



S P E R R I N
INTEGRATED COLLEGE

ACCESS ARRANGEMENTS POLICY

(Reviewed | April 2024)

CONTEXT AND RATIONALE

The purpose of this Access Arrangement policy is:

- To ensure the planning and management of examination access arrangements is conducted efficiently and in the best interest of candidates
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
- To ensure that all guidance and protocols are followed by pupils ,parents and staff of Sperrin College and are in line with JCQ requirements.

THE RATIONALE FOR EXAMINATION ACCESS ARRANGEMENTS (EAA)

- EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability.
- EAAs should reflect the normal way of working for which there is evidence of need unless such arrangements would affect the integrity of the assessment.
- EAAs are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Credit is only given for skills demonstrated by the candidate working independently.
- EAAs are not intended to give an unfair advantage.
- EAAs will not be permitted if they compromise the assessment objectives of the specification in question.
- EAAs may vary between subjects because different subjects and methods of assessments may have different demands.
- An alternative assessment route may be available within the specification.
- 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 Exam Access Arrangements that are available:

1. Supervised rest breaks
2. Extra time
3. Computer reader/reader
4. Scribe
5. Word processor
6. Prompter
7. Live speaker for pre-recorded examination components
8. Alternative site for the conduct of examinations
9. Other arrangements for candidates with disabilities

10. Bilingual translation dictionaries
11. Modified papers (e.g., coloured/enlarged paper)

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

All the above EAA must be a pupil's *normal way of working* with evidence provided. The Joint Council for Qualifications (JCQ) prefers all other EAA to additional time.

EVIDENCE NEEDED FOR EXAMINATION ACCESS ARRANGEMENTS

Various pieces of evidence are required to apply for an Examination Access Arrangement from JCQ, depending on the arrangement required. These include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools
- Subject teachers - Concern Forms and examples of work as appropriate
- Results of baseline tests e.g., reading/comprehension scores, writing tests etc.

STAFF ROLES IN DETERMINING AND MANAGING EXAMINATION ACCESS ARRANGEMENTS

Examinations Officer: Mr Maguire

- To ensure that the agreed EAA provisions are in place for examinations and are communicated to the invigilators.
- To ensure the agreed EAA provision is updated in SIMS Examination tool.
- To manage any of the day-to-day questions and queries regarding EAA provision.
- To put in place (in conjunction with the SENCO) any on day provisions - such as medical emergencies.
- To ensure pupils are roomed suitably in conjunction with the Head of Assessment. This is to ensure pupils have their Access Arrangement ensuring zero disruption for other pupils also sitting examinations.
- To organise and provide training for the LSA Team ,staff and invigilators regarding JCQ regulations for Access Arrangements.

Special Educational Needs Coordinator: Mrs M Fullen (SENCO) supported by the Assistant SENCO Mrs J Frazer

- To ensure there is a 'whole school' approach to access arrangements it is therefore the responsibility of the Head of Centre, members of the senior leadership team and the specialist assessor/SENCO/Assistant SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENCO and the Assistant SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENCO and Assistant SENCO in determining and implementing appropriate access arrangements.

- The SENCO will support the Assistant SENCO will also be the in-house specialist assessors and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications. At Sperrin Integrated College, the Assistant SENCO is also the Specialist Assessor.

Specialist Assessor: Mrs M Fullen

- To work with pupils at KS3 to do basic assessments, give strategies and build a picture of need and provision.
- To administer recognised psychometric testing after gathering evidence from teachers (Concern Forms), pupil consultations and classroom observations (if appropriate)
- To assist the SENCO in the decision-making process about EAA.
- To complete Form 8 in line with JCQ regulations.

Teaching Staff:

- To provide relevant information/evidence of the candidate's persistent and significant difficulties using the 'Concern Form'.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this to the SENCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct EAA are in place for controlled assessments.

DEADLINES FOR MAKING EAA APPLICATIONS

Year 11

The deadline to raise concerns about a pupil in Year 11 is *October half term*. (In readiness for modular examinations) This allows the SENCO ,Assistant SENCO and the Examinations Officer time put in place any EAA.

Year 13

Year 13 is too late to make requests for EAA as no history of need or provision is in place. The only exception to this is if a new pupil transfers into Year 13 from another school and teaching staff provide a body of evidence that indicates a need for Examination Access Arrangements. The deadline *is October half term*.

TIMELINES TOWARDS BEING AWARDED AN EAA

Years 8-11

1. Primary 7 - At the point of transition or as soon afterwards parents of P7 children should notify the SENCO of any history of need/provision and provide supporting paperwork.

2. Years 8 and 9 - Teachers monitor pupils closely and gather evidence of need for EAA. EAA trialled in tests/exams.

3. Year 10 prior to Examinations (Options) and Summer Examinations

- Form 8 completed based on evidence supplied by teachers.
- Specialist Assessor then tests pupils
- SENCO applies online and informs the examinations officer.

4. KS4 -Start of Year 11 and in readiness for Year 11 Module Examinations and Controlled Assessments. *Access arrangements should already be in place for Year 12.*

- EAA in place and being used regularly.
- Pupils must use them or lose them.

Sixth Form:

5. Sixth Form Pupils including MRLP Sixth Form Pupils

- Pupils need to declare EAA they had at KS4 when transferring from Year 12 to Year 13.
- New pupils must inform the Senior Staff at the point of acceptance of a place that they had EAA. Evidence must be supplied to maintain EAA.
- The SENCO will write to feeder schools for evidence of EAA at KS4.
- Teachers monitor pupils closely in term 1 of Year 13, gather evidence from initial assessments and feedback concerns forms and evidence to the SENCO.
- Considering evidence received from teachers and previous schools, the Specialist Assessor carries out any testing necessary during the autumn and spring terms and the SENCO applies/reapplies for EAA.
- Trial EAA are put in place for the internal examinations in Year 13. Teachers give feedback from these exams to the SENCO (Did pupils use them? Were they effective?). These internal examinations also provide a final chance to identify any other pupils who have not been identified or who have not declared a difficulty with examinations.
- If teachers have a body of evidence gathered throughout Year 13, they should see the SENCO or Specialist Assessor before Easter of Year 13.
We accept that students can slip through the net, be undiagnosed or struggle with the transition to A level. However, the Year 13 AS summer exams provide a final opportunity to identify any difficulties a pupil may have.
- It is the responsibility of the host school in the MRLP to inform teachers at Sperrin Integrated College of any EAA.

PROCEDURE FOR MEDICAL LETTERS

Letters from medical professionals will trigger an investigation but the medical condition also needs to be supported by evidence from within the school otherwise it is considered malpractice. EAA's cannot be awarded purely based on a medical letter.

PRIVATELY COMMISSIONED ASSESSMENTS AND PRIVATE EDUCATIONAL PSYCHOLOGY REPORTS

At Sperrin College we *do not to accept privately commissioned assessment reports* (Educational Psychology/other private reports) as these are deemed as discriminatory against pupils who cannot afford a private report. The school will only accept privately commissioned assessment reports if they form part of wider school evidence . A pupil's 'normal way of working' in school is paramount. EAAs cannot be awarded purely based on a private assessment or private Educational Psychology report. This is in line with JCQ guidelines, (2019/2020 Update to Assessing the need for Access Arrangements in Examinations page 3) where we choose to accept or reject a privately commissioned report from an external professional, the Head of Centre or a member of the Senior Leadership Team will provide a brief, written rationale to support this decision which will then be available for inspection purposes.

EXTERNAL CANDIDATES

It is at the school's discretion to enter external candidates for examinations, however, as a general rule the school will not register external candidates.

Exceptional circumstances consideration: Past pupils (within 1 or 2 years of leaving Sperrin College) for one key subject such as Mathematics.)

EXAMINATION ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

The JCQ publishes a revised Access Arrangements document each autumn, setting out its regulations and guidance on access arrangements. Sperrin Integrated College will follow all JCQ policy and guidelines as set out in this document.

POLICY FOR THE USE OF WORD PROCESSORS /ASSISTIVE TECHNOLOGY (See policy on the use of assistive technology)

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The word processor must reflect the candidate's *normal way of working* within the centre. Candidates who would benefit from the use of a word processor might have:

- A learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment

- Planning and organisational problems when writing by hand
- Poor handwriting

This list is not exhaustive.

Note: If a pupil is entitled to use Assistive technology but does not use it as their normal way of working, the school may not permit use of assistive technology/work processor during examinations. The ‘use it or lose it’ policy will be applied.

Note: For all examinations (public and internal) the spelling ,grammar and punctuation correction function will be disabled.

EVIDENCE REQUIRED FOR EXAMINATION ACCESS ARRANGEMENTS

The table below lists the various access arrangements available .

The middle column indicates the evidence required for each arrangement. (Refer to JCQ Access Arrangement document on JCQ website/Access Arrangements)

The final column shows whether an online application is required through the Access Arrangements Online (AAO) portal.

Access Arrangements	Evidence Required	AAO Application
<ul style="list-style-type: none"> • Amplification equipment • Bilingual dictionary • Braille transcript • Braille • Closed circuit television • Colour naming • Colour overlays • Communication professional • Coloured/enlarged paper • Live speaker • Low vision aid/magnifier • OCR scanners • Prompter • Read aloud • Examination reading pen • Separate invigilation in the Centre 	<p>No formal evidence required.</p> <p>Arrangements must reflect the candidate’s normal way of working and be appropriate to their needs.</p>	<p>No application required.</p> <p>Centre delegated access arrangements.</p>

<ul style="list-style-type: none"> Supervised rest breaks 	SENCO to produce short concise file note.	
<ul style="list-style-type: none"> Word processor 	No individual evidence required. See above policy on word processors/assistive technology.	
<ul style="list-style-type: none"> Bilingual dictionary with 10 % extra time 	Evidence complied by the EAL teacher or SENCO meeting the stated JCQ Criteria (Access Arrangement P68)	Online Application required. Approval through AAO.
<ul style="list-style-type: none"> Computer reader/reader 	SENCO to produce short concise note	
<ul style="list-style-type: none"> Scribe 	<p>Candidates with Learning Difficulties (Without EHCP)</p> <p>Form 8</p> <p>Candidates in other categories of need and or with EHCP: SENCO's file note and specialist evidence/EHCP</p>	<p>Online Application required.</p> <p>Approval through AAO.</p> <p>An online referral to AB's maybe required for rare and exceptional cases.</p>
<ul style="list-style-type: none"> 25 % extra time 	<p>Candidates with learning difficulties (without EHCP)</p> <p>Form 8 and a detailed picture of need.</p> <p>For candidates requiring 25% extra time, assessment evidence must relate to at least two different areas of speed of working(see sections 5.2.2, 7.5.10, 7.5.11 and 7.5.12 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i>).</p> <p>At least one standardised score of 84 or less MUST be presented for inspection purposes with a substantial and comprehensive body of evidence.</p>	

	Candidates in other categories of need and /or with EHCP: SENCO's file note and specialist evidence/EHCP	
<ul style="list-style-type: none"> Extra time of up to 50% (between 26 % to 50% extra time) 	<p>Candidates with learning difficulties (Including those with an EHCP)</p> <p>Form 8 and a substantial body of centre-based evidence</p> <p>Candidates in other categories of need and/or with EHCP: SENCO's file note and specialist evidence/EHCP</p>	<p>Online application required.</p> <p>All applications will automatically be rejected.</p> <p>An online referral to Abs will be required.</p>
<ul style="list-style-type: none"> Extra time over 50 % 	<p>Only available for candidates with very substantial impairments. (Not for learning difficulties)</p> <p>SENCO's file note and specialist evidence</p>	
<ul style="list-style-type: none"> Language modifier 	<p>All candidates require assessment evidence and form 8. (Evidence criteria set out in JCQ P55)</p>	
<ul style="list-style-type: none"> Other 	<p>Evidence depends on arrangement being requested.</p> <p>SENCO may need to seek advice from AB's. (Awarding Body)</p>	

JCQ FORM 8

The JCQ Form 8 is available in the downloadable resources on the JCQ website.

WRITING SKILLS

Where the assessment of evidence for a candidate with writing difficulties contains a below average standard score for writing speed and/or spelling accuracy with unrecognisable spelling attempts, an application can be approved through AAO.

However, some candidates who do not have a below average score for spelling or writing speed have writing which is illegible or grammatically incomprehensible. An application for a scribe cannot be approved by AAO as there is no below average score. The SENCO may decide to refer the application to the Awarding Body .

JCQ Form 9:

This form must only be used for:

- candidates with communication and interaction needs
- candidates with a medical condition (formally diagnosed by a registered specialist)
- candidates with sensory and/or physical needs
- candidates with social, emotional and mental health needs
- candidates with speech, language and communication needs
- candidates with learning difficulties who are subject to a current EHCP (England), Statement of Special Educational Needs (Northern Ireland) or IDP (Wales)
- candidates with learning difficulties who require a computer reader/reader but do not require extra time or a scribe
- all candidates requiring supervised rest breaks.

Applications for the following qualifications must be made using *Access arrangements online*:

- AQA Applied General qualifications
- AQA Level 1, Level 2 and Level 3 Technical qualifications
- AQA Level 2 Certificate in Further Maths
- AQA Level 3 Certificate in Mathematical Studies
- Cambridge Nationals
- Cambridge Technicals
- FSMQ
- GCE
- GCSE
- OCR Level 3 Certificates
- WJEC Level 1 and Level 2 General qualifications
- WJEC Level 1 and Level 2 Vocational qualifications
- WJEC Level 3 Applied qualifications.

(Note: An online application for supervised rest breaks is not required.)

This form **must** also be used for AQA and OCR vocational qualifications with externally assessed components and BTEC Firsts, BTEC Nationals and BTEC Tech Awards.

This form **must** be used to collate the evidence and **must** be kept on file within the centre by the SENCo for inspection purposes.

Please read Chapters 5 and 8 of the JCQ document *Access Arrangements and Reasonable Adjustments* before completing this form.

The SENCo, or the assessor working within the centre, must complete this form.

CANDIDATE PERSONAL DATA CONSENT FORM

In line with GDPR and to ensure compliance, a 'candidate personal data consent form' must be signed by the candidate before an online application is made. This form is to be kept for inspection purposes.

STORAGE OF ACCESS ARRANGEMENTS EVIDENCE

The SENCO will have a documentation file with all the required evidence and applications relating to Access Arrangements.

MALPRACTICE

Schools are regularly inspected to ensure they have followed JCQ regulations. The consequences of malpractice can be severe. These may include disqualification for the pupil from one or more examinations, disqualification for a whole cohort of pupils, or even the centre being closed for up to 5 years. Examples of malpractice include:

- Pupils being granted EAA which are not their normal way of working
- EAA being 'suddenly' granted before examinations
- EAA being granted when a pupil has no history of need or provision
- EAA being granted without enough evidence
- Pupils not using their EAA in a mock examination and still being allowed it in the real examination.

Further Information Further information can be found at the Joint Council for Qualifications (JCQ) website:

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Revisions to the JCQ regulations are detailed in the attached document. SIC will follow the revised version as stated in this policy: [AA regs Revision One Sep23 FINAL.pdf \(jcq.org.uk\)](#)

or on the school website: www.sperrincollege.com

