

## Examinations Policy



### Examinations access arrangements policy

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<b>Coordinator</b>	<b>Exams Officer</b>
<b>Review Frequency</b>	<b>Annually</b>
<b>Policy First Issued</b>	<b>2014</b>
<b>Last Reviewed</b>	<b>Spring Term 2019</b>
<b>Date policy considered by External HR Consultant</b>	<b>N/A</b>
<b>Date policy considered by External Solicitor</b>	<b>N/A</b>
<b>Agreed by Governors and adopted on</b>	<b>March 2019</b>
<b>Does this policy need to be agreed by Governors? If yes, which committee</b>	<b>Yes, Board of Governors</b>
<b>Due for Review</b>	<b>Autumn Term 2019</b>
<b>This policy is communicated by the following means:</b>	
<b>Governors</b>	<b>Governor consultation by email when policy reviewed and agreement</b>
<b>Staff</b>	<b>Policy folders on staff shared drive and inhouse training</b>
<b>Parents</b>	<b>Academy website, Parent Evenings</b>
<b>Students</b>	<b>Academy website, assemblies, in lessons</b>

## **EXAM ACCESS ARRANGEMENTS POLICY**

This information should be read in conjunction with colleges accessibility plan, SEN policy and equality plan , that sets out the School's procedures for identifying SEND, making and evaluating provision for pupils with SEND, and monitoring the pupils' needs for access arrangements.

This policy, and its approach to Exam Access Arrangements, reflects our teaching and learning philosophy which seeks to create a learning environment whereby every individual student may fulfil his/her full potential and become the best version of themselves. It explains the actions taken to ensure inclusion throughout the School for all students with additional educational needs (AEN), including those with formally diagnosed SEND.

### **What Are 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 a national/public exam, where a particular need has been identified and it is provided so that the student has appropriate access to the exam. EAAs are intended to give all candidates equal opportunity to demonstrate their skills, knowledge and understanding.

Procedures and practices relating to the awarding of EAAs are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ). The JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations.

The most commonly used access arrangements at UTC are as follows:

- **Scribe:** a trained adult who writes for the student. The student would dictate their answers including all punctuation, grammar and relevant spellings and the scribe would write exactly what the student says. This provision is usually not encouraged for Maths or Modern Foreign Languages. This provision also includes the use of a word processor with spelling and grammar functions enabled. However, relevant spelling/grammar marks would then be deducted from the final exam score. The School cannot support the provision of speech recognition technology for this arrangement.
- **Reader:** a trained adult who would read the question and relevant text (with the exception of an exam testing the students' reading such as English comprehension and Modern Foreign Languages) for the student. The student would then write the answers themselves although this text could then be read back to the student if requested. Under JCQ Regulations, three or four candidates may share one reader and candidates with individual readers may be required to share a room.
- **Word processing:** access to a computer for an exam (if appropriate but not usually for subjects such as Maths and Modern Foreign Languages) so the student would word process their answers. Spelling and grammar checks would be disabled other than in exceptional circumstances where the student has 'scribe' provision.
- **25% Extra Time:** students may be entitled to an allowance of 25% extra time depending on their history of need and standardised scores below 85 relating to speed of reading, writing or processing.
- **Rest Breaks:** where students are permitted to stop for short breaks during the exam and this time is then added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** used for students with little sense of time or ability to concentrate, a trained adult/invigatorator can prompt them with a few permitted phrases to refocus or move the student on to the next question or indicate how much time is left.
- **Individual Examination Room :** used for students with learning needs or disabilities that require a personalised working space to enable the focus and support to be provided to succeed.

The above list is not exhaustive but does cover the most commonly used exam access arrangements but the School would ensure each student's needs are met as required. EAAs may

also differ according to the students' needs within each subject i.e. extra time may be awarded to extended writing subjects only.

### **Procedures for EAA**

Students will be identified for possible access arrangements through a combination of the following criteria:

- From Year 10 as a result of information from prior schools, prior access arrangements and/or low attainment scores in relevant assessments
- Referral from a teacher and evidence supporting student's area of need
- EAAs granted/officially approved by previous secondary school – subject to relevant paperwork being sent to the SEND department at UTC, in addition to clear evidence of need and confirmation of qualifications of prior school's specialist assessor.
- Presentation of a recent medical letter/diagnosis from a qualified health care professional
- Parental concern expressed to a subject/form teacher

Official approval is normally requested by the end of the first Autumn Term (Year 10 or 12) and is subject to results from the School's designated specialist and/or a medical diagnosis/report. EAAs have to be officially approved for all students taking GCSE, AS and A Levels. However, it is our aim to have 'provisional' access arrangements in place for internal assessments for students in younger years as soon as additional needs are identified so this becomes the students' normal way of working.

Students who are deemed eligible for access arrangements in Key Stage 4 will be tested by the School's designated 'specialist assessor' to ensure the results are valid for official approval for the entire GCSE period.

All exam access arrangements for Key Stage 5 students (A levels) must be resubmitted for official approval by the School and evidence of continued need within the classroom is essential for this process.

Exam access arrangements for students in Years 11, 12 and 13 **will generally** be considered for those students identified before the autumn term break commences. This allows the School sufficient time to gather evidence of need in the classroom, evidence of normal way of working (including the mock exams) and assessment by the School's designated 'specialist assessor'. This evidence is required to meet the JCQ deadline for submissions (currently set in February).

As advised by the JCQ, the School **will not** accept privately commissioned assessments as **sole** evidence for exam access arrangements. Privately commissioned assessments will only be considered as background evidence additional to qualitative and quantifiable evidence gathered by the School to reflect the candidates' significant, persistent and long-term need and their normal way of working in school.

With the exception of temporary illness or injury on the day of the examination, students who require EEA provision for medical purposes will need to provide written evidence from an appropriate medical professional in March of the year they will be sitting exams, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any EEA provision will then be put in place to comply with current JCQ regulations, which may differ from that suggested by the medical professional.

The Special Educational Need & Disability (SEND) Officer is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a student's exam access arrangement.

- Informing subject teachers at regular intervals regarding student's exam access arrangements and how they should be supported in the classroom.
- Liaison with Exams Officer
- Informing parents/carers about student's provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSE or A Levels.
- Ensuring each student understands how to use their access arrangements and under what circumstances.
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the student's normal way of working.

Please note, it is the responsibility of the student **and** the subject teacher to ensure EAAs are put in place for any assessments and tests taking place in lessons (these do not include formal GCSE/A Level exams). This will be done with the support of the SEND Department where required.