**Access Arrangements Policy**

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**Rationale**

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout the School for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs Disabilities (SEND). 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.

**‘Everyone Matters, Everyone Helps, Everyone Succeeds’**

**Definitions**

The term Additional Learning Need is used as an umbrella term to incorporate ALL students known to be receiving intervention 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 disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

**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.

**Access Arrangements at All Hallows High School**

We aim to ensure that all students have equal access to examinations and are neither

advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories: -

1. Communication and interaction.

2. Cognition and learning.

3. Social, emotional and mental health

4. Sensory and/ or physical needs.

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1/09/2015). We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student’s secondary schooling.

We will use every opportunity to identify students’ needs from their first contact with the school. Professional reports are requested that demonstrate a SEND/ALN and a recommendation for a reasonable adjustment to be made to meet the student’s needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as ‘normal way of working.’

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

An Exam Access Arrangement (EAA) 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.

**What are Access Arrangements?**

Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a 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.’

**Types of Access Arrangements:**

* **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.
* **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.

**When might a students need to be given Exam Access Arrangements?**

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| --- | --- |
| Scribe | Where there is a physical disability; where their writing is:* Illegible and may hamper their ability to be understood
* Speed is too slow to be able to complete the exam in the allocated time
 |
| Reader | Where there is a standardised score of below 85 in a test administered by a Specialist Teacher (100 is average) |
| Word Processor | Where there is a physical disability; their writing would be:* Illegible and may hamper their ability to be understood
* Speed is too slow to be able to complete the exam in the allocated time
 |
| Extra Time | Where a student’s ability to process information is slower than average |
| Supervised Rest Breaks | Where a student has a physical disability which prevents them fromconcentrating for long periods of time. This is now the recommendedoption form exam boards before considering extra time |
| Prompter | For a student who loses concentration/focus, and is not aware of time. |
| Separate Room | Pupils who need seating in a separate room are required to have a genuine medical need other than 'exam stress'.  The regulations stress that Access Arrangements must reflect the pupil's normal way of working, authorised and recorded by the school SENCO.For a student with a medical condition such as epilepsy/diabetes where it isn’t appropriate for them to sit an exam in the main exam hall. Students who have a psychological condition may also need to sit an exam in a separate room. |

**How are students identified?**

* They would have had EAA at KS2 for their SAT’s
* From baseline testing completed on the Cognitive Ability Tests (CAT) Day’s in Year 7
* Parental Referral
* Subject Teacher Referral

**KS2 SAT EAA**

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn’t necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

**Baseline data**

All students, when they join the school complete CATs (Cognitive Ability Tests). Comprehension and reading rate and accuracy is tested using the GORT (Gray Oral Reading Test). Spelling is assessed using a SWST (Single Word Spelling test) from GL assessments. These tests can help identify learning difficulties such as dyslexia. 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 of 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 on a monthly basis
* 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 need to be tested at each Key Stage for EAA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3 or KS4. Therefore the Specialist Teacher/Educational Psychologist tests students who are referred to us, 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-4)
* Detailed Assessment of Speed of Handwriting (DASH)
* British Picture Vocabulary Scales (BPVS-3)
* Comprehensive Test of Phonological Processing 2 (CTOPP-2)

The tests that the Specialist Tester uses are replaced/upgraded periodically in line with current practice. The test that the Specialist Tester 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 Tester will arrange this. Following a report produced by the Specialist Tester an application is made to the Exam Boards for permission to implement the specified arrangement/s.

**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 what they can and can’t do with 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.

**The role of the SENCO / Senior Leader 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

**Specialist Assessor Qualifications**

**Qualifications**

* BSC 2.1 in Biology and Sport Science
* MSC in Science – statistics and psychometric testing module covered
* PGCE in Science and SEN
* NASENCO 2012
* Leadership pathways (NPQSL) 2013
* SpLD certificate 2015
* SpLD diploma 2016
* MA in SpLD 2017
* Communicate-ed courses completed
	+ Access arrangements for general qualifications
	+ Extra time
	+ Selecting using and interpreting standardised tests

**Experience**

* SENCO inclusion manager for 7 years, have a good understanding of pupils and needs.
* Specialist Lead Educator for SEN (SLE) advising and supporting SENCO’s at other schools
* Familiar with standardised tests and presented use and recommendations for standardised tests to Salford SENCO’s
* Regular standardised test completed to inform wave 1 teaching throughout the school

**How do staff and parents know whether a student has access arrangements?**

When a need for Access Arrangements has been identified, the relevant parties are informed:

* Parents in writing – the letter outlines the type of arrangements that have been awarded
* Students are informed verbally and in writing
* The teachers are sent a list of those who receive Access Arrangements and this becomes their ‘normal way of working’ in class.

**Internal subject specific tests**

Where a need for Access Arrangements has been identified, the student accesses this arrangement during internal assessments therefore making it their ‘normal way of working’.

Appendix 1

#  Access arrangements Evidence



Name of Pupil: Teacher:

1. Does the pupil need additional support in every lesson to complete their work Y/N
2. Does the pupil have extra time during lesson to process teacher instructions Y/N
3. Do they need additional time to complete written work in class Y/N
4. What does the pupil do with their extra time in class

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1. Has extra time been used in examinations/controlled assignments/APP Y/N

(Evidence of extra time used for exams attached and highlighted)

Circle which year extra time used in 7 8 9 10 11

1. Does the pupil show a discrepancy between cognitive ability and performance Y/N

1. The pupil shows poor verbal reasoning, non-verbal reasoning, Poor literacy (Circle appropriate)
2. Has the pupil got limited fluency in English Y/N
3. The pupil shows poor speed of reading, writing, cognitive processing,

(Circle appropriate)

1. Does the pupil have Minor problems with writing or spelling Y/N
2. Does the pupil find it hard to concentrate for periods longer than 15 minutes Y/N

Specify concentration time \_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_