

Examination Access Arrangements Protocol- guidance for parents

The purpose of Access Arrangements is to remove barriers so candidates can access examinations, without undermining the integrity of the exams and giving an unfair advantage, but allowing candidates to demonstrate what they know and can do. **Access Arrangements are only for pupils on the SEND register.** In line with JCQ recommendations we do not accept private reports. Mrs Cannon completes testing for Access Arrangements for SEN pupils in Year 9.

To have access arrangements the candidate continues to have persistent/significant difficulties and is disabled within the meaning of the equality Act 2010. There should be evidence of current difficulties and how they substantially impact on teaching /learning in the classroom. We must show the involvement of teaching staff in determining the need. We must confirm that without the arrangement the candidate would be at a substantial disadvantage compared to non-disabled candidates. The arrangement must be the candidates' normal way of working in the classroom as a direct consequence of their disability.

Reader

Candidates must have a below average score (SS84 or lower) in reading accuracy or reading speed or reading comprehension.

Scribe or speech recognition software

Candidates must have illegible handwriting, below average spelling with bizarre and unrecognisable spelling, incomprehensible grammar, below average writing speed, **and not be proficient in word processing.** In the first instance students should use a laptop rather than a scribe. We do not currently have speech software that is accurate enough to be useful in an exam setting.

25% Extra time

Based on our testing a below average score of speed of: reading, or reading comprehension, or free writing or cognitive processing.

Bilingual translation dictionary with 10% extra time ALL the following need to apply – dictionary kept in centre
Be in the UK less than 36 months – before they take their first exam, have had no prior knowledge of English, not been taught in English, English is not spoken at home, the dictionary is used extensively and slows the candidate down, it is the normal way of working in the classroom, not allowed in English literature Geography History RE

Modified papers -Enlarged font, tactile diagrams, braille papers, coloured paper, modified language papers

Prompter- for those with ADHD for example, concentration problems- the invigilator would tap desk/arm, cannot give any advice

Read aloud- would need a separate room, for students who have been tested and show a much improved score

Word processor- spelling and grammar check disabled (see full detail on the next page)

Supervised rest breaks- usually for medical reasons, and those with social and emotional difficulties with supporting evidence from an outside agency regarding area of need and correspondence from the agency detailing recommendations including reasons for this.

Alternative site to conduct exam – if student was off school ill long term for example, usually arranged in conjunction with Hospital Education

Separate invigilation in the centre-must have long term impairment and be usual way of working. There would need to be current involvement of an outside agency regarding area of need and correspondence from the agency detailing recommendations including reasons for this.

Also available: amplification equipment, brailers, closed circuit TV, colour naming (if colour blind), coloured overlays, low vision aid-magnifier, optical character reader, Oral Language Modifier, 50% extra time, practical assistant, exam reading pen, live speaker and sign language interpreter.

Exam Entries: protocol for long term absences

As a school we work hard to support all of our pupils and recognise that there are times when for various reasons they may be absent from school. In cases of poor attendance where a pupil has not been able to fulfil the core learning of the course we reserve the right to withdraw entry for examinations.

In cases where a GP or other medical professional has written to us regarding health problems we will take this into account. In order for us to pay entry costs for a pupil to undertake any examination they must demonstrate exam readiness. **This should include completion of mocks under exam conditions, evidence they have kept up to date with classwork and the assessment of exam practice/revision work.** Parents will be liable for the costs of examinations not completed.

Cirencester Kingshill School, Word Processor/Laptop Policy 2021-22

Our policy is based on guidelines & recommendations issued by the Joint Council of Qualifications (JCQ) in their booklet for 'Access Arrangements & Reasonable Adjustments'. This publication is extensively quoted below.

Permission to use a word processor/laptop *'cannot be granted to a student/candidate simply because he/she prefers to type rather than write or can work faster on a keyboards.'* Examples of specific reasons for a student/candidate being allowed to use a word processor/laptop are:

1. A learning difficulty which has a substantial & long term adverse effect on the student/candidate's ability to write legibly
2. A medical condition
3. A physical disability
4. A sensory impairment

On rare occasions, these other factors listed below may also be considered as significant:

5. Planning & organisational problems when writing by hand
6. Consistently illegible handwriting
7. Other reasons identified by the Inclusion Team

In order for the identified students (across all Key Stages) to be eligible to use a word processor/laptop in internal & external tests (including controlled assessments & coursework) it must be 'their normal way of working at school & be appropriate to their needs... 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.'

Permission to use a word processor/laptop requires evidence as specified in a SEND EHCP/profile, a recommendation by a medical professional or following a diagnostic assessment by a Specialist Teacher or Educational Psychologist.

Most students needing to use a **word processor/laptop** will be identified by the Learning Support Team. However, if individual subject teachers/departments have concerns please follow the following guidelines

*Before suggesting the use of a **word processor/laptop** to pupil/home and/or making a referral to the Learning Support Team, staff are requested to ensure the following criteria has been addressed*

First steps

- *All tasks and activities have been differentiated within the subject for the individual student using profile/ teacher planning strategies.*
- *A discussion has taken place with the pupil, SENDCO, Head of Faculty/Head of Year as appropriate (and/or parents/guardians of the pupil) to discuss progress and other intervention strategies to be used by teachers and students within the classroom.*
- *If appropriate, communication with the pupil's Learning Advisor/TA within the group.*

Next steps if concerns still exist

- *A consultation email must be sent to the SENDCO outlining the student's barriers to learning along with strategies that have been used within the classroom.*
- *Two pieces of extended written work highlighting legibility, speed and accuracy of f should be sent to the SENDCO.*
- *The SENDCO will then make a judgement on whether a **word processor/laptop assessment** should then take place.*
- *If the pupil has been tested, results and strategies will be shared with the pupil, subject teachers, TA's, Learning Advisors, Head of Year as appropriate.*

Guidelines for pupils using a laptop under exam conditions i.e. with the spelling & grammar check facility/predictive text disabled (switched off) & no access to the Internet or school folders/files can be requested from Mrs Cannon, Head of SEND .