

WYMONDHAM
COLLEGE



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ACCESS ARRANGEMENTS POLICY

Policy Consultation & Review

This policy is available on our school website and is available on request from the College.

This policy will be reviewed in full by the Governing Body on an annual basis alongside the Special Educational Needs and Disability Policy. This policy was reviewed and accepted by the local Governing Body on 21 March 2022.

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The College's Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulation's document: 'Access Arrangements and Reasonable Adjustments' booklet, which is updated and issued annually. These are the regulations with which the College must comply, and this policy will outline how we do this.

1. Rationale for Access Arrangements

- Access Arrangements are intended to facilitate students with the required knowledge, understanding and skills but who are unable to demonstrate these in an assessment due to a difficulty or disability, to access the exam without affecting its integrity.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled (within the definition of the Equality Act 2010) would be at a substantial disadvantage in comparison to someone who is not disabled.
- Access Arrangements 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.
- Access Arrangements are not intended to give an unfair advantage.
- Access Arrangements may vary between subjects because different subjects and methods of assessments may have different demands.
- Access Arrangements should reflect a student's normal way of working, unless such arrangements would compromise the integrity of the assessment.

2. Examples of Access Arrangements:

Access Arrangement	Description
Reader (or Computer Reader as the technological equivalent)	A trained adult reads the question and any relevant text for the student (but not where the skill of reading is being assessed e.g. the reading section of the English papers)
Read Aloud or use of an Exam Reading Pen	When a student is reading difficult text, they may work more effectively if they can hear the text read aloud
Scribe (or Speech Recognition Technology, or word Processor with the spell check on, as the technological equivalents)	A trained adult writes for the student. The student dictates their answers. The scribe writes <u>exactly</u> as the student dictates In MFL, the student must dictate spellings letter by letter in the relevant language

Prompter	<p>A trained adult can prompt the student with a few permitted phrases to</p> <ul style="list-style-type: none"> • refocus • indicate how much time is left
Separate Room within the centre	<p>The student takes the examination in a separate room from the main exam room. A separate room <u>does not</u> guarantee a room for the sole use of a student. A separate room may house a number of students whose Access Arrangements cannot be accommodated in the main exam room.</p>
Modified Papers	<p>Specially prepared papers, e.g., enlarged to a specific font size</p>
Supervised Rest Breaks	<p>Students are permitted to stop for short break/s during the exam and the time taken is added to the finish time</p> <p>Students are not permitted to have exam materials with them during rest breaks</p>
Extra Time	<p>Students may be entitled to an allowance of 25%, subject to a number of strict criteria.</p> <p>Extra time between 26 and 50% may be granted in extraordinary circumstances</p> <p>In very exceptional circumstances, a student may require more than 50% extra time in order to manage a very substantial impairment</p>
Live Speaker	<p>A student with a hearing impairment may need a live speaker for pre-recorded examination components, e.g., MFL listening examinations</p> <p>The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination</p>
Bilingual translation dictionaries	<p>For students who have English, Irish or Welsh as an additional language</p> <p>The bilingual dictionary must be held in the centre to ensure no unauthorised information e.g., notes/revision is enclosed or written inside</p>
Practical Assistant	<p>Help with practical tasks such as turning the pages in music or holding a ruler in maths</p>
Laptop	<p>Access to a laptop for an exam so the student can type their answers</p> <p>Spelling and grammar checks to be disabled</p>

3. Timeline for Awarding Access Arrangements

Years 7-11

- a. Year 6 - A student's primary school or parent informs the SENCo of any history of need or Access Arrangements implemented in KS2 examinations.
- b. Year 7 – at the beginning of September, Year 7 students complete CAT, PTM and PTE assessments. The data is analysed by the SENCo and Access Arrangement Co-ordinator. If appropriate Exact assessments are run to provide detailed analysis for the Assessor and to determine Access Arrangements to trial. PTM and PTE tests are repeated at the end of Yr 7 to provide comparison, evidence progress and determine the effectiveness of the trialled arrangements.
- c. KS3 – Teachers monitor students closely and gather any evidence of need for Access Arrangements, passing it to the Access Arrangements Co-ordinator. Access Arrangements trialled in class tests and assessments.
- d. Year 8 – PTM and PTE tests are run at the end of Yr 8 to provide further comparison of progress, to further evidence Access Arrangements and to determine the effectiveness of trialled Access Arrangements.
- e. Year 10 Autumn term – Part 1 of Form 8 is completed by SENCo and Access Arrangements Co-ordinator (for students with learning difficulties). A qualified Access Arrangements Assessor will then assess the student using standardised tests. SENCo/Access Arrangements Co-ordinator applies online for indicated Access Arrangements and informs the Examinations Office, student and parents.
- f. Evidence for the detailed file note (for students with a substantial impairment such as a physical disability, sensory impairment or medical condition) is gathered and the file note drawn up by the SENCo.
- g. KS4 – Access Arrangements are in place and being used as normal way of working for the student.
- h. December of Year 11 – Final deadline for teachers to submit evidence and requests for Access Arrangements. Mock examinations provide last opportunity to trial Access Arrangements.
- i. Summer of Year 11 – Examinations completed with Access Arrangements in place.

Years 12-13

- a. Students to declare any Access Arrangements they had at KS4 within the first half term to the Access Arrangements Co-ordinator.
- b. For new students, the Access Arrangements Co-ordinator will write to feeder school for evidence of Access Arrangements at KS4.
- c. The Access Arrangement Co-ordinator will meet with all identified students to collate evidence for the Assessor.
- d. Teachers monitor students closely in the autumn term of Year 12, gather evidence from initial assessments and feedback concerns and evidence to the Access Arrangements Co-ordinator.
- e. In light of evidence received from teachers and previous schools, the Access Arrangements Assessor carries out any testing necessary during the Autumn and Spring terms and the SENCo/Access Arrangement Co-ordinator applies/reapplies for Access Arrangements Online.
- f. Trial Access Arrangements are put in place for the mock examinations in January of Year 12. Teachers give feedback from the mocks to the SENCo/Access Arrangements Co-ordinator. The mock examinations also provide a final chance to recognise any other students who have not been identified or who haven't declared a difficulty with examinations.
- g. If teachers have a body of evidence gathered throughout Year 12, they should refer to the Access Arrangements Co-ordinator by July of Year 12. The Access Arrangement Co-ordinator will initiate a full referral process to ensure students have the correct arrangements in place for their final exams.

4. Medical Letters and Private Assessments

Letters from medical professionals will trigger an investigation but any request for an Access Arrangement also needs to be supported by evidence from within the school.

Access Arrangements cannot be applied for on the basis of a privately commissioned assessment, eg Educational Psychologist Report, unless the Assessor has received information about the student's current difficulties and support offered in centre before the assessment is carried out and the assessment specifically mentions Wymondham College.

Medical letters and Private Assessments will prompt an investigation, but not override the evidence seen in centre.

5. Staff Roles and Responsibilities Relating to Access Arrangements

Key Staff involved in this policy

Role	Name
SENCo	Mrs Lucy Thomas
SENCo Line Manager (SLT)	Mrs Jay Edmunds-Grezio
Head of Centre	Mr Dan Browning
Assessor (External)	Mrs Victoria Purling / Mrs Amanda Roper
Exams & Data Manager (Exams Officer)	Mrs Tracy Gibson
Exams & Access Arrangement Co-ordinator	Mrs Rachael Seaward

Examinations Officer:

- To ensure that the agreed Access Arrangement provisions are in place for exams and are communicated to the invigilators.
- To ensure the agreed Access Arrangement provision is updated in the centre's exam software.
- Deal with any emergencies, such as accidents or medical conditions, on the day of the exam (in conjunction with the SEND department).

SENCo

- To ensure that they, together with the Head of Centre, members of the Senior Leadership Team, Access Arrangements Assessor and Exams & Access Arrangement Co-ordinator are familiar with the entire contents of the latest JCQ guidelines and regulations.
- To encourage a 'whole centre' approach to Access Arrangements but to lead on the process within the centre.
- To determine, apply for and implement appropriate Access Arrangements with the support and help of teaching staff and members of the Senior Leadership Team.
- Ideally, the SENCo will also be the in-house Access Arrangements Assessor and will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE/GCE qualifications. Alternatively, an External Assessor, who has links to the centre, can be employed when necessary.

Access Arrangements Co-ordinator:

- To organize and administer evaluative assessments, collate evidence from teachers and student interview responses, in order to complete Form 8, Part 1 for the Assessor.
- To manage questions and queries regarding Access Arrangement provision.
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

Assessor:

- To work with students at KS3 to give strategies and build a picture of need and provision.
- To administer standardised tests when necessary
- To assist the SENCo/Access Arrangements Co-ordinator in the decision-making process about Access Arrangements.

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 SENCo/Access Arrangements Co-ordinator.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement.
- To ensure that the correct Access Arrangements are in place for controlled assessments.

6. Exceptional Circumstances

Temporary Arrangements

Temporary Access Arrangements may be required for a student suffering from unforeseen illness or injury. In these cases, the centre must be informed at the earliest possible opportunity, and a letter from a GP, consultant or other professional detailing the problem and any arrangement deemed necessary should be obtained as soon as possible. The centre will make every effort to accommodate these arrangements.

Alternative Accommodation

On very rare occasions, a candidate may need to sit an examination at a residential address or at a hospital due to a severe medical condition or profound psychological condition which prevents them from taking examinations within the centre. In this situation, the centre will ensure that JCQ guidelines are followed with regard to conduct, procedures and staffing. We must be satisfied that the candidate is well enough to take the examination and there must be appropriate evidence of need held on file.

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. The candidate will have been fully prepared for the exams, but due to some unforeseen circumstance could not demonstrate what they knew. The Exams Officer is responsible for applying for Special Consideration.

7. Evidence Held and Malpractice

Centres are regularly inspected to ensure they have followed JCQ regulations – usually during the summer examination season. The centre is required to hold evidence in its files that can be inspected at short notice. For this reason, the centre will keep copies of evidence of need, Form 8, letters from outside agencies, record of Access Arrangements used, Statement of Special Needs or EHCP, together with a data protection notice signed by the student and a copy of the Assessor's qualification certificate.

The consequences of malpractice can be severe. These may include disqualification of the student from one or more examinations.

Examples of malpractice include:

- Students being granted Access Arrangements which are not their normal way of working
- Access Arrangements being granted when a student has no history of need or provision
- Access Arrangements being granted without sufficient evidence