



**Standish Community High School**

**Examination Access  
Arrangement Policy.  
2018**

*Leading Learning to be Outstanding*

## **Standish Community High School Exam Access Arrangements Policy 2018**

### **Rationale**

The Exam Access Arrangement (E.A.A.) Policy sets out to explain the actions taken by Standish Community High School to ensure inclusion for all students with Additional Learning Needs (ALN) including those with formally diagnosed Special Education Needs and Disabilities (SEND).

Access arrangements are a form of additional learning support that ensures that a student is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities.

Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding.

The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student aims to exceed his or her potential. All students have skills, talents and abilities and as a school we pride ourselves in developing these to the full, no child is left behind

‘Every student, every subject, every grade.’

### **Definitions**

#### **Additional Learning Need**

The term “Additional Learning Need” is a student who has ‘additional support needs’ if they need more – or different support – to what is normally provided in schools to students of the same age.

#### **Special Education Needs and Disabilities**

SEND (Special Educational Needs and Disabilities) means a student has a learning difficulty or disability that requires special educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils.

*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’. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and students with SEND.*

### **What are Exam access arrangements?**

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a national/ public exam. This particular need has been identified and is provided so that the student has appropriate access to the exam.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments.’

### Exam access arrangements available.

- **A Scribe:** a trained adult who writes for the student. The student would dictate their answers to the adult, who would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant supporting material for the student (with the exception of Section A of an English GCSE Exam). The student then writes the answer/s themselves.
- **Word Processor:** access to a computer for an exam (if appropriate- not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.
- **Extra time:** students may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the designated Specialist Teacher. In some exceptional 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.

### When might students need to be given Exam access arrangements?

<b>Scribe</b>	A student has a physical disability; where their writing:- <ul style="list-style-type: none"><li>• is illegible and may hamper their ability to be understood.</li><li>• speed is too slow to be able to complete the exam in the allotted time.</li></ul>
<b>Reader</b>	Where there is a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).
<b>Word Processor</b>	Where their writing would be:- <ul style="list-style-type: none"><li>• illegible and may hamper their ability to be understood</li><li>• speed is too slow to be able to complete the exam in the allotted time</li><li>• a physical disability</li></ul>
<b>Extra Time</b>	A student has a standardised score of 84 or below in a test delivered by Specialist Teacher (100 is the average).
<b>Rest breaks</b>	A student has a diagnosed physical disability which prevents them from concentrating for long periods of time. (Medical evidence would need to be provided for this)

## **How students are identified for Exam access arrangements?**

In order for students to be eligible for Exam access arrangements in Key Stage 4 it is essential that a 'pen portrait' of the student's ongoing needs to be produced for each pupil to be assessed.

For applications to be accepted by the Joint Council for qualifications, the school must have sufficient evidence that the Access Arrangement applied for, is the students 'normal way of working' over a period of time.

There are a number of pieces of evidence that can be used to apply for Access arrangements to the Joint Council for qualifications and these are outlined below:

- Comments and observations from teaching staff
- Intervention strategies in place for the child including: Wave 1, 2 and 3 intervention at the point of assessment for Exam access arrangements.
- Medical reports.
- Baseline testing in Year 7.
- Normal way of working in lessons and/or in mock examinations/internal school assessments.
- Data tracking and monitoring of progress.

## **How are Exam access arrangements applied for?**

Those students who are referred for Exam access arrangements are involved in a 4 phase assessment process which complies with the 26 month rule; so students that are permitted Exam access arrangements are in place for the full GCSE period of both Year 10 and 11.

### **Phase 1**

Students are identified for assessment and tracking due to receiving ongoing intervention and support. (School base line assessments are used to identify possible difficulties.)

### **Phase 2**

A member of the TESS team (Targeted Education Support Service) uses specialized tests to identify specific E.A.A. and to measure ability against national norms.

### **Phase 3**

If an area of difficulty is identified, further assessments take place by a qualified assessor. These assessors are independent of Standish Community High School. The assessor will authorise an application for E.A.A. providing the school carries a 'history of need' for that student.

### **Phase 4**

An application is submitted to the Joint Council for Qualifications based on all the evidence collected.

Assessments are completed using a variety of nationally recognised tests such as:

- Access Reading Comprehension tests.
- Detailed Assessment of Speed of Handwriting (DASH).
- British Picture Vocabulary Scales (2&3).
- Comprehensive Test of Phonological Processing 2 (CTOPP).
- Phonological Assessment Battery.
- Any other relevant assessments.

The tests that the Specialist Teacher uses are replaced/upgraded periodically in line with current practice. The test the Specialist Teacher uses depends very much upon the type of barrier to learning that the student may have. Should the student need further testing to assess for other learning issues or further Access arrangements, the Specialist Teacher will arrange this.

## **What are the procedures for processing an application?**

In most cases the feedback is instant and at this point the access arrangement is granted to the student and the parents are informed by letter.

The application will require evidence of a history of need and the centre needs to hold this evidence on file as it can be inspected at short notice. This can include:

- Recommendation by teachers
- Educational psychologist reports
- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- Information from SALT (Speech and Language Team)
- Statement of Educational Need or Education, health & Care Plans (EHCP)

The centre also needs to hold permission from the exams boards for the arrangement/s.

- A signed copy of the Form 8 report, completed by the SENCO and by the designated tester
- A data protection form signed by the student
- For extra time – history of evidence of need in the form of copies of work where a student has regularly used more than the allotted time.

## **How do staff and parents know whether a student has exam access arrangements?**

All subject teachers and support staff are given access to the exam access arrangements. This can be found on the SEND register and in the SEND folder on the 'staff/share' drive.

Staff will be informed of any amendments to the access arrangements list via e-mail.

Parents/carers will be informed via a letter home stating the specific Access Arrangement the student is entitled to.

## **What support is given to students with exam access arrangements?**

Students with exam access arrangements have an individual meeting with a member of the Student Services Department to explain the recommendations and how they will be implemented.

Students are encouraged to use their access arrangements during internal assessments and examinations so that they gain practice at using them effectively.