



Ark Putney Academy

Exam Access Arrangements Policy 2021-22

Rationale

Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to:

- Access the assessment;
- Demonstrate their knowledge and skills without changing or compromising the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual 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 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. The awarding body is required to take reasonable steps to overcome that disadvantage.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidate and other candidates

An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body;
- Involves unreasonable timeframes; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

This policy explains the actions taken to ensure inclusion throughout the school 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.

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’**. It 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;
- 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.

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.

Access Arrangements at Ark Putney Academy

At Ark Putney Academy we aim 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.
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 1/09/2017). It is imperative that we abide by the JCQ regulations, to preserve the integrity of results for all our students.

The school's SEN policy is available on the school's website, and this will show how the school obtains and uses information to identify and support students with ALN. This policy concentrates solely on the arrangements made for these students when taking public examinations.

Identifying the need for access arrangements

- Students would have had exam access arrangements at KS2 for their SAT's
- From baseline testing completed early in Year 7
- Parental Referral
- Subject Teacher Referral
- Information from Primary or Lower school

Students who may qualify for formal Access Arrangements during KS4 and KS5 are identified on entry to Ark Putney Academy in Year 7 via information that will come from the primary school. At this stage needs are identified, rather than being formally assessed, with a view to providing support and differentiation in the curriculum. The teaching staff will then monitor the support and report to the SENCo to make further adjustments if necessary.

Students joining Ark Putney Academy at the beginning of Year 12, are required to indicate whether they have any SEND needs on the application form. The Head of Sixth Form will liaise with the SENCo during the enrolment process to ensure that information from the student's prior school is passed on. This will indicate whether we have to arrange new testing with the specialist assessor.

Throughout a candidate's time at Ark Putney Academy, teaching staff will alert the SEND team to any student who appears to be having difficulties in the classroom. Parents may also contact the SENCo with their concerns about their child's learning and progress. One or both of these alerts will trigger an investigation by the SENCo into the student's situation. This may result in some diagnostic testing by a specialist assessor who can provide some of the evidence that is required for exam access arrangements to be granted.

Diagnostic Assessments within School

Some access arrangements can be granted by the school without any diagnostic testing, providing a range of other criteria are met. However some arrangements can only be granted if diagnostic tests are performed by the school's specialist assessor. These tests are replaced/upgraded periodically in line with the JCQ regulations. The test that the specialist assessor uses depends very much upon the type of barrier to learning that the student may have.

Access Arrangements between Key Stages

Students who have had exams access arrangements at KS2 will be screened during years 7 – 9 as we look toward the end-of-year exams. They will also be screened again during Year 9, looking toward the GCSE exams at the end of KS4 in Year 11. Although a student may have received exam access arrangements at KS2, it doesn't necessarily mean that they will 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.

Similarly when a student progresses from KS4 in Year 11 to the Sixth Form, we are required to screen the student again to ensure that the access arrangement is still required and remains the best solution for the student to access their exams.

Informing Parents

We are committed to keeping parents and guardians informed about their child's progress through the school, and this includes informing them of any access arrangements that their son or daughter is eligible for; we will provide diagnostic test scores, an explanation of the scores and the access arrangement being put in place. In the first instance this will be done by letter as soon as is possible after the start of a Key Stage. Parents and guardians may contact the SENCo whenever they wish, an email is preferred because staff may well be teaching and can thus respond to an email much quicker.

What support is given to students with EAA?

Students with EAA take part in small group sessions with specialist teachers and teaching assistants in which they are shown how to effectively use their exam access arrangements. It is important that students know in advance, what is allowed and what is not, so that they can make best use of the arrangement granted to them. In addition, students with EAA are expected to use their EAA during internal assessments and exams so that they gain practice at using it effectively.

We hope that most of your questions or concerns are answered by reading this policy, but if you have any further queries, please do not hesitate to contact either the SENCo or Examinations Manager for further information and clarification.

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Access Arrangements and their Criteria

The main access arrangements that are available are:

Access Arrangements	What is it ?	Criteria
Alternative Site	<p>Student will take his / her exams at a residential address or at a hospital which is a non-registered exam centre.</p> <p>NB. <i>It is imperative that health professionals confirm that the student is fit and able to take the examinations and that the Awarding Body approves the venue.</i></p>	<p>For a student with a medical condition or social, emotional and mental health needs that prevent him / her from taking his / her exams in school.</p> <p>The student has either:</p> <ul style="list-style-type: none"> • An impairment which has a substantial and long term adverse effect giving rise to: • Persistent and significant difficulties; or • A temporary illness or injury at the time of the exams. <p>Other than for temporary injuries or illness, there must be a history of need and provision, long term knowledge of the student's situation and it is the normal way of working.</p>
Bi Lingual Translation Dictionary	<p>Only to be used by students whose first language is not English, Irish or Welsh.</p> <p>The dictionary must be a direct word to word translation dictionary and not give any definition of the words. It must not have any notes or handwriting inside and cannot be used in English Language or English Literature, Languages, History, RS or Geography exams.</p>	<p>The dictionary must be supplied by the student and must remain in the exams office throughout the exam period, to ensure that no unauthorised information is enclosed or written inside; it will be given to the student for each exam by an invigilator.</p> <p>NB. <i>Students in GCSE exams who have been resident in the UK for less than 3 years may also have 10% extra time, though note that this is only in rare and exceptional circumstances.</i></p>
Exemption	<p>An exemption is an agreement reached by an Awarding Body before the exam, for a disabled candidate to miss a component or components.</p> <p>The eventual certificate will be annotated to show that not all of the assessment objectives were completed.</p>	<p>For students who have a particular disability which means they cannot access part of the exam assessment objectives. This is a rare and seldom granted arrangement.</p> <p>An exemption will not be approved if an alternative and accessible route is available to the candidate.</p>
Extra Time	<p>Students have 25% extra time which is in addition to the normal exam time.</p> <p>Students continue working when the end of normal exam time is called; invigilators know in advance who has this arrangement and will not tell students to stop until the end of their extra time allowance. A note is placed</p>	<p>This arrangement is granted for a variety of reasons.</p> <p>The student has met the JCQ threshold through specialist assessor testing, there is a history of need and provision and it is the student's normal way of working.</p> <p>N.B Students should note that it is not</p>

	<p>on their exam desk giving them their individual finish time for reassurance.</p> <p>NB. <i>Students do not have to take the whole amount of extra time, but can stop at any point they wish between the end of normal time and the end of extra time. S/he should alert an invigilator who will collect the work.</i></p>	<p>always possible to guarantee silence during extra time because of other students leaving venues or invigilators may have to prepare for the next session. We try our best to keep things as quiet as possible but some disruption may occur.</p>
Laptop / Word Processor	<p>Student can type their answers on a word processor, usually a laptop. Access to the internet, predictive text, spelling and grammar checks are all disabled.</p> <p>NB. <i>The student will need to wait at the end of each exam for his / her work to be printed so that s/he can confirm it is all present to be attached to his / her main answer script.</i></p>	<p>For a student who has an underlying difficulty such as; physical disability; speed of handwriting; sensory impairment or poor legibility.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p> <p>NB. <i>This cannot be granted to a student just because it is their preferred way of working.</i></p>
Live Speaker	<p>A live speaker for pre-recorded exam components such as MFL listening examinations. The live speaker will read aloud the contents of the CD or tape in a Listening Exam.</p> <p>NB. <i>This is not available in Music listening exams.</i></p>	<p>For students who have persistent and significant difficulties in following speech at normal speed.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
Modified Papers	<p>Individually prepared exam papers for candidates. Modifications vary from the size of the print, the size or colour of the paper or transcribed into Braille.</p> <p>NB. <i>These papers are specific to an individual student and must be ordered at least 4 months prior to each exam.</i></p>	<p>For students who have a particular need, such as a visual impairment for the exam paper to be presented to them in a format that enables them to access it.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
Oral Language Modifier	<p>A trained adult who may clarify the language used in the exam paper to a student. This does not include technical or subject –specific terms as the ability to understand these terms is part of the assessment.</p>	<p>For 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>There is a history of need and provision and it is the student's normal way of working.</p> <p>NB. <i>This is a very rare and exceptional arrangement, seldom approved by ExamBoards.</i></p>
Access Arrangements	What is it ?	Criteria

Practical Assistant	A trained adult who can assist the student in turning pages, holding rulers etc. to enable the candidate to access the exam and demonstrate their knowledge.	For students with poor motor co-ordination and or severe vision impairment. There is a history of need and provision and it is the student's normal way of working.
Prompter	A trained adult who can prompt a student to refocus and move on to the next question if they become distracted or fixed on one question. NB. <i>A prompter can tap on the desk, quietly speak to the student to refocus him / her or another method acceptable to the student.</i>	For a student who persistently loses concentration / focus, and is not aware of time. There is a history of need and provision and it is the student's normal way of working.
Quiet Space or Small Venue	Student will be seated in a smaller room with fewer candidates than the main exam venue. NB. <i>This will not be a separate room.</i>	For students with a long standing, severe medical or psychological condition where it is not appropriate for them to sit their exam in the main hall. There is a history of need and provision and it is the student's normal way of working, the arrangement must not be put in place just for exams.
Read Aloud	Some students find it more effective to read if they read aloud to themselves. NB. <i>Students who are reading aloud will be seated separately (but in the same venue) from other students.</i>	For a student who persistently struggles to understand what they have read, but who does not qualify for a reader. There is a history of need and provision and it is the student's normal way of working.
Reader	A trained adult who reads the questions and any relevant text (but not exam papers testing reading) for the student. The student then writes the answers for him / herself. NB. <i>A reader can read instructions and questions to the student, read the whole paper if necessary or just specific words if the student prefers. The student decides.</i>	For a student with a low reading speed. The student has met the JCQ threshold through specialist assessor testing. There is a history of need and provision and it is the student's normal way of working.
Access	What is it ?	Criteria

Arrangements		
Reading Pen	<p>A reading pen is a device that resembles a pen but has a built in scanner which the student “draws” along a line of text. The words are then spoken out loud to the student. Ear phones are provided so that other students are not disturbed.</p> <p>NB. <i>Reading pens can be used in exams testing reading.</i></p>	<p>For a student with a <u>specific reading difficulty.</u></p> <p>The student has met the JCQ threshold through specialist assessor testing.</p> <p>There is a history of need and provision and it is the student’s normal way of working.</p> <p>NB. <i>The pens are expensive, take much time learn to use effectively and are only suitable for a few students who have a particular disability.</i></p>
Rest Breaks	<p>Students will be permitted to stop for a short break of up to <u>5 minutes in every 1 hour of exam time</u> (pro rata for other exam lengths) in order to rest from the exam.</p> <p>They will be escorted from the room with an invigilator and then be required to engage in a mundane conversation with the invigilator to ensure that they are not using the rest break time to think about and consider / plan their exam answers.</p>	<p>For a student who has a substantial disability which prevents them from concentrating for <u>long periods of time.</u></p> <p>There is a history of need and provision and it is the student’s normal way of working.</p> <p>NB. <i>This <u>cannot</u> be granted to a student because of exam stress – there must be <u>a substantial, long term need</u> which is known to Head of Year.</i></p>
Scribe	<p>A trained adult who writes the answers that the student gives. The student dictates their answers and the scribe writes, or types, exactly what the student says.</p> <p>NB. <i>In subjects where marks are given for SPaG (Spelling, Punctuation and Grammar), the student must <u>dictate the punctuation and every word letter by letter</u> otherwise they forfeit the SPaG marks.</i></p>	<p>For a student whose writing speed is either to slow or whose handwriting is illegible.</p> <p>The student has met the JCQ threshold through specialist assessor testing.</p> <p>There is a history of need and provision and it is the student’s normal way of working.</p> <p>NB. In MFL exams, the student <u>must dictate</u> every word in the target language and must do so letter by letter.</p>
	<p>A trained adult who presents the questions in a different language without:</p>	<p>For use by students whose ‘normal way of working’ requires sign language interpretation.</p>

Sign Language Interpreter	<ul style="list-style-type: none"> • Changing the meaning; • Providing any additional information ; <p>Or</p> <ul style="list-style-type: none"> • Providing an explanation as to what the question requires of the candidate. 	<p>There is a history of need and provision and it is the student's normal way of working</p> <p>NB. <i>There are many regulations which must be adhered to if this arrangement is granted.</i></p>
<p>In the case of all arrangements, the following criteria must be adhered to for all students:</p> <ul style="list-style-type: none"> • The student must be disabled with the meaning of the Equality Act 2010 • The student must have a <u>long term and substantial</u> impairment. • There must be a history of need. • There must be a history of provision. • The access arrangement must reflect the student's normal way of working in class, internal tests and mock exams. <p>We are not allowed to put access arrangements in place just for exams, <u>there must be evidence</u> of the history of need and provision. For some arrangements, students will have to be tested by a specialist assessor in order to obtain standardised scores for a particular skill; the score is then measured against the test and the JCQ thresholds to ascertain if the student is eligible for an access arrangement or not.</p> <p>Contact the Exam / SEN team for more advice or for definitions and explanations of the requirements.</p>		