



KEVICC

Exams Access Arrangements Policy

Approved by the Standards Committee of the
Governing Board in November 2021

Examination Access Arrangements 2021/22

Rationale

The purpose of this policy is to confirm King Edward VI Community College 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. This policy is maintained and held by the SENDCo and the Exams Officer alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations. The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

Definitions

Access Arrangements

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 particular 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'.

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 a number of 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'.

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'.

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 may require additional support or provision to enable them to reach their potential.

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 KEVICC

Principles at KEVICC

- The purpose of an access arrangement 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 as a consequence of persistent and significant difficulties.
- 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. For example, the use of a practical assistant will not normally be allowed when practical skills are being tested.
- 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 SENDCo must consider the need for access arrangements on a subject-by subject basis.
- Access arrangements should be processed at the start of the course. At KEVICC we carry out testing in the final term of Year 9 ready to process applications for the start of the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9.
- However, in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course, access arrangements should be applied for as soon as is practicable.
- The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:
 - In the classroom (where appropriate);
 - Working in small groups for reading and/or writing;
 - Literacy support lessons;
 - Literacy intervention strategies;
 - In internal school tests/examinations;
 - Mock examinations.

This is commonly referred to as 'normal way of working'.

At KEVICC 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 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 (including medical conditions)

When might students need to be given 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; it is provided so that the student has appropriate access to the exam.

The identification may have been made by an external professional such as an educational psychologist, occupational therapist, medical professional, or by a member of staff working with the student.

How do you test for Exam Access Arrangements?

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations.

Students will undertake a series of assessments relative to their area of need. Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15. (These are standard scores.) Standardised scores of 85-89 are described as 'low average'. Standardised scores of 84 or less are described as 'below average'.

At least two scores of 84 or less relating to two different areas of speed of working; or one score of 84 or less and one score between 85-89 relating to two different areas of speed of working are required along with a comprehensive body of evidence to qualify for EAA. The assessor for exam concessions will apply to the JCQ for concessions, accordingly.

Adjustments for candidates with disabilities and learning difficulties

Some candidates with disabilities and learning difficulties are likely to have a number of needs. They may require a range of access arrangements. The examples given are therefore not exhaustive and are illustrative only.

Cognition and Learning Needs E.g. General and/or Specific Learning Difficulties (such as Dyscalculia and Dyslexia) Candidates with learning difficulties may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen

- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers.

Communication and Interaction Needs E.g. Autistic Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN) Candidates with communication and interaction difficulties may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- modified language papers.

Sensory and Physical Needs E.g. Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD), Vision Impairment (VI) Candidates with sensory and physical needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a live speaker
- a Communication Professional
- a practical assistant
- Braille papers, modified enlarged and/or modified language papers.

Social, Mental and Emotional Needs E.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Mental Health Conditions Candidates with social, mental and emotional needs may require, for example:

- supervised rest breaks
- extra time
- a computer reader or a reader
- read aloud or an examination reading pen
- a scribe
- a word processor
- a prompter
- alternative site arrangement
- separate invigilation within the centre.

NB: The candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

Considerations for separate invigilation within the centre (a separate room) will **only** be considered where the student has a significant SEND need and reflects the candidate's normal way of working in internal school tests and mock examinations because of a long-term medical condition or long-term social, emotional and mental health needs. The SENDCo will make the decision with the support of information established within the centre and external agencies where applicable, such as support in writing from Child and Adolescent Mental Health Services (CAMHS) or specialist paediatrician.

Alternative site arrangements will **only** be considered where the student is already attending a provision off site, for their education.

Throughout the academic year, all students are offered the opportunity to attend workshops and clubs focussing on mindfulness, and specific students will be invited to sessions aimed at overcoming 'exam anxiety' where it has been identified as a barrier to success. This will not necessarily lead to an exam concession, particularly if it would enable an advantage above peers.

If you would like further information on Exam access arrangements, please follow the link below to the most recent guidance from the Joint Council for Qualifications:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>