



Broughton Hall Catholic High School

Access Arrangements Policy 2020-21

Rationale

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout the Trust 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.**

From the JCQ Handbook 2020 – 2021:

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;

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- *judging the impact of long term adverse effects on normal day to day activities.*

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (Study and education related activities are included in the meaning of 'day to day')

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**.'

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 Broughton Hall Catholic High School

Broughton Hall Catholic High School aims 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.

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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 1/09/2020). 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.

Access arrangements	What is it?	Criteria
Scribe	<p>A scribe is a responsible adult who, in non-examination assessments and/or in an examination but not in a Speaking Test, writes or types a candidate's dictated answers to the questions. (See the rules – Appendix 1)</p> <p>If a candidate dictates answers on to a tape, a responsible adult must write down or word process the candidate's dictated answers to the questions.</p>	<p>Where a candidate has learning difficulties and is not subject to a Statement of Special Educational Needs or an Education, Health and Care Plan, Form 8 must be completed. An assessment no earlier than the start of Year 9 in relation to the candidate's writing skills is required.</p> <p>A student has a physical disability; where her/his writing:-</p> <ul style="list-style-type: none">• is illegible and may hamper their ability to be understood.• speed is too slow to be able to complete the exam in the allotted time. <p>In MFL, the student must dictate every word in the target language and must do so letter by letter.</p>
	<p>So as not to give an unfair advantage, a scribe will only be allowed where:</p> <ul style="list-style-type: none">• an impairment has a substantial and long term adverse effect on the candidate's writing; or• a candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, as a result of a substantial and long term impairment. The use of a scribe must reflect the	

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	candidate's normal way of working within the centre in light of their substantial and long term impairment.	
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.	<p>The SENCo must produce a short concise file note on centre headed paper, signed and dated, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre. For candidates with learning difficulties assessment evidence and Form 8 is not required. However, the SENCo must be satisfied that:</p> <ul style="list-style-type: none"> • the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act); and • there is a genuine need for the arrangement. A computer reader/reader will be awarded on account of: <ul style="list-style-type: none"> • cognition and learning needs; • communication and interaction needs; • a medical condition; • sensory and physical needs; • social, mental and emotional needs. A student has a standardised score of 84 or below in a test delivered by Specialist Teacher (100 is the average).
	<p><i>A reader can read instructions and questions to the student, read the whole paper if necessary or the student may prefer to just ask for some specific words to be read to them.</i></p> <p><i>A reader will not be allowed to read questions or text in papers (or sections of papers) testing reading. A candidate who would normally be eligible for a reader but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time</i></p>	
Computer reader	<p>A computer reader will be allowed in papers (or sections of papers) testing reading. A computer reader and a reader do not interpret text in the same way. A reader can add a layer of vocal interpretation (nuance and meaning). This could affect a candidate's response and therefore compromise the reliability of the qualification.</p> <p>A computer reader is an acceptable arrangement since it allows the candidate</p>	<p>The SENCo must produce a short concise file note on centre headed paper, signed and dated, confirming the nature of the candidate's impairment and that the use of a computer reader and/or a reader reflects his/her normal and current way of working within the centre. For candidates with learning difficulties assessment evidence and Form 8 is not required.</p>

	to independently meet the requirements of the reading standards.	<p>However, the SENCo must be satisfied that:</p> <ul style="list-style-type: none"> • the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act); and • there is a genuine need for the arrangement. A computer reader/reader will be awarded on account of: <ul style="list-style-type: none"> • cognition and learning needs; • communication and interaction needs; • a medical condition; • sensory and physical needs; • social, mental and emotional needs. <p>A student has a standardised score of 84 or below in a test delivered by Specialist Teacher (100 is the average).</p> <p>Normal way of working</p> <p>Teacher referrals made</p>
Use of a reader pen	<p>A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility. The use of an examination reading pen, provided by the centre, might benefit those candidates who wish to work independently. It may increase the independence of candidates who needed a reader for accuracy rather than comprehension.</p>	<p>A student has a standardised score of 84 or below in a test delivered by Specialist Teacher (100 is the average).</p> <p>Normal way of working</p> <p>Teacher referrals made</p> <p>There is not a requirement to process an application for Read Aloud and/or the use of an examination reading pen using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.</p>
Prompter	<p>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.</p> <p>A prompter may be permitted where a candidate has a substantial and long term adverse impairment resulting in persistent distractibility or significant difficulty</p>	<p>For example, the candidate:</p> <ul style="list-style-type: none"> • has little or no sense of time (e.g. candidates with ADHD or ASD); or • persistently loses concentration; or • is affected by an Obsessive-Compulsive Disorder which leads them to keep revising a question rather than moving onto other questions. <p>In such instances a candidate may be assisted by a prompter who can keep the</p>

	in concentrating.	candidate focused on the need to answer a question and then move on to answering the next question There is not a requirement to process an application for a prompter using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.
Transcript	An exact copy of a student's exam script made after the exam without the participation of the student.	Only to be used where a student's handwriting or spelling is difficult to decipher for those not familiar with it. This can also be put in place for students with a temporary injury <u>where the use of a laptop is not appropriate.</u>
Read aloud	Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.	A candidate who persistently struggles to understand what they have read, but who does not qualify for a reader, to read aloud. There is not a requirement to process an application for Read Aloud and/or the use of an examination reading pen using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.
	The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations. A candidate who reads aloud to himself/herself must be accommodated separately within the centre.	
Separate room	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 are agoraphobic/have a psychological condition may also need to sit an exam in a separate room. Medical evidence must be provided in advance to support this arrangement and then be approved by the Exams officer.	
Modified papers	Individually prepared papers for candidates. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper.	Students for whom other access arrangements are unsuitable
	Modified papers must be ordered in advance of a specific examination series. Centres must not order papers for candidates unless they intend to enter them for the relevant examination series. Access arrangements online allows centres to place orders for GCSE and GCE modified papers.	

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	The Centre must not order modified papers for candidates unless they intend to enter them for the relevant examination series.	
Use of a word processor	<p>Access to a laptop for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers.</p> <p>Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. (Appendix 3)</p>	<p>The provision to use a laptop is put in place to address an underlying difficulty such as: speed of handwriting; medical condition; physical disability; sensory impairment; planning and organisational difficulties or poor legibility.</p>
	<p>The use of a laptop in exams reflects the student’s normal way of working at the school and has been agreed as appropriate to the student’s needs.</p> <p>The use of a laptop cannot be granted to a student simply because this is their preferred way of working.</p> <p>Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.</p> <p>For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braille and tablets.)</p>	
Supervised rest breaks	<p>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.</p> <p>Students are not permitted to have exam materials with them during rest breaks.</p>	<p>Supervised rest breaks will be awarded on account of:</p> <ul style="list-style-type: none"> • cognition and learning needs; • communication and interaction needs; • a medical condition; • sensory and physical needs; • social, mental and emotional needs <p>Normal way of working</p>
	<p>This is now the recommended option from the exam boards before considering extra time.</p> <p>The candidate’s difficulties must be established within the centre and thus known to a Form Tutor, a Head of Year, the SENCo and/or a senior member of staff with pastoral responsibilities.</p> <p>Rest breaks are not included in any Extra Time allowance that the student may have. The amount of time awarded is granted at the discretion of the SENCo.</p>	
Extra time	<p>Students may be entitled to an allowance of 25% depending on the history of evidence of need (Appendix 1) and the recommendation of the Designated Specialist Teacher or Teaching Assistant.</p> <p>Extra time between 26 and 50% can be granted in extraordinary circumstances</p>	<p>Students will have an assessment to determine their speed of processing. A standardised score of 84 or below (100 being average) can qualify for extra time.</p> <p>In exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment.</p>

	<p>In order to award 25% extra time the SENCo must determine the needs of the candidate based on one of the following:</p> <ul style="list-style-type: none"> • a current Statement of Special Educational Needs, or an Education, Health and Care Plan, or an Individual Development Plan, which confirms the candidate’s disability (supplemented by the required centre based evidence); or • a fully completed Form 8 with an assessment (Part 2 of Form 8) carried out no earlier than the start of Year 9 by an assessor confirming a learning difficulty relating to secondary/further education (supplemented by a detailed picture of need). <p>There are cases where students get a score of more than 84. In these cases more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long term adverse effect on the performance of a child’s speed of a working.</p> <p>The amount of time that students should receive is decided by the Specialist Tester and based upon their processing speeds.</p>	
Live speaker	<p>The SENCo is allowed to provide a live speaker for pre-recorded examination components, e.g. MFL Listening examinations, to a candidate where it is their normal way of working within the centre.</p> <p>The candidate will have persistent and significant difficulties in following speech at normal speed.</p> <p>For aural tests, clear amplification may be necessary to improve the candidate’s ability to hear, or a transcript of a listening test may be read to enable the candidate to also lip/speech-read. (See Chapter 6, paragraph 6.6.5 for further information on ordering transcripts of tests).</p> <p>The SENCo may need to consult a specialist teacher, i.e. a qualified Teacher of the Deaf, to identify the most appropriate arrangement for a candidate with hearing loss. (Appendix 4)</p>	<p>Students who have persistent and significant difficulties in following speech at normal speed.</p> <p>There is not a requirement to process an application for a Live Speaker using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes.</p>
Oral language modifier	<p>A responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate.</p> <p>The Oral Language Modifier must not explain technical terms or subject specific terms.</p>	<p>A Language Modifier must be a rare and exceptional arrangement. It must only be considered for those candidates whose disability has a very substantial and long term adverse effect resulting in very persistent and significant difficulties in accessing and processing information.</p>

	<p>The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised and may constitute malpractice.</p>	<p>A Language Modifier is an adjustment of the last resort. An application must only be made once all other relevant access arrangements have been considered and found to be unsuitable or unworkable.</p> <p>There must be a very strong justification as to why a Language Modifier is required. Students whose disability has a very substantial and long term adverse effect resulting in very persistent and significant difficulties in accessing and processing information.</p> <p>As part of the supporting evidence to an awarding body, the candidate must have a standardised score of 69 or less (a very substantially below average standardised score) in relation to reading comprehension and/or vocabulary.</p> <p>The candidate will have been assessed with current editions of nationally standardised tests being conducted within 26 months of the final examination.</p> <p>(The candidate may be assessed by a qualified Teacher of the Deaf who will record the results of their assessment within Part 2 of Form 8.)</p> <p>The extensive modification of language must reflect the candidate’s normal way of working within the centre as evidenced within Part 1 of Form 8. An awarding body reserves the right to request, ‘call-in’ evidence from the centre.</p>
	<p>An Oral Language Modifier must be seen as a rare and exceptional arrangement.</p> <p>An Oral Language Modifier is an adjustment of last resort so an application must only be made once all other relevant access arrangements have been considered and found to be unsuitable or unworkable.</p> <p>There must be a very strong justification as to why an Oral Language Modifier is required. An Oral Language Modifier may also act as a reader.</p>	

	<p>An Oral Language Modifier will not be allowed to read questions or text in a paper (or a section of a paper) testing reading.</p> <p>A candidate who would normally be eligible for an Oral Language Modifier, but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time.</p> <p>An approved application for an Oral Language Modifier will allow the centre to grant the candidate up to a maximum of 50% extra time in a paper (or a section of a paper) testing reading</p> <p>Access arrangements online does not include a Language Modifier. However, it enables centres to refer individual applications to awarding bodies. The centre in the first instance should select 'Other'. This will result in an automatic rejection. The centre must then make a referral to the relevant awarding body who will consider the application in light of the candidate's needs</p>	
<p>Bilingual translation dictionaries (with up to a maximum of 25% extra time)</p>	<p>Only to be used by student's whose first language is not English, Irish or Welsh.</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>	<p>Should reflect the student's normal way of working.</p>
	<p>Such dictionaries must not be used in English Language, Irish Language or Welsh Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language, for example, a Portuguese dictionary in a Spanish examination. The use of a bilingual translation dictionary.</p> <p>Exceptions to these rules are: The Writing Test in GCSE Arabic, GCSE Bengali, GCSE Dutch, GCSE Greek, GCSE Gujarati, GCSE Japanese, GCSE Modern Hebrew, GCSE Panjabi, GCSE Persian, GCSE Polish, GCSE Portuguese, GCSE Russian and GCSE Turkish where the specification states that all candidates must have access to a bilingual dictionary.</p> <p>Candidates who are permitted to use bilingual translation dictionaries may also be allowed up to a maximum of 25% extra time, depending on need, if they have been resident in the UK for less than two years at the time of the examination, the candidate still has a very limited knowledge of the English language, extra time reflects the candidates normal way of working.</p> <p>For aural tests, clear amplification may be necessary to improve the candidate's ability to hear, or a transcript of a listening test may be read to enable the candidate to also lip/speech-read.</p> <p>The centre must consult a specialist teacher, i.e. a qualified Teacher of the Deaf, to identify the most appropriate arrangement for a candidate with hearing loss. The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.</p>	

	<p>Extra time of 25% should always be considered on account of the additional repetition which may be required. Additionally, 25% extra time may also be required in light of the candidate's persistent and significant difficulties in following speech at normal speed. In very rare and exceptional circumstances the candidate may require up to 50% extra time.</p>	
<p>Communication professional: Sign language interpreter</p>	<p>A trained adult who presents the questions in a different language without:</p> <ul style="list-style-type: none"> x changing the meaning; x providing any additional information; or x providing an explanation as to what the question requires of the candidate. 	<p>Students whose 'normal way of working' requires sign language interpretation.</p> <p>There is not a requirement to process an application using Access arrangements Online or to record the use of the arrangement. No evidence is needed to support the arrangement.</p>
	<p>A Sign Language Interpreter is not a reader. However, the same person may act as a reader and a Sign Language Interpreter. Permission must have been given for the use of a reader and a Sign Language Interpreter. The Sign Language Interpreter can sign the instructions and questions to candidates taking written papers except in Modern Foreign Languages or English, Irish or Welsh Language examinations. The Sign Language Interpreter may repeat the translation if requested to do so by the candidate. An alternative translation of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage and may constitute malpractice.</p> <p>Candidates may only sign their answers in question papers or in controlled assessment/coursework where it is possible to finger spell the answers or where the answers involve single words. Sign Language interpretation is done 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs.</p> <p>Consequently, sign language interpretation cannot be checked by the awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate.</p> <p>Candidates requiring the use of a Sign Language Interpreter may need to be accommodated separately in which case a separate invigilator will be required.</p>	
<p>Alternative site</p>	<p>The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:</p> <ul style="list-style-type: none"> x a medical condition which prevents the candidate from taking examinations in the centre; x Social, Mental and Emotional Needs. 	<p>The candidate has:</p> <ul style="list-style-type: none"> x an impairment which has a substantial and long term adverse effect giving rise to x persistent and significant difficulties; x a temporary illness or injury at the time of the examination(s)
	<p>The centre must be satisfied that the candidate is able to take examinations.</p>	

	The SENCo, or a senior member of staff with pastoral responsibilities, must produce written evidence confirming the need for an alternative site arrangement to a JCQ Centre Inspector upon request.	
Practical assistant	<p>Is not a reader or a scribe. The same person may act as a practical assistant, a reader and/or a scribe as long as permission has been given for these arrangements.</p> <p>The regulations for the use of each arrangement must be strictly adhered to.</p>	<p>Students with: poor motor co-ordination or/and severe vision impairment.</p> <p>Access arrangements online will automatically reject applications for the use of a practical assistant.</p> <p>However, the centre will be able to refer the case to the relevant awarding body. Detailed information must be provided listing the tasks which the practical assistant would perform. This will allow the awarding body to ensure that the assessment objectives are not compromised, particularly in subjects such as Geography, Mathematics and the Sciences.</p>
	<p>A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.</p> <p>A practical assistant will not normally be permitted in subjects such as Art & Design, Design & Technology and Music. Candidates using a practical assistant in externally set practical or written examinations may need to be accommodated separately, in which case a separate invigilator will be required.</p> <p>The invigilator must be made aware, prior to the examination, of the particular task(s) the practical assistant will be performing.</p>	
Other arrangements	<p>Amplification equipment</p> <p>x Braille</p> <p>x Closed circuit television (CCTV) Centres must note that candidates are only entitled to the above arrangements</p> <p>x Colour naming by the invigilator for candidates who are Colour Blind</p> <p>x Coloured Overlays (this would also include reading rulers, virtual overlays and virtual</p> <p>x reading rulers)</p> <p>x Low vision aid/magnifier</p> <p>x Optical Character Reader (OCR) scanners</p> <p>x Separate invigilation within the centre</p>	<p>Centres must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act.</p> <p>The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement.</p>
	<p>In the case of separate invigilation, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a</p>	

	consequence of a long term medical condition or long term social, mental or emotional needs.
Exemptions	An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components.
	An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible.
	An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate.
	The centre in the first instance should select 'Other'. This will result in an automatic rejection. The centre must then make a referral to the relevant awarding body. The centre must indicate the candidate's disability in order that an awarding body has the necessary information to hand when considering an application for an exemption.
	The awarding body must be assured that the exemption is an arrangement of the last resort. In Functional Skills English where barriers to access remain, candidates can be exempted from up to two of the three assessed components. Such an arrangement does not apply to Functional Skills ICT and Mathematics qualifications, as these qualifications consist of only one component

What evidence is needed to apply for EAA?

There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ):

- Form 8 report from Specialist Teacher or Specialist Teaching Assistant
- Previous EAA from Primary Schools/ other Education Providers
- Subject teachers – examples of work as appropriate
- Results of baseline tests e.g. reading/comprehension age, writing tests

Private Educational Psychologists Reports

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENCo as evidence that their child should be awarded extra time, or EAA. Private educational psychologist's reports cost a significant amount of money. This therefore means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage.

As an exam centre we must be consistent in our decisions and ensure that no student is 'either given an unfair advantage or be disadvantaged by any arrangements put in place. Often private educational psychologists, recommend that children should receive EAA which can be in conflict with what the centre tester (Specialist Teacher) recommends. We will also look for evidence of a history of need.

Procedures

How students would be identified for Exam Access Arrangements:

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- They would have had EAA at KS2 for their SAT's
- From baseline testing completed in Year 7
- Parental Referral
- Subject Teacher Referral and evidence
- Information from Middle or Upper schools 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.

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 get the student to change the colour of the pen that they are using once the allotted time is up, and continue writing until they are finished. This is then used as proof to JCQ and the exam boards of a history of need. 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 or whenever students become entitled to it. The information about results of assessments for EAA are kept confidentially in line with school policy, are shared on a need to know 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 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. 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

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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.

Students are tested formally in April/May of Year 10 in order to comply with the 26 month rule; so that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11.

All teachers are given access to the list of students with EAA, and they are asked to give the SENCo at least two weeks' notice before they assess students so that support can be provided for students who require it during the tests/exams.

What are the procedures for processing an application?

Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENCo, Specialist Teaching Assistant or Exams officer then applies to the exam boards. The feedback is instant and at this point the EAA is added to the list of students and the parents are informed of the EAA by letter. The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice.

This can include:

- Recommendations by teachers
- Educational psychologist reports x Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- Information from SALT (Speech and Language Team)
- Statement of Educational Need or Education, health & Care Plans (EHCP) Permission from the exam boards for the arrangement/s
- A signed copy of the Form 8 report by the designated tester
- A data protection form signed by the student
- For Extra Time – history of evidence of need in the form of copies of work where a student has regularly used more than the allotted time.

Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications Access arrangements may cover the entire course and for GCSE and GCE qualifications must be processed using access arrangements online as early as possible.

The decision to apply for access arrangements is based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

Appendix 1:

The rules – the use of a scribe

- must write or type accurately, and at a reasonable speed, what the candidate has said;
- must draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper;
- must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- must write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
- must immediately refer any problems in communication during the examination to the invigilator or examinations officer;
- must not give factual help to the candidate or indicate when the answer is complete;
- must not advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- may, at the candidate's request, read back what has been recorded.

Appendix 2:

The rules – the use of a reader

- may enable a vision impaired candidate to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than the information which would be available on the paper for sighted candidates;
- may read numbers printed in figures as words (e.g. 356 would be read as three hundred and fifty six, but when reading the number it should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 356 in words);
- may decode symbols and unit abbreviations in Maths and Science examinations for candidates who require this arrangement in order to access the assessment and where it reflects the candidate's current and normal way of working within the centre;
- may, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given;
- may read back, when requested, what the candidate has written without any emphasis on any errors; • must read accurately;
- must have appropriate subject knowledge in order to act effectively as a reader in Maths and Science examinations, and decode symbols and formulae with accuracy;
- must only read the instructions of the question paper and questions, and must not explain or clarify;
- must only repeat the instructions of the question paper or questions when a candidate indicates a specific need for help;
- must only read the instructions/rubric of a paper testing reading and must not read individual questions or text;
- must abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- must not advise the candidate regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered;
- must not decode any symbols in a Music examination.

Appendix 3

Use of a word processor

The use of a word processor in exams and assessments

(AA 4.2.1) The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing a student from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

(AA 4.2.2) 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.

(AA 4.2.3) 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. SENCOs should consider the need for access arrangements on a subject-by-subject basis.

Purpose of the policy

This policy details how Broughton Hall Catholic High School complies with **AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor** when awarding and allocating a candidate the use of word processor in a student's exams.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

From the JCQ Handbook 2020:

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre.

For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic braille and tablets.)

5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.

5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and computer screen.

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5.8.4 For the regulations on the use of word processors in written examinations, please see the JCQ publication *Instructions for conducting examinations* (commonly known as the JCQ 'ICE' booklet): <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

The use of a word processor

Broughton Hall Catholic High School will:

- ✚ allocate the use of a word processor to a candidate where it is their normal way of working within the centre (AA 5.8.1)
- ✚ award the use of a word processor to a candidate if it is appropriate to their needs. Needs may include:
 - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
 - a medical condition
 - a physical disability
 - a sensory impairment;
 - planning and organisational problems when writing by hand
 - poor handwriting (AA 5.8.4)
- ✚ only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- ✚ not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- ✚ consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- ✚ consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidates' needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
- ✚ provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

Broughton Hall Catholic High School will not:

- ✚ simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home (AA 5.8.4)

Exceptions

The only exception to the above where the use of a word processor would be considered for a candidate would be:

- ✚ 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 (AA 4.2.4)

- ✚ where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in the main venue with the main cohort; unless they also require another access arrangement and so will be placed with this cohort in a different venue.

To comply with ICE 14, the centre:

- ✚ provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- ✚ (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the examination
- ✚ ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- ✚ If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer.

The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ✚ ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ✚ ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- ✚ instruct the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24) (ICE 14.25)

The centre will ensure the word processor

- ✚ is in good working order at the time of the exam
- ✚ is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- ✚ is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- ✚ is cleared of any previously stored data
- ✚ does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- ✚ does not include graphic packages or computer aided design software unless permission has been given to use these
- ✚ does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a

scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking

- ✚ does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- ✚ is not to be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

The centre will ensure that any portable storage medium (e.g. a memory stick) used

- ✚ is provided by the centre
- ✚ is cleared of any previously stored data

Printing the script after the exam is over

The centre will ensure

- ✚ the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- ✚ the candidate is present to verify that the work printed is his or her own
- ✚ a word processed script is attached to any answer booklet which contains some of the answers
- ✚ a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Appendix 3a

The criteria Broughton Hall Catholic High School uses to award and allocate word processors for examinations:

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place.

The use of word processors

There are also exceptions where a candidate may be awarded the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates. Exceptions might include where a candidate has, for example:

- ✚ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- ✚ a medical condition
- ✚ a physical disability
- ✚ a sensory impairment
- ✚ planning and organisational problems when writing by hand

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✚ poor handwriting It is permissible for a candidate using a word processor in an examination to type certain questions ie. those requiring extended writing, and handwrite shorter answers.

The need to use a word processor may be considered on a subject by subject basis as some examinations require more simplistic answers and are often easier to handwrite within the answer booklet. Conversely, other examinations require a significant amount of writing or place a greater demand on the need to organise thought and plan extended answers and these are where candidates will frequently need to type.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the exams officer.

Arrangements for the use of word processors at the time of the assessment

In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE

Appendix 4

Use of a live speaker

The live speaker will speak, read aloud or cue in the language being assessed, e.g. Cued French, the contents of the CD in a Listening examination.

5.12.4 Where the initial letters of words could be easily confused, e.g. deux fois and neuf fois, the live speaker may:

- hold up a card with the initial letter, i.e. 'd' or 'n';
- write 'n' or 'd' on a board; • finger spell or cue the initial letter of the word.

5.12.5 The live speaker should, wherever possible, be the candidate's subject or specialist teacher. However, an invigilator must always be present in the examination room.

5.12.6 Ideally a live speaker should work with one candidate. The centre must always consider the abilities of the candidates as lip/speech readers when requiring them to share a live speaker. There must never be more than six candidates to one live speaker, who should be seated to gain maximum benefit from the live speaker.

5.12.7 Where CDs or transcripts of tests are used, the live speaker should be allowed access to the CD or the transcript, one hour before the published starting time for the examination. This is to allow time for the live speaker to prepare. It may be necessary to delay the start of the examination for the candidate(s) concerned. The candidate(s) must be placed under centre supervision whilst the live speaker prepares for the examination.

5.12.8 Additional repetition is allowed, if necessary, to take into account persistent loss of concentration or to enable the candidate to process the information more easily. Due to the additional repetition which may be required, 25% extra time may also be needed in light of the candidate's persistent and significant difficulties in following speech at normal speed. (See Chapter 5, paragraph 5.2.3). In very rare and exceptional circumstances the candidate may require up to 50% extra time. (See Chapter 5, section 5.3). An application for extra time must always be processed on-line.

5.12.9 If the recording involves the use of two or more characters, a separate live speaker could be used for each role. However, if it is felt desirable to only use one live speaker for the entire test, the live speaker must make it clear which character is speaking

Appendix 5

Use of a language modifier

- may go through the instructions/rubric and read the questions to the candidate; (Where permitted, reading to a candidate is part of the role of a Language Modifier).
- must only re-phrase or explain the carrier language of a question paper when a candidate indicates a specific need for help;
- must not re-phrase or explain technical or subject specific terms as this could advantage or disadvantage the candidate;
- must not change source material which is testing the ability of the candidate to comprehend the information. Source material is often an extract and may have an acknowledgement of the original source;
- must take great care if modifying 'command' words in questions such as describe, explain and suggest as changing such words may change the nature of the question and disadvantage the candidate. In most cases command words should not be modified;
- must ensure that the method of communication used reflects normal classroom practice. This may include saying the word or phrase, manually coded English, i.e. finger spelling or Signed Supported English (SSE), the use of Cued Speech, the use of BSL or the use of writing to explain the meaning of a word or phrase;
- must record on the LM cover sheet any re-phrasing or explaining. Where no re-phrasing or explaining took place this must also be noted on the cover sheet;
- must underline at the end of the examination any words or phrases on the candidate's question paper which were re-phrased or explained. If the question paper is separate from the answer booklet, it must be attached to the candidate's answer booklet;
- must ensure that a note of the method of communication used, e.g. spoken, written, BSL, is made on the LM cover sheet.