



Access Arrangements for Examinations

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Access to Examinations

1. Policy

- 1.1 Access arrangements for examinations and assessments are put in place for candidates experiencing a very wide range of difficulties, academic, emotional or physical, which may affect their performance.
- 1.2 These arrangements are not there to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. All parents/carers will be informed of this policy via the Year 7 Transition Documents and Academy Brochure.

2. Scope

- 2.1 This Policy covers student examinations including internal assessments, BTEC, VCE, GCSE, GCE and GNVQ examinations.

3. Procedure

- 3.1 Early detection of difficulty enables the Head of Inclusion and her team to begin to put in place the correct support in the students' first year, so they become very familiar with the processes that will be implemented in their exam year. In order to achieve this, the initial screening test occurs on Transition Day at the end of Year 6. All students complete the NGRT Reading Test and the Lucid Assessment Screening Software tests (LASS) within the first term. Those with below average scores are further assessed to help identify the specific nature of their difficulties.
- 3.2 This screening process continues throughout KS3, with screening tests conducted at the beginning and end of each academic year. The data collated from these results is used to ensure correct support is in place for the student's entire academic career and is also used as a means of monitoring progress and level of need. Appropriate support is put in place as part of the everyday classroom experience and for all subsequent assessments.
- 3.3 In collaboration with mainstream teachers, the Curriculum Support Department will identify pupils considered likely to require Access arrangements in Key Stage 4. These pupils will be identified in the final term of Year 8 from the results of the annual progress testing using the NGRT Reading Test and from other information pertaining to specific needs and difficulties.



- 3.4 Pupils with a below average score (standardised score <85) or two low average scores (standardised score <90), will be screened initially by the Curriculum Support Department and then by the Specialist Teacher, using appropriate tests including: the Lucid Exact assessment tests , a reading speed test, a writing speed test, a processing speed test and a spelling test where appropriate, in order to identify those who are below the threshold for examination considerations.
- 3.5 Heads of Learning Area must submit to the Head of Inclusion of the names of any additional pupils who may require an assessment or an application for Access Arrangements by the specified deadline (end of Y9/KS3) to allow time for arrangements to be put in place before the beginning of KS4 and in time for the first GCSE exam in Year 10. The Exams Officer/Manager will provide the CSD Administrator with the information relating to pupil details and subjects. The Academy's Examinations Officer will provide the Head of Inclusion with a copy of the most recent regulations book from the Joint Council, for the use of the Specialist Teacher/Educational Psychologist undertaking assessment work.
- 3.6 The Specialist Teacher with responsibility for exam arrangements will then carry out appropriate assessments.
- 3.7 The Specialist Teacher and relevant specialists from external agencies compile reports to substantiate evidence of need where necessary with the support of the Head of Inclusion and Learning Support Teachers.
- 3.8 Pupils and guardians will be asked to sign a letter consenting to the sharing of personal data with the Exam Boards.
- 3.9 The Specialist Teacher responsible for exam arrangements, with support from the CSD Administrator and the SENCo for Access to Examination Arrangements, will submit applications for Access Arrangements online to the Qualifications and Curriculum Authority (QCA) by the specified deadline.
- 3.10 For all external exam arrangements, the specialist teacher and the CSD Administrator will compile individual student folders containing all the application records and evidence of need, prior to the exams. These are to be kept in a safe room.
These files include:
- Student data permission letter
 - Exam cover sheet where required
 - Specialist Teacher reports
 - Documents supporting application e.g. Statement of SEN/EHCP
 - Medical reports and tests showing relevant results
 - KS3 evidence, located in a separate plastic folder at back of file



- 3.11 Pupils for whom access arrangements are agreed by QCA will be offered these arrangements during internal Academy testing. This will allow pupils to familiarise themselves with their special exam arrangements in advance of KS4 exams.
- 3.12 Pupils whose levels are below the threshold for exam requirements and do not sit the tests may, if this is considered to be appropriate, sit an alternative QCA paper, or a test designated by the Head of Learning Area.
- 3.13 Applications for access arrangements will be made online by the CSD administrator and the named Specialist Teacher, known to the QCA.
- 3.14 Training for staff supporting pupils during the exams (reader, scribe, prompter) will be given annually by an appropriate member of the Curriculum Support Department.
- 3.15 Pupil access arrangements records will be maintained by the Administrator and made available for scrutiny, if required. All access arrangement documents are attached to SIMs for proof and transitional requirements.
- 3.16 Once access arrangements are approved the Head of Inclusion, or SEN Coordinator for Exams, plan the support required for each examination with support from the Lead Senior Teaching Assistant.
- 3.17 During Examination periods it may be necessary to remove support staff from lessons in order to provide pupils with the appropriate support during their examinations.
- 3.18 Parents of pupils who have been granted access arrangements by the exam Boards will be informed that access arrangements will be made available to the pupil but that the decision as to whether the arrangements are used during the exam will rest solely with the candidate.
- 3.19 Pupils will be interviewed by the SENCo for Access Arrangements, prior to assessment and again after applications have been approved, to ensure that they are fully conversant with all arrangements available to them and understand that the decision to use the arrangements rests with them.

4. Roles and Responsibilities

4.1 The Head of Inclusion:

- Oversees the work of the SENCo for access arrangements and the SpLD teacher
- Oversees the compilation of screening lists and final lists for exam access



- Takes overall responsibility for access arrangements by ensuring pupils are “flagged up” and ensuring support during exams is implemented in accordance with regulations, in liaison with the Examinations Officer
- Oversees the invigilation of pupils with Access Arrangements

4.2 The SENCo for Access Arrangements:

- Compiles screening lists with support of HODs and HOLAs
- Circulates information to all staff, regarding pupils who have been granted special arrangements, so that those arrangements are also available in class, even when a teaching assistant is not available to pupils. For example: reminds class teachers that certain pupils have access to a reader, and must be permitted and encouraged to have text read out to them in class by a TA, the class teachers themselves or by a more confident peer.
- Sets feasible deadlines in agreement with SpLD teacher and CSD Administrator and ensures these are adhered to
- Liaises with Lead Senior Teaching Assistant and Exams Officer/SLT in order to arrange support and invigilation timetables for timetabled exams
- Liaises with HOLAs in order to ensure support/invigilation are available during internal assessments
- Circulates access arrangement information to all Academy staff during exam seasons
- Supports SpLD teacher in training pupils to use access arrangements properly and effectively
- Trains staff involved in supporting pupils during exams
- Trains/provides information to class teachers acting as invigilators/support as to how arrangements should be carried out
- Completes, or ensures invigilators’ completion of, exam cover sheets when applicable and ensures they are sent out by Exams Officer with exam scripts

4.3 The SpLD Teacher for Access Arrangements:

- Liaises directly with HOLA with regards to reports to support pupils’ applications for access arrangements
- Organises testing of pupils on screening lists (by delegating some testing to Literacy Tutor when necessary)
- Ensures consent forms are signed by screened pupils before an application is made to the exam board on their behalf
- Supervises CSD Administrator’s data entering and management of online applications
- Decides which screened pupils should have arrangements applied for (sometimes



- by discussing with HOLA, SENCo for access arrangements, ASD RP teachers. LSTs or CTs)
- Produces list of pupils requiring applications
- Ensures any documents relevant to pupils' applications for access arrangements are passed on to CSD Administrator for appropriate filing
- Trains pupils on how to use their access arrangements (with support from SENCo for Access Arrangements)
- Trains staff involved in supporting pupils and class teachers on how to correctly and effectively support pupils
- Contacts examining boards when questions arise re: applications
- Writes reports supporting pupil applications

4.4 CSD Administrator:

- Is responsible for creating paper files for pupils on screening lists
- Organises and maintains pupil files (including those tested but not granted arrangements)
- Enters data on online applications as per SpLD teacher's instructions
- Supports other members of team with regards to using the online applications system
- Prints out individual pupils' exam timetables from whole school database
- Produces spreadsheets for timetabled exams so that SENCo for Access Arrangements can create support lists
- Saves online copies of cover sheets when those are necessary
- Ensures pupil files have all tests and reports completed
- Copies cover sheets and makes sure SENCo for Access Arrangements has access to those when necessary
- Supports the process through the gathering of consent forms and other related tasks.
- Supports the team with unanticipated requests or problems during exam seasons
- Sends letters to parents prior to online applications being made
- Attaches access documents to SIMs for transition to College and university

4.5 Lead Senior Teaching Assistant:

- Supports SENCo for Access Arrangements by allocating staff support for exams
- Maintains the examination stationery boxes

4.6 Literacy Tutor:

- Supports SpLD with the testing of pupils
- Supports report compilation by producing the provision map detailing pupil support



4.7 The Learning Support Teachers:

- Flag up pupils for screening
- Ensure access arrangements are clearly outlined in all information for staff including IEPs and Profiles
- Ensure that class teachers are aware of the arrangements in place for pupils
- Ensure that pupils are taught to make good use of their access arrangements
- Write and check reports as appropriate

4.8 The HOLAs & HODs:

- Ensure class teachers are providing pupils with appropriate access arrangements in internal exams, coursework and lessons
- Inform SENCo for Access Arrangements of pupils who may need testing

4.9 The Examinations Officer:

- Takes overall responsibility for ensuring all examinations, including those invigilated separately, are carried out in line with examination regulations and guidance
- Provides the CSD Administrator with the information relating to pupil details and subjects
- Provides the Head of Inclusion with a copy of the most recent Regulations book from the Joint Council for the use of the Specialist Teacher/Educational Psychologist undertaking assessment work
- Liaises with the SENCo for Access Arrangements and the Vice Principal responsible for timetabling to arrange appropriate rooming and timetable changes to accommodate pupils with access arrangements
- Is responsible for ensuring that all rooms used for examinations are set up in accordance with examination board regulations including: mandatory candidate information on display, exam tables correctly spaced, a working clock, and any disallowed materials removed/covered and not on display to candidates
- Ensures that adapted papers, identified by the specialist teacher/ SENCo for Access Arrangements as appropriate, are ordered from the exam boards
- Is responsible for liaising with the SENCo for Access Arrangements with respect to seating plans
- Is responsible for liaising with the SENCo for Access Arrangements with respect to the provision of invigilation and approved support for pupils
- Signs exam cover sheets and ensures they are sent out with exam scripts