



**Campion School**

# **Exam Access Arrangements Policy**

Policy Reviewed: March 2023  
Next Review Date: March 2025

# Exam Access Arrangements Policy

## Campion School



### Policy details

Date of policy: January 2023

Date of next review: January 2025

Policy to be reviewed by governors

Members of staff responsible for overseeing that this policy is implemented and regularly reviewed:

*Jassa Panesar (Headteacher),*

*Steve Bolsover (Deputy Headteacher)*

Signature (Chair of governors): 

Signature (Headteacher): 

Date: January 2023

## Exam Access Arrangements Policy

As at March 2023

### Rationale

The Examination Access Arrangements Policy explains the actions taken to ensure reasonable adjustments are made throughout the school for all students with special educational needs and Disabilities (SEND) including those with a formal diagnosis. The policy forms an integral part of our teaching and learning philosophy, which seeks to create an inclusive learning environment.

### Definitions for the purpose of this policy

#### 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 reasonably-adjusted access to the exam. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.

Access arrangements are agreed before a test/exam. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the test/exam. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the test/exam.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

#### Disability and Special Educational Needs

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'.

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.

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 test/exam objectives being tested in a test/exam.

### 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. Further information about this can be obtained from the exams office.

### Access Arrangements at Campion School

At Campion 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 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.

Access arrangements must 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.' The intention behind access arrangements is that they 'level the playing field' for students who are sitting exams but do not give any unfair advantage over other students.

We do this by applying the rules for Access Arrangements as set out in the most recent JCQ (Joint Council for Qualifications) guidelines. These are updated every year on the 1st September and run through until 31st August. The currently released document will always be the first reference point in determining the correct access arrangement for a student. It is important to abide by the JCQ regulations, so that there is consistency in how access arrangements are awarded throughout a student's secondary schooling. In addition to this, during the exam inspector's visit, access arrangements are scrutinised. In order to pass the inspection, and maintain our exam centre status, we must be adhering to the regulations.

The table below details the exam access arrangements currently in use at Campion.

There are other access arrangements available but these are very exceptional, such as a practical assistant for a physically disabled student.

Evidence is gathered by various means. Teachers provide work completed by pupils - for example assessments and completed mock exam papers. These are kept in the pupil's individual exam folder. Teachers also provide comments prior to an application for an access arrangement, which details a student's difficulties and how these difficulties impact on teaching and learning and performance in exams . There may also be a timed assessment depending on the access arrangement.

Access Arrangement	How it works	Criteria
Scribe	<p>A trained adult writes for the student. The student dictates their answers. The scribe writes exactly what they say.</p> <p>Candidates do not qualify for spelling marks but can be awarded punctuation marks if they dictate punctuation and will be awarded grammar marks as they have selected their words and word order.</p>	<p>A physical disability that renders the candidate unable to scribe or use a word processor independently for the duration of the exam.</p> <p>A temporary injury that renders the candidate unable to scribe or use a word processor independently for the duration of the exam.</p> <p>A special educational need that means the candidate has difficulties with writing. i.e. a very slow writing speed (Must have a standardised score of below 85 on a nationally recognised test of free writing) as well as a below average spelling ability</p> <p><del>(Must have a standardised score of below 85 on a nationally recognised single word spelling test)</del></p> <p>Use of a scribe must be the candidate's normal way of working for longer written tasks in class and in timed test conditions.</p>
Reader/Computer Reader	Human reader to read instructions, questions and information at candidates request. Can also read back	Candidate has a below average reading ability as evidenced by a standard score of 85 or below or from teacher assessment or special educational need.

	<p>what candidate has written, at their request.</p> <p>Computer reader (Ipad or C-pen) to read questions and text in English language papers where a human reader is not allowed.</p>	<p>Support with reading must be the candidate's normal way of working in class and in timed test conditions.</p>
25% Extra Time	<p>Up to 25% additional time added to the normal exam time.</p>	<p>Candidate has difficulties with processing. (Must have a standardised score of below 85 on a nationally recognised test of speed of processing) AND/OR</p> <p>Candidate has a physical/sensory difficulty which requires 25% extra time. It must be substantiated by a consultant's letter/report.</p>
Small room	<p>Candidate sits exams in a small room away from the main hall.</p>	<p>If a candidate has a scribe, reader, extra time or a laptop they are accommodated in other rooms.</p> <p>If a candidate has SEMH we can, as a centre, decide that they are better accommodated in a smaller room to help them to feel more settled. A statement has to be written by a member of staff who works with them in a pastoral capacity to substantiate the need. Specialist Assessor (JPG) to add statement relating to JCQ regulations underneath and hold on file for inspection purposes.</p>
Supervised rest breaks	<p>Candidate is able to have the clock stopped to give them a break. Clock resumes when they restart working. Rest break can be taken in the exam room or a supervised break outside of the room.</p>	<p>These are centre delegated but candidate must have a need for the rest breaks such as SEMH, ASC, ADHD or medical need.</p>
Laptop	<p>Candidate is able to type their answers on a laptop instead of hand writing them.</p> <p>This needs to be their normal way of working.</p>	<p>Centre delegated arrangement but candidate must meet one of the following criteria:</p> <ol style="list-style-type: none"> <li>1). A high degree of illegibility/incomprehensibility in their writing that could mean an examiner would not be able to read the candidate's written responses.</li> <li>2). Dyspraxia type issues, including fine motor difficulties.</li> </ol>

		<p>3). A temporary/long term injury that renders the candidate unable to write at their usual pace.</p> <p>4). A very slow writing speed of below 15 words per minute.</p>
<p>Bi-lingual dictionary with 10% extra time</p>	<p>Bi-lingual dictionary for students whose first language is not English.</p> <p>Up to 10% extra time added to normal exam time.</p>	<p>Candidate's first language is not English</p> <p>Dictionary must not give definitions or contain pictures.</p> <p>Dictionary cannot be used in English Language or Literature, MFL, Geography, History or RE.</p> <p>The addition of 10% extra time can only be awarded for candidates who need to refer to their dictionary so often that it delays their answering of the questions. They must have no prior knowledge of the English language. (English not spoken at home at all, no lessons at prior school to have been taught in English)</p> <p>The use of a bi-lingual dictionary/bi-lingual dictionary with extra time must reflect the candidate's normal way of working.</p>
<p>Read aloud</p>	<p>Candidate is accommodated separately to allow them to read their paper out loud to themselves to assist with processing the information.</p>	<p>Centre delegated arrangement.</p> <p>Can be used for candidates that do not qualify for a reader.</p> <p>Candidate must be accommodated separately.</p> <p>Must reflect their normal way of working.</p>
<p>Coloured/enlarged paper</p> <p>Coloured overlay</p>	<p>Candidate can have exam paper printed on to coloured or enlarged paper or use a tinted overlay to put on top of the paper to assist with accessing the text.</p>	<p>Centre delegated arrangement.</p> <p>Can be used for candidates with SpLD, visual impairments, processing difficulties.</p> <p>Must reflect their normal way of working.</p>
<p>Prompter</p>	<p>Candidate can have a specified phrase said to them or given on a piece of card to bring them back on task if they lose focus.</p>	<p>Centre delegated arrangement.</p> <p>Can be used for students with little or no sense of time, students with OCD who remain fixed on a question and don't move on and students who lose</p>

		<p>concentration very easily and need to be brought back on task.</p> <p>Prompt to be decided upon, agreed with the student and documented before any exams take place.</p>
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### How are Exam Access Arrangements applied for?

Students need to be tested at each Key Stage for AA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3, KS4 or KS5 (Sixth Form).

Campion currently uses a Specialist Access Arrangements Assessor who holds the CPT3A Level 7 qualification.

The specialist assessor uses a variety of nationally recognised tests such as:

SPaRCS Test that tests speed of processing, spelling, reading comprehension and speed.

Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)

Wide Range Achievement Test (WRAT4)

Detailed Assessment of Speed of Handwriting (DASH)

York Assessment of Reading Comprehension (YARC)

This is not an exhaustive list, and is subject to change, as the assessments are replaced/updated periodically in line with current practice. The test that the assessor uses depends very much upon the type of barrier to learning that the student may have. Following a report produced by the assessor an application is made to the Awarding Bodies for permission to implement the specified arrangement(s).

*Candidates with medical, physical, sensory, behavioural or complex need:*

Where Access Arrangements are requested due to medical or physical difficulties, a letter from a consultant is required. The SENCo will ask parents/carers to obtain a letter with a brief outline of the student's condition or disability and the Access Arrangements that are deemed to be necessary.

### Protocol for Access Arrangements Qualification at Campion School

Year 7	<p>Students identified with SEND (K and EHCP on SEN register)</p> <p>Data gathered about KS2 access arrangements from primary.</p> <p>Reading Tests undertaken and scores recorded.</p>
Year 8 and 9	<p>Records updated.</p> <p>Year 8 Reading Tests undertaken and scores added.</p>

	<p>Any additional students identified by teaching staff as needing additional support, who were not already identified in Year 7, and potentially needing access arrangements listed and any relevant scores added.</p> <p>Any pupils being entered for BTEC exams identified and tested for Access Arrangements by Specialist Assessor. (These applications will expire before Year 11 exams and will need to be reapplied for. ) Any student who is not entered for an exam in year 9 will continue to trial access arrangements.</p>
Year 10	<p>Records updated.</p> <p>Students showing a continuing need for support are tested for Access Arrangements by specialist assessor.</p> <p>Teaching staff of every subject the student is going to use Access Arrangements in, to provide a questionnaire response to show need in that subject, and evidence given to show normal way of working e.g .Colour photocopy of work with any work completed in extra time written in a blue pen</p> <p>Data Protection notices signed by students who qualify for access arrangements and applications made online.</p> <p>Data protection notice signed by SENCo or Access Arrangements Coordinator</p> <p>Teaching staff to be informed as to who qualifies.</p> <p>Data protection notices, signed Form 8s, teaching staff questionnaires, subject evidence, test papers, JCQ applications and BTEC/VCERT applications, where applicable, added to student files.</p>
Year 11	<p>Up to date access arrangements list sent out to teaching staff as a reminder.</p> <p>Teaching staff to ensure students with access arrangements are given them in test conditions so that it continues to be their normal way of working.</p> <p>Students receive their access arrangements in their mock exams to become used to the arrangement and to demonstrate normal way of working.</p>
Year 12/13	<p>Information on new 6<sup>th</sup> formers who had access arrangements at GCSE collated and recorded.</p> <p>Teachers informed of up to date access arrangements list.</p> <p>Evidence collected from teaching staff about a continuing need for access arrangements.</p> <p>Data Protection notices signed by students who qualify for access arrangements and applications made online.</p>

	<p>Data protection notices, signed Specialist Assessor/SENCO letter detailing evidence of continuing need, teaching staff questionnaires, test papers, JCQ applications and BTEC applications, where applicable, added to student files.</p>
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