



Langdon
Park
School

Access Arrangement and Reasonable Adjustment Policy

November 2020-2021



What are Access Arrangements?

These are arrangements for instance extra time, reader or scribe. These are put in place to make sure that all students have a 'level playing field' when sitting examinations. Access arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior approval from either JCQ and/or other regulators including CIE and IB, depending on the student concerned. Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment or compromising the standards being tested, so that the candidate can be recognised for their attainment. Examples of access arrangements include readers, scribes, Braille question papers, extra time, Bilingual translation dictionaries for some examinations or modified papers (e.g. coloured/enlarged paper). In this way Awarding Bodies will comply with the duty of the Equality. 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.

The Policy

The purpose of this policy is to confirm that Langdon Park School fulfils its obligations in respect of identifying the need for, requesting and implementing access arrangements. 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' and also in accordance with the individual regulations and procedures of other regulators/awarding bodies, including BTEC and Gateway.

"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 principle way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustment'."

Who can get Exams Access Arrangements (EAA)?

Adjustments for students with disabilities and learning difficulties require a range of access arrangements. The identification of students who may need access arrangements are as listed below:

- Cognition and Learning Needs (e.g. General and/or specific learning difficulties)
- Communication and Interaction Needs (e.g. Autistic Spectrum Disorder, Speech. Language and Communication Needs)

- Sensory and Physical Needs (e.g. Hearing Impairment, Multi-Sensory Impairment, Physical Disability, Vision Impairment)
- Social, Mental and Emotional Needs (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Mental Health Conditions)

Who can assess and how are decisions made?

The Head of Centre is responsible for appointing an Access Arrangement Assessor with the required level of competence. This must be an Education professional who holds Qualified Teacher Status (QTS) and has completed a Level 7 qualification in individual assessment, an HCPC registered Psychologist or a Specialist Teacher with a current SpLD Assessment Practicing Certificate. Schools are not obliged to accept private reports and will only work with practitioners where there is an established relationship; the practicing certificates of these professionals will be kept on file in preparation for JCQ inspection. Access arrangement assessments cannot be completed without JCQ's Form 8, section A and B first being completed by the school. This will only be done if in the school's opinion there is a sufficient history of need; this must be supported with the following data and evidence. Final decisions regarding access arrangements are made by the school; a diagnosis of a SpLD does not automatically mean an access arrangement will be awarded.

What EAA can be applied for?

Reader/Computer

Staff are asked to complete a form stating if the student has had help with reading in class and in tests and examinations. Students are also trained to use C-Pens which are JCQ approved. They use these in their mock exams. Where a student is not confident using the C-Pen, a human reader is provided.

Scribe / Word Processor

Staff are asked to collect evidence of copies of work that have been completed using a scribe/word processor and work without this arrangement from class/tests and exams.

Extra Time

Staff are asked to collect evidence of copies of work where extra time has been used both in class and in tests/exams (extra time needs to be easily identified by change of colour of pen or written ET in margin) and copies of work where extra time hasn't been used and the task is incomplete. Staff are asked to complete a form stating the student requires extra time to process information in class and therefore takes longer to start a task.

Exceptional and rare circumstances

In some exceptional and rare circumstances students may be entitled to:

- An allowance up to 50%.
- 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.
- Bilingual translation dictionaries for some examinations.
- Modified papers (e.g. coloured/enlarged paper).
- Oral Language Modifier (OLM)
- Alternative arrangements / Separate invigilation – Students with no approved access arrangements but may be able to sit separately at discretion of centre due to history of not coping in exam hall as a normal way of working (this will be decided by a Senior member of SLT and the SENCo).

Rest Breaks

Supervised rest breaks must always be considered before making an application for extra time. To qualify for rest breaks medical evidence must be on file before the deadline 21st February 2020. Rest breaks are the appropriate provision for a range of difficulties including:

- Cognition and learning needs
- Communication and interaction needs
- Medical condition
- Sensory and physical needs
- Social, mental and emotional needs

Use of a Laptop

Laptop use is permitted when:

1. A specialist has recommended its use for a specific student and meets JCQ requirements, or it is part of the student's EHCP.
2. Students who have use of a lap top as their usual working method, should use this arrangement in curriculum-based exams and assessments.
3. Student's writing speed is significantly below average for their age and 25% extra time would not compensate for this deficit.
4. Student's writing is illegible and has been a persistent problem.

5. If it has been agreed that personal lap tops can be used in school, the responsibility of insuring personal laptops lies with parents/guardians.
6. The award of a laptop does not mean it should be used every day in every class. The skill of handwriting should still be developed alongside the use of the laptop.
7. Students will not be permitted to use their personal laptops during official examinations. When official examinations are taking place the ICT Support Team are responsible for providing, maintaining, setting up, printing and storing the laptops.
8. When an official examination is taking place students will only have access to Microsoft Notepad.
9. There will be no access to spell checker or the Internet.

How do staff and parents know whether a student has Exam Access Arrangements?

All subject teachers and support staff are given access to the Access Arrangements List. This can be found on T Drive/Learning Support/Access Arrangements and all staff, new and old, are reminded of this regularly. The list is updated whenever students become entitled.

Staff are informed of any changes to Exam Access Arrangements (EAA) via internal school communication systems. It is updated regularly and whenever changes have been made to the students' entitlements. The information about results of assessments for EAA are kept confidential in line with school policy and are shared on a need to know basis.

How are parents informed?

Parents are informed by the SENCO of the results of testing for EAA.

To allow all students with an additional learning need equality of access to internal subject tests and examinations the following applies:

- Subject Leaders are responsible for ensuring that all students in their Subject areas have full equality of access to all internal tests and mock exams.
- If extra time is required because of EAA, it is the responsibility of the subject teachers to ensure this is planned well in advance to ensure that provision can be made. They can liaise with the SENCo, Exams Officer and Subject Leaders to make these arrangements.

It is the responsibility of individual subject teachers to inform the SENCo and the Exams Officer of any assessments well in advance so arrangements can be made for those students requiring additional support. This will then be coordinated between the SEND Team and the Exams Officer.

Timelines towards being awarded an EAA

Year 7 - 11

- Year 6 – The primary school and parents provide the SENCO with any history of need/provision.
- KS3 - Teachers monitor students closely and gather evidence of need for EAA and refer to the SENCO via their Curriculum Leader or Head of Year. EAA trialled in tests/exams with the consent of the SENCo.
- Summer term all Year 9s are screened for possible concerns; further tests are completed if deemed necessary by the SENCo. If appropriate, the SENCo makes an application to the Joint Council for Qualifications (JCQ) and the Examinations Officer is informed, should it be approved by the JCQ.
- KS4 – EAA in place and being used regularly. Applications for EAA should have been made at the beginning of the GCSE course curriculum.
- October of Year 11 is the final deadline for submission of evidence and requests for EAA. November mock examinations are the last chance to trial EAA as they must be part of normal working practice over a substantial period of time. Students must use them then or lose them.
- Deadline for ordering modified papers is 31 January 2019
- Deadline for submitting access arrangements requests to JCQ is by 21 February 2020
- Summer Year 11 – exams completed with correct EAA in place as “normal way of working”.

Years 12 - 13

- For students new to Langdon Park School the SENCO will write to previous school for evidence of EAA at KS4.
- Teachers monitor students closely in the autumn term of Year 12, gather evidence from initial assessments and feedback concerns and evidence to the SENCO.
- Considering evidence received from teachers and previous schools, the school’s specialist assessor may carry out testing during the autumn and spring term of Year 12 and apply for EAA.
- Trial EAA are put in place for the first mock examinations of Year 12. Teachers give feedback from the mocks to the SENCO (Did students use them? Were they effective?). The mock examinations in Year 12 also provide a final chance to identify any other students who have not been identified or who have not declared a difficulty with examinations.
- If teachers have a body of evidence gathered throughout Year 12, they should submit this to the SENCO by 31 January of Year 12. We accept that students can slip through the net, be undiagnosed or struggle with the transition to A level. However, Year 12 mock exams provide a final opportunity to identify any difficulties a student may have.

Year 13

Year 13 is too late to make first requests for EAA as no history of need or provision is in place. The deadline for sixth form EAA requests is 31 January of Year 12, as long as a body of evidence has been

collected by teachers. Exceptions to this are medical and mental health conditions whereby supported evidence from a specialist medical professional (not GP) will be taken into consideration but it is ultimately the SENCO's decision on whether or not to grant Access Arrangements.

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. If the school has no awareness of the student's issues prior to receiving the medical letter, the student does not have a disability that has a substantial adverse effect on their normal day to day Langdon Park School Access Arrangements policy November 2019. EAAs cannot be awarded purely based on a medical letter and to do so would be considered malpractice.

Support for students

For students who have been awarded an access arrangement, there will be workshops run by the SENCO/HLTA for exams in order to explain arrangements, trouble shoot any issues and ensure students know how to make the most of the arrangements that have been awarded.

Staff Roles

Classroom Teacher

- The classroom teacher is responsible for ensuring access arrangements are followed in class where appropriate and students are appropriately differentiated for
- The classroom teacher is responsible for checking SIMS register for access arrangements
- The classroom teacher is responsible for providing evidence to the SENCo of any concerns
- The classroom teacher must complete Evidence for Access Arrangements form when requested
- The classroom teacher is responsible for informing the SENCo of any end of term assessments two weeks beforehand, so that the relevant support can be put in place.

Special Educational Needs Coordinator (SENCo)

- The SENCO is responsible for ensuring records are kept of support given at Key Stage 3 as part of evidence of need
- The SENCO is responsible for ensuring that teaching staff are informed of any Exam Access Arrangements that individual candidates will need during the course and in any assessments/exams.

- The SENCO will ensure that an appointed qualified assessor completes assessments in Year 9 or at the latest, at the start of year 10
- The SENCO is responsible for ensuring parents are informed of results of any tests and any awarding of Access Arrangements
- The SENCO is responsible for ensuring students are informed of any access arrangements they may have and, along with class teachers, help them understand how to use them.
- The SENCO is responsible for the final decision making on Access Arrangements

Exams Officer

- The Exams Officer is responsible for submitting completed access arrangement applications to the awarding bodies
- The Exams Officer is responsible for arranging rooms for access arrangement candidates
- The Exams Officer is responsible for invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations
- The Exams Officer is responsible for ordering modified papers from the exam boards
- The Exam Officer is responsible for ensuring that all invigilators are trained in delivering access arrangements
- The Exams officer is responsible for ensuring that the Access Arrangements are conducted in accordance to JCQ regulation and records are kept up to date and in a secure locked cupboard

Senior Leader

There is a member of SLT who is responsible for overseeing the Examination process. Any appeal from parents on decisions made by the SENCo should be directed to the Member of Senior Leadership Team in the first instance.

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it does not 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. Similarly, just because a student has a diagnosis of additional need this does not automatically mean that they are entitled to access arrangements. This would be determined by the SENCo, EAL Coordinator and JCQ.

Private assessments / Educational Psychologist's reports

We do not accept private reports as evidence for EAA as not all students can afford private reports so it is discriminatory to accept in accordance to the Equality Act 2010. The tests conducted in school are adequate for assessing for access arrangements. We only accept private reports as part of the wider school evidence. A student's "normal way of working" is paramount and evidence must be gathered within the school over at least the last 12 months. EAAs cannot be awarded purely based on a private assessment/Ed Psych report; the school will always carry out their own assessments and base their decision on them.

"A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access Arrangements online." (JCQ regulations 2017-18)

Malpractice

Schools are regularly inspected to make sure they are following the JCQ regulations – usually every summer during the examination season. The consequences of malpractice can be severe. These may include disqualification for the student from one or more examinations, disqualification for a whole cohort of students, or even the centre being closed down for up to 5 years.

Examples of malpractice include:

- Students being granted EAA which are not their normal way of working
- EAA being suddenly granted before examinations
- A student has no history of need or provision
- EAA being granted without sufficient evidence
- Students not using their EAA in a mock examination and still being allowed it in the public examinations

Conclusion

Access arrangements reflect the support that is usually given to the student in the classroom and in both internal and external exams. This is commonly referred to as a normal way of working. It must be something the student is well practised in and evidence should reflect this.

Access Arrangements will be granted at the school's discretion following consultation with appropriate professionals and the JCQ. Pupils, parents and staff will be informed if and when an application has been granted and pupils will be asked to sign a declaration sheet.

JCQ adjust their regulations every year, therefore, the school policy will be adapted yearly to take account of these changes. Applications do expire and will therefore be regularly monitored and updates made accordingly.

The school has a designated SEND Governor (Mr Paul Bargery) who ensures school processes are in place.

For more information contact:

Bilkiss Khatun (Exams Officer)

Matthew Farrow (SLT Line Managing exams)

Memory Kampiyawo (SENCo)



Teacher evidence form to support Access Arrangements 2019/20

Name of Student:

Subject:

Teacher:

TIME	Yes	No
Always finishes tasks after others	<input type="checkbox"/>	<input type="checkbox"/>
Needs extra time for assignments	<input type="checkbox"/>	<input type="checkbox"/>
Needs time to formulate an answer to a verbal question (slow responding)	<input type="checkbox"/>	<input type="checkbox"/>
Needs careful explanations in straightforward language of tasks/assignment titles	<input type="checkbox"/>	<input type="checkbox"/>

READING	Yes	No
Needs support with reading in class	<input type="checkbox"/>	<input type="checkbox"/>
Avoids reading out loud	<input type="checkbox"/>	<input type="checkbox"/>
Has problem following written instructions	<input type="checkbox"/>	<input type="checkbox"/>
Finds it difficult to quickly get the idea of what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>
Finds it hard to remember what s/he has read	<input type="checkbox"/>	<input type="checkbox"/>

WRITTEN WORK	Yes	No
Handwriting difficult to read	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty copying from the board	<input type="checkbox"/>	<input type="checkbox"/>
Finds taking notes hard	<input type="checkbox"/>	<input type="checkbox"/>
Works on laptop/computer rather than writing	<input type="checkbox"/>	<input type="checkbox"/>
Needs support with planning written work	<input type="checkbox"/>	<input type="checkbox"/>

Can explain verbally without problems but struggles to write anything down	<input type="checkbox"/>	<input type="checkbox"/>
Needs support with spelling	<input type="checkbox"/>	<input type="checkbox"/>
Grammar and punctuation insecure	<input type="checkbox"/>	<input type="checkbox"/>

MEMORY & CONCENTRATION	Yes	No
Has difficulty following oral instructions	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty concentrating for long periods	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty remembering messages, appointments	<input type="checkbox"/>	<input type="checkbox"/>
Needs to have instructions repeated	<input type="checkbox"/>	<input type="checkbox"/>
Needs to have instructions written down	<input type="checkbox"/>	<input type="checkbox"/>

PRACTICAL TASKS	Yes	No
Good with practical tasks	<input type="checkbox"/>	<input type="checkbox"/>
Prefers practical tasks to written ones	<input type="checkbox"/>	<input type="checkbox"/>
Understanding better if able to consolidate learning through practical experience	<input type="checkbox"/>	<input type="checkbox"/>

ORGANISATION	Yes	No
Organisation skills are weak – loses things, forgets items s/he needs to bring	<input type="checkbox"/>	<input type="checkbox"/>
Finds it hard to meet deadlines	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty working efficiently	<input type="checkbox"/>	<input type="checkbox"/>

VISION	Yes	No
Needs large print version	<input type="checkbox"/>	<input type="checkbox"/>
Uses coloured overlay when reading (Colour?.....)	<input type="checkbox"/>	<input type="checkbox"/>
Benefits from handouts on coloured paper	<input type="checkbox"/>	<input type="checkbox"/>

EXAMS	Yes	No
Finds revising for exams hard	<input type="checkbox"/>	<input type="checkbox"/>
Unable to finish an exam in the time allowed	<input type="checkbox"/>	<input type="checkbox"/>
Panics when faced with tests	<input type="checkbox"/>	<input type="checkbox"/>
Needs frequent rest breaks	<input type="checkbox"/>	<input type="checkbox"/>
Needs timely reminders to stay focused on task	<input type="checkbox"/>	<input type="checkbox"/>

Adjustments/support given in lessons?

(please mention any differentiation, extra time, reading for student - even if it is just the odd word, scribing for student, TA support, laptop, etc)

Any other information:

I confirm this is the student's normal way of working:

Teacher Signature:

Date:

SUBJECT	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used

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Appendix 2

Extra Time - Monitoring sheet for School Exams Pupil Name:

DoB:

Access Arrangement Awarded: