

ALL HALLOWS RC HIGH SCHOOL

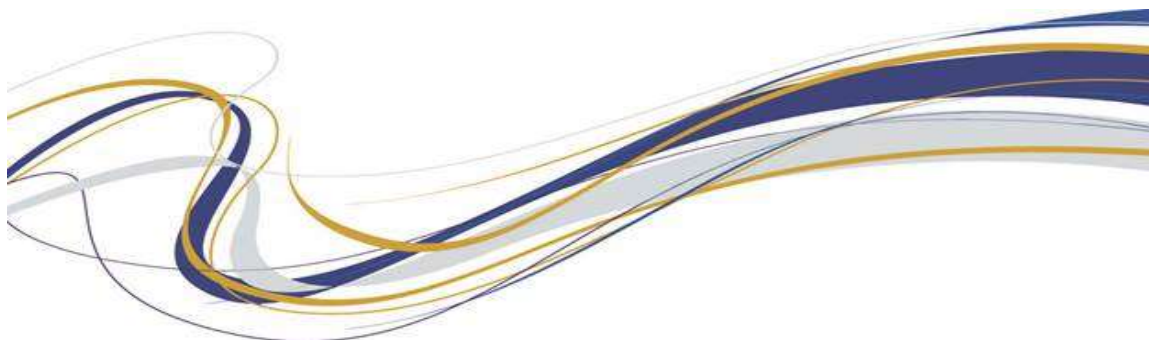


ACCESS ARRANGEMENTS POLICY

Committee responsible for review: Welfare Committee

Review date: September 2023

Date of next review: September 2025



We aim for All Hallows RC High School to be a Catholic school to which children wish to come, to which parents wish to send their children, and where teachers wish to teach.

Our Mission is to offer a high quality Catholic education for all, in an environment where Gospel values are central to teaching and learning, and in which the unique value of each person is recognised and respected.

1. Aims

Our Access arrangement policy aims to:

- Set out how our school will support and make provision for pupils who require Examination Access Arrangements
- Explain the roles and responsibilities of everyone involved in providing for pupils who require Access arrangements.

This policy is reviewed and updated annually to ensure that access arrangements process at All Hallows RC High School is managed in accordance with current requirements and regulations. References in this policy to GR, ICE and AA refer to the JCQ publications General Regulations for Approved Centres, Instructions for conducting examinations and Access Arrangements and Reasonable Adjustments. (updated 2021/22) References to legislation are to the Equality Act 2010.

2. Definitions

The term Additional Learning Need (ALN) is used as an umbrella term to incorporate ALL students known to be receiving Learning Support provision including those pupils identified as having SEND.

Disability

Section 6 of the Equality Act 2010 defines **disability** as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Special Educational Needs

A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

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 vision 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;
- the effectiveness of the adjustment;
- the cost of the adjustment;
- and 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; or affects the security and integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

3. Purpose of the policy

The purpose of this policy is to confirm that All Hallows RC High 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 not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

General principles

The principles for All Hallows RC High School to consider include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her 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.

The person who leads on additional learning support/special educational needs, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

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.

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading

to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis.

Access arrangements/reasonable adjustments should be processed at the start of the course.

Arrangements must always be approved before an examination or assessment. The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination.

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in The Equalities Policy (Exams).

The assessment process At All Hallows RC High School, assessments are carried out by:

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

Details and qualification(s) of the current assessor(s)

Nicola Jackson (SENCo)

BA Hons Physical Education (QTS) 2:1
Level 7 OCR Diploma in Assessing for SpLD
NASENCO
MEd Senior Leadership in Education

Types of Access Arrangements (not an exhaustive list)

- **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.
- **Reader pen**: A reader pen is used for pupils who require support with reading but demonstrate the ability to access this independently. Pupils using a reader pen will have this as their 'normal way of working'.
- **Word Processor**: access to a computer/laptop for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances students may be entitled to use a spell check enabled computer.
- **Extra time**: students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated

Specialist Teacher. In some exceptional circumstances students may be entitled to an allowance up to 50%.

- **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, with the effect of elongating the exam but not actually using any extra time.
- **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.

How are students identified?

- They would have had EAA (Exam access arrangements) at KS2
- From baseline testing completed in Year 7
- Parental Referral
- Subject Teacher Referral
- School assessments e.g., end of year assessments
- Cognitive assessments e.g., WRAT, GORT, TALC

Baseline data

Comprehension and reading rate and accuracy is tested using the GORT (Gray Oral Reading Test). Spelling is assessed using a WRAT 5 Spelling test. These tests can help identify underlying learning difficulties and identify pupils who may benefit from Access arrangements. The SENCo will contact parents where this is the case, do further testing, and if necessary put an appropriate intervention into place.

Parent Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCo will investigate their concerns by sending a “round robin” to the child’s teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

Teacher Referral

As with Parent Referrals, teachers can refer a student to the SENCo where they have concerns about the learning and progress of a student in their class. All the students’ current teachers will be asked to give feedback to gain information and following this a decision will be made as to whether to test a student for EAA. Where a teacher thinks that a student requires extra time, they are asked to indicate clearly where extra time is used to show that it is required and is the ‘normal way of working’. This is then used as proof to JCQ and the exam boards of a history of need (see Appendix 1). Teachers are asked to refer students to the SENCo initially if they feel that a child may be dyslexic rather than contacting parents about their concerns. The SENCo will then contact the parents if the concerns are founded.

How do staff and parents know whether a student has Exam Access Arrangements?

- Teaching and support staff can access the list on Staff Shared Area. It is updated monthly.
- Staff will be informed of any changes to the EAA list via email.
- Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.

How are Exam Access Arrangements applied for?

Students may need to be tested at each Key Stage for EAA. As children make progress it may be that they no longer require the access arrangement previously provided. Therefore, the Specialist Assessor may test students who are referred, or who have had EAA in earlier Key Stages.

The Specialist Teacher will assess students using a variety of nationally recognised tests such as:

- Wide Range Achievement Test (WRAT-5)
- Detailed Assessment of Speed of Handwriting (DASH)
- Gray's Oral Reading Test (GORT-5)
- Comprehensive Test of Phonological Processing 2 (CTOPP-2)

The tests that the Specialist Assessor uses are replaced/upgraded periodically in line with current practice. The test that the Specialist Assessor uses depends very much upon the type of barrier to learning that the student may have. Should the student need further testing to assess for other learning issues or further EAA, the Specialist Assessor will arrange this. Following a report produced by the Specialist Assessor an application is made to the Exam Boards for permission to implement the specified arrangement/s.

Specialist Assessor Qualifications

The SENCO holds a Level 7 OCR diploma in Assessing Specific Learning Difficulties which qualifies them to assess for Access Arrangements and therefore assessments are carried out and applied for by the SENCO.

What support is given to students with EAA?

Students with EAA take part in small group sessions to show them how to effectively use EAA. In addition, students with EAA are encouraged to use their EAA during internal assessments and exams so that they gain practice at using it effectively. Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them how they are to use the reader/scribe during the exam, and how much support the adult is allowed to give. Students with extra time are given sessions with a teaching assistant on how to use the additional time allowance effectively. They then need to apply the techniques and strategies given to them in internal exams and assessments. All teachers are given access to the list of students with EAA.

Some pupils may have access to electronic devices such as laptops/reader pens. These are fully compliant with examination regulations and pupils will have access to these devices for it to become 'normal way of working'.

For those entitled to human reader/scribe, teaching assistants will be deployed to support in exams and will have received full training on how to assist pupils in exams.

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments 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 body 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.

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Ms Nicola Jackson (SENCo).

Appropriate evidence, where required by the arrangement, is held on file by Ms Nicola Jackson (SENCo).

The use of a word processor

The Word Processor Policy 2023-24 details the criteria All Hallows RC High School uses to award and allocate word processors in examinations/assessments.

Separate invigilation within the centre

The Separate Invigilation Policy 2023-2024 details the criteria All Hallows RC High School uses to award separate invigilation within the centre.

Candidates with learning difficulties – core evidence required

In order to award 25% extra time the SENCo **must** determine the needs of the candidate based on one of the following:

- a **current** Education, Health and Care Plan, a Statement of Special Educational Needs (Northern Ireland), or an Individual Development Plan (Wales), which confirms the candidate's disability (**supplemented by the required centre-based evidence** - see paragraph 5.2.3); **or**
- a fully completed Form 8 with an assessment (Part 2 of Form 8) carried out **no earlier than the start of Year 9** by an assessor confirming a learning difficulty relating to secondary/further education (Form 8 **must** be **supplemented by a detailed picture of need** - see below).

In the case of separate invigilation, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect. Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

Substantial impairment

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). 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; **or**
- speed of writing **and** cognitive processing; **or**
- **two different areas** of cognitive processing 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.

The role of the SENCO / Senior Leader/ Exams officer responsible for the provision of Access Arrangements

- Where there is a need, the SENCO will ensure that students entered for public examinations are tested for Access Arrangements.
- The SENCO will ensure that there is appropriate evidence for a candidate's access arrangement.
- The SENCO/Exams Officer will ensure that completed access arrangements applications to the awarding bodies are submitted.
- The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.
- The Exams Officer will ensure that rooming and invigilation is arranged.
- The exams officer will apply for modified papers.

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

All Hallows RC High 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 required in Part 1 of Form 8.

The centre will provide evidence of the candidate's normal way of working and relevant background information.

All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.

The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre.

A profile of need (Form 9) will be completed as evidence as normal way of working for the following access arrangements:

- Supervised rest breaks and/or computer reader/reader
- 25% extra time and/or scribe
- 26% to 50% extra time or extra time over 50%
- Access to a mobile phone for medical purposes
- Remote invigilation
- Timetable variation

This will be held on file for inspection purposes