) testing reading

Only a computer reader or a reading pen will be allowed in papers (or sections of papers) testing reading. (5.5.6)

8.6   Read Aloud

A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading may read aloud with up to a maximum of 50% extra time. (5.6.4)

8.7   Reading Pen

A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility. (5.6.5) The SENCO should trial the use of an examination reading pen which subsequently becomes the normal way of working within the

centre. It might be of benefit to candidates who only require occasional words or phrases to be read to them.

There is not a requirement to process an application for read aloud and/or the use of an examination reading pen using Access Arrangements Online. No evidence is needed to support the arrangement for inspection purposes.

8.8 Scribe

A scribe is a responsible adult who, in non-examination assessments and/or in an examination but not in a Speaking Test, writes or types a candidate's dictated answers to the questions. The candidate must be present when the scribe writes or types their dictated answers.

Types of disability or access needs include:

- Autistic Spectrum Disorder (ASD)
- Learning difficulties
- Sensory and/or physical needs (HI, MSI, PD, VI)
- Social, emotional and mental health needs (e.g. ADD, ADHD)
- Speech, Language and Communication Needs (SLCN)

So as not to give an unfair advantage, a scribe will only be allowed where:

- an impairment has a substantial and long-term adverse effect on the candidate's writing; or
- a candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, because of a substantial and long-term impairment.

The use of a scribe must reflect the candidate's normal way of working within the centre in the light of their substantial and long-term impairment. (5.7.5) The SENCO must present for inspection purposes a substantial and comprehensive body of evidence, which includes a scribe has been the normal way of working for examinations, assessments and selected classwork tasks.

8.9 Coloured or enlarged papers

Where a candidate requires a question paper on coloured paper and/or enlarged from A4 to A3, it is strongly recommended that a PDF copy of the standard question paper is downloaded from the relevant examination board in line with their guidance.

If a PDF copy of the examination paper needs ordering, this must have been actioned by the Examination Officer in good time.

Where a candidate requires a question paper on coloured paper and/or enlarged from A4 to A3, it is strongly recommended that a non-interactive electronic (PDF) question paper is ordered via Access Arrangements Online.

It is the responsibility of the Examinations Officer to make sure coloured paper and enlarged papers are provided.

8.10 Modified language papers

All awarding bodies have processes in place to ensure their assessments are fit for purpose and accessible and will either use The British Association of Teachers of the Deaf (BATOD) modifiers or BATOD guidance. (AA6.6.4)

8.11 The use of a word processor

The Word Processor Policy details the criteria Scalby School uses to award and allocate word processors in examinations/assessments.

9 Failure to comply

Failure to comply with the regulations contained in the JCQ regulations have the potential to constitute malpractice which may impact on the candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved.
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments).
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence.
- charging a fee for providing reasonable adjustments to disabled candidates.
- failure to establish a clear picture of need which warrants testing of candidates.

10 Post 16 access arrangements

JCQ guidance will be adhered to when "rolling over" access arrangements from Key Stage 4 to Key Stage 5. Attention should be paid to whether testing results are still valid at the point of examination. Candidates will be given their Form 8 and/or Form 9 with their GCSE results to pass on to their Post 16 providers and should sign to say this has been received.

Teaching staff should refer newly identified Post 16 learners for assessment using the EAA Teaching Staff Questionnaire (Appendix 1). Ideally this will be at the start of their course.

When a candidate progresses from GCSE to GCE AS/and or A Level qualifications a new online application for 25% extra time must be processed but an assessment conducted no earlier than in Year 9 will still be valid providing the candidate meets the current published criteria.

11 Supporting access arrangements at Key Stage 3

The SENCO will request access arrangement information from primary schools as part of the transition process. The access arrangements may not automatically roll over to secondary school; they will be reviewed during the first half term following GL testing, any SEND testing and review meetings with parents and, if needed, other professionals.

It is the responsibility of the teaching staff to make sure learners who have access arrangements in their KS3 classes when assessments are planned have the opportunity to use them.

Subject leaders will need to plan for KS3 assessments, so that learners who have extra time can sit the assessment in a venue where the extra time can be included. It is not acceptable to allocate the extra time at a later date for "finishing off".

12 Roles and responsibilities

When an access arrangement has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2.13)

Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2.13)

It is the responsibility of:

- The Head of Centre to identify a member of SLT to deputise for the SENCO should this be required.
- The SENCO to collect a candidate's consent (a completed candidate personal data consent form) to record their personal data on-line through AAO.
- The SENCO to submit applications online for approval through AAO.
- The SENCO to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form. (AA 8.6)
- The Examinations Officer to order modified papers.
- The Examinations Officer to order PDF copies of papers if required by Awarding Bodies.

This policy links to the following documents:

- Examinations and Word processor policy

13 Appendix 1 – EAA Teaching Staff Questionnaire
EXAM ACCESS ARRANGEMENTS

NEED & NORMAL WAY OF WORKING – TEACHING STAFF REFERRAL FORM

Subject: **Teacher:**

Learner Name: **Year Group:**

What EAA are you requesting and why?

Information processing & responding	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks & assignments		
Needs to have instructions repeated		
Needs to have instructions written down		
Reading and comprehension		
Needs support with reading in class		
Avoids reading out loud		
Can decode text accurately but has difficulties with understanding		
Reads more slowly than peers		
Needs to reread to aid understanding		
Finds it hard to remember what s/he has read		
Written work		
Writing is very difficult to read (poor handwriting)		
Writing is very difficult to read (unrecognisable spelling)		
Writes more slowly than peers		
Uses laptop/computer rather than writing		
Uses scribe rather than writing themselves		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support / difficulties with spelling		
Grammar and punctuation insecure		
Memory and concentration		
Poor organisational skills – loses things, forgets items they need to bring		
Finds it hard to remember and follow oral instructions		
Needs a lot of repetition to remember key facts		
Finds it hard to meet deadlines		

Information processing & responding	YES	NO
Finds it hard to concentrate for long periods		
Needs timely reminders to stay focused on task		
Finds test/exam revision hard		
Needs to take frequent rest breaks		
Vision		
Uses coloured overlay when reading		
Benefits from handouts on coloured paper		
Benefits from larger print		
Other		
Panics/gets very stressed when faced with tests		

What adjustments are made in lesson?

Any other relevant information or additional evidence in support of exam access arrangements:

Please attach/email additional evidence such as mock papers, timed classroom assessments etc.

Please return to the SENCO

Thank you

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
KS3	Specialist Assessor to ensure up to date with new JCQ guidance issued in August.	Refresher Access Arrangements training delivered to all staff.			Request for Year 9 referrals and evidence from teaching staff. Confirmation letter sent to parent / carers.	Test Year 9 pupils.
KS4	Year 10 assessments for Access Arrangements completed. Confirmation letter sent to parent / carers. All Form 8s & 9s for Year 10 written and filed with evidence. Access Arrangements spreadsheet updated and shared with staff*.*	All Access Arrangements Online to be completed for Year 10. Final deadline for KS4 testing. (NB: only in exceptional circumstances in Year 11)		All Access Arrangements Online to be online for Year 11 by March 21st.		
KS5	Request Form 8s & 9s from prior settings for new Post 16 learners. NB Submission of documentation/requests is an ongoing process, with deadlines throughout the year. Please see current JCQ guidance, page 12.		Confirmation letter sent to parent / carers. Access Arrangements spreadsheet updated and shared with staff.	All Form 8s & 9s for Post 16 Access Arrangements written and filed with evidence.		