



ACCESS ARRANGEMENTS POLICY

Aims

- To ensure that Wallace High School fulfils *“its obligations in respect of identifying the need for, requesting and implementing access arrangements.”* [JCQ ‘General regulations for approved centres Chapter 5.5]
- To communicate to staff and parents their responsibilities in relation to Access Arrangements
- To set out how access arrangements are applied for

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the [JCQ publication](#) ‘Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments General and Vocational qualifications’

Rationale

Access Arrangements are a group of reasonable adjustments that can be made to the venue, timing, scheduling, method of response or presentation of questions in assessment procedures to ensure students with learning difficulties are not put at a substantial disadvantage.

Examples of such adjustments are provided below:

- A scribe: a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- A 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.
- ICT: access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled, and a special exam account would be used with no internet access.
- Additional time: students may be entitled to an allowance of 25% (or more in exceptional circumstances) depending on the history of evidence of need and the recommendation of the designated Specialist Teacher.
- Rest breaks: where 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.
- Prompter: where a student has little sense of time or loses concentration easily, 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.

Note that this is not an exhaustive list and individual arrangements can be made if there is clear evidence of need.

When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing: - 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
Reader	Where a student is a slow or inaccurate reader and there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
Keyboard	Where there is a physical disability; their writing would be: - illegible and may hamper their ability to be understood speed is too slow to be able to complete the exam in the allotted time
Additional Time	Where a student's ability to process information is slower than average. For additional time the most up to date JCQ regulations need to be read carefully.
Rest Breaks	Where a student has a physical disability or medical condition which prevents them from concentrating for long periods of time. This is now the recommended option from the JCQ before considering extra time.
Prompter	For a student who loses concentration/focus and is not aware of time.
Separate Room	For 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. Supporting medical evidence should be available to allow the school to verify a student's need for a separate room.
Quiet Room	For students with a medical condition such as ADHD or ASD who may struggle to cope with a large centre and would feel more comfortable in an environment more like the standard classroom of the school. Supporting medical evidence should be available to allow the school to verify a student's need for a quiet room.

As ALL external examinations taken by students at The Wallace High School are regulated by JCQ the School must adhere to their regulations that are updated annually.

Evidence Used to Establish the Need for Access Arrangements

In order to have reasonable adjustments made for an individual the school must be able to produce a body of evidence both of the need for the adjustment as well as proof that the adjustment is the "normal way of working" for the candidate.

This evidence will most often take the form of:

- Form 8 report from specialist teacher
- Subject teachers – examples of work as appropriate
- Results of tests e.g., reading/comprehension age, writing tests
- Information from Primary Schools

Existing arrangements from Primary School:

Any Access Arrangements provided during the SEAG / other entrance examination will NOT BE AUTOMATICALLY APPLIED when a student comes to the school. SEAG examinations are not regulated by JCQ and therefore the school cannot use this previous arrangement as evidence of need.

Students who have had Access Arrangements at KS2 are screened at KS3 and KS4. Although they may have received Access Arrangement 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.

Referral Procedures (Subject teachers, Heads of Department)

The school SEN referral procedures are to be used when a subject teacher has made a judgement that a student is having specific difficulties they consider to be detrimentally impacting upon their ability to complete assessment (as well as other aspects of their work). This Google referral form is to be completed by the subject teacher following consultation with their HoD. This form along with supporting evidence of the student's work should then be forwarded to the Learning Support Coordinator / Specialist Assessor.

Parental Referral

Parents may contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. In this first instance this may be via the Head of Year or the Learning Support Coordinator. Upon receipt of a query the Learning Support Coordinator will engage with the subject teachers of the student to establish if further investigation and testing is warranted. Parents should take steps to acquaint themselves with the JCQ regulations in relation to Access Arrangements and private educational psychologist reports. This is especially important in relation to private educational psychologist reports as per section 7.3.6 of the JCQ document:

"A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. This would be where the assessor has not contacted the centre, has not liaised with the centre, has not been approved by the head of centre and has not received a completed Part 1 of Form 8 from the SENCo."

Screening Procedures

All students take the CAT4 test in Year8. The resulting data may be used to support staff and parent concerns and as a basis for deciding what further psychometric tests are required.

PTM and PTE scores from primary school will also be used as a screening tool when these are available.

Communication to Staff in Relation to Access Arrangements

The School's Information Management System, ClassCharts can be used to identify those students with Access Arrangements and this information is also shared via a Spreadsheet which is also kept up to date. Any additions or changes to Access Arrangements will be notified to staff via internal email. At examination time, the examination staff and Learning Support Coordinator will send a reminder to staff about those students who are eligible for Access Arrangements and the specific nature of these arrangements.

Communication to Parents in Relation to Access Arrangements:

Following the completion of any testing by the Specialist Assessor, parents will be notified of their child's result(s) in writing.

The Application Process

The Specialist Assessor will assess students using a variety of nationally recognised tests. The tests that the Specialist Assessor uses are replaced/upgraded periodically in line with current practice.

The test that the Specialist Assessor 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 Access Arrangements, the Specialist Assessor will arrange this. Following a report produced by the Specialist Assessor an application is made via the JCQ online system for access arrangements.

The outcome of the application via this system is usually instantaneous: at this point teaching staff, the examinations officer and the parents of the student are informed.

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 11 and 12.

Teachers identifying an unmet need in students in Y11-14 can make a referral via the SEN concern form, providing examples of work as evidence. The Learning Support Coordinator will then canvass other teachers and if testing is required this will be carried out at the earliest available time.

Evidence Held by the School

In order to meet the JCQ regulations the School must retain evidence to show the need for an Access Arrangement and that it is the student's normal way of working. To this end staff, are expected to be able to provide evidence of pupil's work where an Access Arrangement has been used. Examples of such evidence would be class tests where there is clear evidence of extra time being used (most often through the use of change in colour of pen).

Following internal examinations the Learning Support Coordinator will request that students with a current Access Arrangement collate their papers and return them to

school for secure storage. Further to this, the Learning Support Coordinator will review candidate's internal examination papers in January and May to monitor usage of Access Arrangements.

In the event of a JCQ Inspection this evidence should be easily available for audit.

Other evidence that is required to be held includes: (where relevant)

- Recommendations by teachers
- Educational psychologist reports
- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- Information from EA Educational Psychology
- Statement of Educational Need
- A signed copy of the Form 8 report by the Specialist Assessor

Access Arrangements Appeals Policy

A parent who wishes to appeal the school's decision on Access Arrangements can do by following the school's usual complaints policy that can be found on the school website

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