



## EXAM ACCESS ARRANGEMENTS POLICY

### Rationale

The Examination Access Arrangements (EAA) Policy explains the actions taken to ensure inclusion throughout the school. The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential. Further information can be found in the Joint Council for Qualifications (JCQ) orange booklet “Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments”.

### Aims

To ensure that all students receive appropriate support to enable them to achieve accreditation to the best of their ability.

### What are Exam Access Arrangements?

An Exam Access Arrangement is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- **A Scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- **A Reader:** a trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE exam) for the student. The student would then write the answer(s) themselves.
- **ICT:** access to a computer for an exam (if appropriate – not for subjects such as Maths) so that the student could word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.
- **Rest Breaks:** where students are permitted to stop for short break(s) during the exam and the time stopped is added to the finish time so that the exam is elongated but no extra time is actually given.
- **Prompter:** where a student has little sense of time, or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question, or indicate how much time is left.
- **Transcript:** this arrangement must only be used where a student’s handwriting or spelling is difficult to decipher for those not familiar with it. A transcript is a copy of a student’s exam script made after the exam without the participation of the student.
- **Read Aloud:** a student may work more effectively if he/she can hear themselves read. This student must be accommodated separately.

- **Extra Time:** students may be entitled to an allowance of 25% (or in some cases 50%) extra time depending upon the history of evidence of need. For extra time, students will have an assessment to determine their speed of processing. A standardised score of less than 85 (100 being average) can qualify for extra time.

The Headteacher will appoint an appropriately qualified assessor to carry out the tests in accordance with the chapter on “Learning Difficulties” in the JCQ procedures “Access Arrangements and Reasonable Adjustments”

The examination boards recommend that, before extra time is awarded, rest breaks must be considered, since this may be more appropriate for a student with a medical or psychological condition. Students with severe learning or physical difficulties may be eligible for more than 25% extra time.

### When might students need to be given Exam Access Arrangements?

Scribe	<p>Where a student as a physical disability; where her/his writing:</p> <ul style="list-style-type: none"> <li>• is illegible and may hamper their ability to be understood;</li> <li>• speed is too slow to be able to complete the exam in the allotted time.</li> </ul>
Reader	<p>Where a student has a standardized score of below 85 (100 is the average).</p>
Word Processor	<p>The following candidates might benefit from the use of a word processor and consideration would be given to providing one:</p> <ul style="list-style-type: none"> <li>• Those with a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;</li> <li>• a those with a medical condition;</li> <li>• those with a physical disability;</li> <li>• those with a sensory impairment;</li> <li>• those with planning and organizational problems when writing by hand;</li> <li>• poor handwriting.</li> </ul> <p>This list is not exhaustive.</p> <p>Word processors cannot simply be granted to a candidate because he/she now wants to type rather than write an examination, or can work faster on a keyboard, or because he/she uses a laptop at home. This has to be their normal way of working at school.</p>
Rest Breaks	<p>Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.</p>

Prompter	For a student who loses concentration/focus and is not aware of time.
Extra Time	Where a student's ability to process information is slower than average.
Separate Room	For a student with a medical condition such as epilepsy/diabetes where it is not appropriate for them to sit an exam in the main exam room. Students who are agoraphobic or who have a psychological condition may also need to sit an exam in a separate room.

The arrangements put in place must reflect the support given to the student and be their "normal way of working", for example:

- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- internal school tests and mock exams.

### Evidence required for EAA applications

An EAA application requires evidence of need and this evidence needs to be available for inspection at short notice. This can include:

- Recommendations from teachers;
- Educational Psychologist reports;
- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors;
- Information from SALT (Speech and Language Therapy);
- Statement of Educational Need or Education, Health and Care Plans (EHCP).

The following documents are also required by the exam boards:

- A signed copy of the Form 8 report completed by the SENCO;
- A Data Protection Notice signed by the student;
- A record of all occasions when a student has been supported by EAA;
- For extra time – history of evidence of need in the form of copies of work where a student has regularly used more than the allotted time.

### Procedure

The SENCO/Exam Officer, in liaison with the class teacher, will make applications for EAA based on the student's special educational needs and learning history.

If applications are successful, parents and staff will be notified that the student is entitled to EAA.

All information will be kept confidentially, in line with school policy.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- The School Bus, Compliance Manager
- meetings with school staff;
- communications with home, such as weekly emails;
- reports, such as annual reports to parents and Headteacher reports to the Governing Body;

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

### Monitoring the effectiveness of this policy

#### Review of Procedure

This policy will be reviewed periodically, or when the need arises, by the Headteacher and the Governing Board.

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The Governing Board approved this policy on date: 23<sup>rd</sup> May 2019



Signed:

Chair of Governors



Signed:

Headteacher

**Initial Equality Impact Assessment**

**Exam Access Arrangements Policy**

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
	✓	

This policy affects or is likely to affect the following members of the school community (✓)	Students	Staff	Parents/ carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓						

Question	Equality Groups															Conclusion																
	Age			Disability			Gender reassignment			Marriage or Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex							
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓			✓
Does data collected from the equality groups have a positive impact on this policy?		✓			✓			✓			✓			✓			✓			✓			✓			✓			✓			✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b> Nathan Aspinall	<b>Date</b> 11.2.15	<b>Preliminary EIA approved by</b> Governors' ACE Committee	<b>Date</b> 6.3.15
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