Access Arrangements Policy

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Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website via exam communications
Students	Via exam communications

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1. Rationale

The Clapton Girls' Academy Access Arrangement policy follows the regulations and guidance issued annually by the Joint Council for Qualifications (JCQ) in the following documents:

- Access Arrangements and Reasonable Adjustments.
- Instructions for Conducting Examinations (ICE).
- Patoss-JCQ Assessing the need for Access Arrangements in Examinations: A Practical Guide.

These govern the reasonable adjustments available for candidates with substantial disabilities and learning difficulties.

The intention behind an access arrangement is to meet the particular needs of an individual candidate without compromising the integrity of the assessment. The Equality Act 2010 requires an awarding body to make reasonable adjustments where, a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Exam Access Arrangements (EAA) are pre-examination adjustments for candidates based on evidence of need. EAA fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ approval. In this way JCQ is able to comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.
Throughout this policy, the term 'parent' refers to any adult with parental responsibility.

2. Exam Access Arrangements

The full list of available EAA and Reasonable Adjustments is contained in the document Access Arrangements and Reasonable Adjustments available on the JCQ website which is updated annually. See appendix 4 for link.

3. Identifying the need for exam access arrangements at Clapton Girls' Academy

a) Students can be tested if they have been referred by teachers who are able to present enough evidence to suggest a significant and persistent learning difficulty.

b) Students who may qualify for EAA during KS4 and 5 are identified in as early as possible. Initially needs are identified rather than formally assessed. Adjustments to teaching within lessons are then made according to specific needs to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments.

c) Students are tested in the autumn term of Year 9 at the earliest, by a qualified Exam Access Arrangements Assessor, to gather the formal evidence required for an online application for EAA. If the application is approved, students are covered for controlled assessments, mock exams and public exams for 26 months after which time they will need to be reassessed.

d) When a student begins Key Stage 5 a further online amendment must be made to ensure the student continues to receive EAA. GCSE/A Level and BTEC qualifications are applied for separately.

e) Although students may have received EAA at KS3, it does not necessarily mean that they automatically receive them for the KS4 exams because their needs may have

changed. For example, a student who had a reader at KS2 may not qualify for a reader at KS4 because their reading has improved to the extent that it does not meet JCQ criteria.

f) In line with JCQ regulations, Clapton Girls' Academy will make all decisions with regard to EAA. The decision will be based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Clapton Girls' Academy. This demonstrates the involvement of the teaching staff in determining the need for the access arrangement.

g) A diagnosis of dyslexia or another learning difficulty alone does not necessarily mean a student will qualify for EAA from JCQ. There must be evidence of significant and persistent difficulties with learning and below average scores in the JCQ approved assessment tests conducted by the Exam Access Arrangements Assessor. The academy cannot submit private reports as evidence and the testing must be conducted by the academy's nominated Exam Access Arrangements Assessor. We do not accept referrals from a GP, Child and Adolescent Mental Health Services (CAMHS) or a private Educational Psychologist.

4. <u>Private Educational Psychologists' Reports</u>

a) A parent may have their children assessed by a private Educational Psychologist and submit the report to the academy's SENDCo as evidence that their child should be awarded extra time or EAA. Private Educational Psychologists' reports cost a significant amount of money. This means that parents who are unable to obtain a private report because of their financial circumstances are put at a disadvantage. As an exam centre, Clapton Girls' Academy must be consistent in its decisions and ensure that no student is either given an unfair advantage or disadvantage by any arrangements put in place. Therefore, when parents submit such reports to the academy, we will look for evidence of a history of need. Such privately commissioned reports can be in conflict with what Clapton Girls' Academy's qualified Access Arrangements Assessor recommends. If the academy's diagnostic tests contradict privately commissioned reports then the academy's tests and assessments will take precedence and will inform EAA decisions and no further negotiation regarding this matter will take place with the parent/carer.

b) Since the application requires evidence of need, the academy will hold evidence in its files that can be inspected at short notice. This can include:

- Educational Psychologist reports.
- Speech, Language and Communication Team reports.
- Occupation Therapist reports.
- Letters from outside agencies such as hospitals, doctors, and CAHMS.
- Reports from the Hearing Impairment (HI) and Visual Impairment (VI) Team.
- Copies of Education, Health and Care Plans (EHCP).
- Permission from JCQ for the EAA.
- A signed copy of the Form 8 by the academy's designated EAA Assessor.
- A record of when a pupil has been supported by EAA.
- Evidence that JCQ deadlines have been fully adhered to.

5. Evidence needed to apply for EAA

There are a number of pieces of evidence that can be used to apply for EAA from JCQ:

- Form 8 reports from an EAA assessor.
- Previous EAA from another school.
- Examples of student work as appropriate annotated with the support given in class or evidence from tests or mock exams.
- Results from baseline tests such as Cognitive Ability Tests.
- Medical reports outlining significant medical needs and disabilities.
- An Educational Psychologist's report which explicitly diagnoses severe dyslexia.
- A Speech, Language and Communication report which diagnoses a severe processing or language disorder.

6. How do staff and parents know whether a student has access arrangements?

When a need for EAA has been identified, the relevant parties are informed:

- Parents are informed via MyEd or text message and by letter, including the type of EAA that have been awarded.
- Students are informed verbally.
- The EAA list is made available to the exams officer.
- A list of those who receive EAA is made available to all staff vis Sharepoint. This information will be placed on SIMS marksheets and will be included in the relevant pupil passports.

7. Word Processor

The use of a word processor in exams may be offered to students with a diagnosed learning difficulty or if there is persistent and significant difficulty with handwriting legibility or accuracy. A word processor may also be used if a candidate's handwriting speed standardised score means they would otherwise qualify for additional time. However, the student would not then receive additional time plus the use of a laptop. A word processor cannot be used in exams if the rationale alone is that a student prefers to work this way or whose typing speed is faster than their handwriting.

8. Responsibilities

a) EAA are overseen and processed by the SENDCo.
b) Exam Access Arrangement Assessments are carried out by a qualified EAA Assessor.
c) EAA are implemented by the Examinations Officer.

Appendix 1 - The Assessment Process

The starting point for all assessments is a combination of Cognitive Ability Test 4 scores (CATS) and screening tools such as LUCID Exact and Dyslexia Screener, completed online through the GL Assessments website. Feedback will be given to parents after the screening, indicating whether further testing is required. If the screening tool indicates areas of weakness or the SENDCo feels further investigation is required, the qualified EAA Assessor will carry out further psychometric tests. The assessor is appropriately qualified as required by JCQ regulations.

How the Assessment Process is Administered

A detailed history of need is collected for each student. This will include data obtained at the start of year 7 after baseline literacy testing. In year 9, students who demonstrate persistent difficulties will be screened using the LUCID Exact tool. If necessary, students will then have further psychometric tests (DASH, TOMAL-2, AAB etc) completed by the school EAA Assessor. The Learning Support faculty will send out 'Normal Way of Working' (NWOW) forms to class teachers to build up a comprehensive picture of need. The EAA Assessor and SENDCo will then complete the Form 8 and an online application will be made to JCQ by February of year 11.

Recording of Evidence and Need

All assessment evidence must be kept electronically by the Learning Support faculty for each student who has EAA in place. All tests and scoring are approved, and administered, by JCQ and EAA Assessor. In cases where these test scores contradict private testing conducted by an Educational Psychologist, the academy test results will take precedence.

Normal Way of Working

Teachers and staff will be asked to complete and make individual comments with regard to students who have been identified as having specific difficulties. This will be on a NWOW Form and an Initial Concern Form (ICF). All background information collated will be used to complete Section A of the Form 8. Teachers should also provide evidence such as unfinished timed tests and handwriting to be used when completing NWOW and ICF forms. Information regarding students will be collated and held by the Learning Support faculty alongside reports from external agencies. Those students who have been awarded an EAA will routinely be given that provision in the classroom as their NWOW. This could be for end of unit tests or in-class assessments. The support given in the centre reflects the arrangement put in place for their public exams.

Appendix 2 - Normal way of working checklist

Name of Student	Name of Subject Teacher:	Subject/Course:	Level:

TIME	**YES**	**NO**
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		
Needs to have instructions repeated		
Needs to have instructions written down		
READING		
Has help from tutor/LSF in class with reading and spelling as necessary		
Needs reader in class		
Uses Read Aloud software on a regular basis		
Avoids reading out loud		
Has problem following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		
WRITTEN WORK		
Handwriting difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Uses Dragon Dictate instead of typing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		

Spells phonetically		
MEMORY & CONCENTRATION		
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
PRACTICAL TASKS		
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		
ORGANISATION		
Poor organisational skills – loses things, forgets items s/he needs to bring		
Finds it hard to meet deadlines		
Has difficulty working efficiently		
EXAMS		
Finds revising for exams hard		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent rest breaks		
Needs timely reminders to stay focused on task		
HEARING		
Needs British Sign Language Interpreter		
Notetaker/ Lip speaker		
Needs modified language		
Needs radio aid/ loop/ Soundfield system		
Needs subtitles and /or summaries of videos, audio, etc.		
VISION		
Needs large print version		
Uses coloured overlay when reading (Colour ……)		
Benefits from handouts on coloured paper		

Appendix 3 – JCQ Adjustments for Candidates

The following is from the JCQ document *Adjustments for Candidates with Disabilities and Learning Difficulties* and must be included in this policy for compliance purposes.

Use of a Laptop in Examinations

Clapton Girls' Academy complies with JCQ's *Adjustments for Candidates with Disabilities and Learning Difficulties* regulations and guidance as follows:

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject by subject basis.
- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate.
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
    - In the classroom (where appropriate); or
    - Working in small groups for reading and/or writing; or
    - Literacy support lessons; or
    - Literacy intervention strategies; and/or
    - In internal school tests/examinations
    - Mock examinations

The only exceptions to the above would be 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.

The Use of a Word Processor

Clapton Girls' Academy complies with *JCQ's* Adjustments for Candidates with Disabilities and Learning Difficulties regulations and guidance as follows:

- We provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off).

- Only grants the use of a word processor to a candidate where it is their 'normal way of working' within the centre.
- Only grants the use of a word processor to a candidate if it is 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). These rules also extend to the use of electronic braillers and tablets.
- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.
- Allows candidates to use a word processor in an examination to type certain questions; for example those questions requiring extended writing, and handwrite shorter answers.
- Are also aware that 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 screen.
- In all cases we ensure that a word processor cover sheet is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body).
- Does not simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.

Word Processors and their Programs

Clapton Girls' Academy complies with ICE Word Processors instructions by ensuring:

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- Word processors have been cleared of any previously stored data, as must any portable storage medium used.
- Where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- Word processors are in good working order at the time of the examination.
- Word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- Word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- Documents are printed after the examination is over.
- Candidates are present to verify that the work printed is their own.
- Word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body).
- Word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- Word processors are not used to perform skills which are being assessed.
- Word processors are not connected to an intranet or any other means of communication.

- Candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.
- Graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- Predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking.
- Voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and Tablets

Clapton Girls' Academy further complies with Instructions for Conducting Examinations instructions by ensuring:

- Tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- The battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- Candidates with fully charged laptops or tablets may be given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points; the Exams Officer will make this decision.
- Candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- Candidates using software which does not allow for the insertion of a header or footer are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- Candidates are instructed to appropriately number each page.
- Candidates are instructed to use a minimum 12 point font and double spacing unless they are visually impaired.
- Invigilators remind candidates to save their work at regular intervals.
- Where it is possible 'autosave' is set up on each laptop/tablet.
- Candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

Accommodating Word Processors in Examinations

The use of word processors is accommodated in the following manner:

- Where numbers permit, candidates using word processors will be seated in a separate room.

Appendix 4 - Access Arrangements and Reasonable Adjustments:

https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf