



Aldridge School – Examination Access Arrangement Policy

Rationale

This policy explains how examination access arrangements (EAA) are applied across Aldridge School. Access arrangements are put in place to promote inclusion for students who have special educational needs and/ or disability and to ensure they have a “level playing field” when accessing examinations. This principle of inclusion and fairness for all is applied consistently across all aspects of school life.

Definitions

Special Educational Needs and Disabilities -

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)

Disability

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

Equality Act 2010

Exam Access Arrangements

EAA are modifications for examinations and assessments for students who have specific needs/ disabilities defined by 2010 Equality Act. These modifications are put in place to ensure students who may have a long term and substantial disability can access assessments and examinations under controlled conditions. The school is required to conduct their own assessments and/ or provide supplementary evidence for students who require EAA and present it for the approval to the Joint Council for Qualifications (JCQ). EAA **must** be put in place at the beginning of the course for students in order to meet the deadlines required by JCQ and for timetabling purposes.



How are exam access arrangements decided?

- Students will have a Special Educational Need and Disability as defined by the 2010 Equality Act
- Information will be considered from the student's previous school and Aldridge School's screening tests
- The access arrangements in place must be the candidate's normal way of working
- Supplementary **school** evidence will need to be gathered. This may include significantly below average standardised scores in psychometric tests, evidence from class teachers, Education Health and Care Plan information, evidence from **school based** external agencies.
- Privately commissioned reports and medical notes are **not** accepted as a reason for the school to put in place EAA. Private reports are often very expensive for the parent/ carer and can serve as an unfair advantage over some students. In order to ensure that a fair and consistent approach is applied as well as to maintain JCO's stringent guidelines; such reports may be considered for use as supplementary evidence if there is a clear history of need, substantive school evidence and examples that the recommendations in place are the student's normal of way of working.

What types of EAA can be put in place to support a student who meets the criteria?

- extra time,
- supervised rest breaks,
- scribe,
- prompter,
- smaller working environment
- word processor
- reader
- reading pen
- modified papers

This is by no means an exhaustive list, however the list indicates the main arrangements currently in place to meet the needs of our current students.

My child has access arrangements for internal exams will this always be the case?

- All students who have exam access arrangements for internal exams at KS3 will be reviewed and assessed at the beginning of KS4 (the start of their GCSE course) and again at the beginning of KS5.
- Students who meet the criteria above will continue to receive EAA



- Students who do not use an EAA consistently in internal exams will have the EAA withdrawn
- Parents and carers will be notified at the beginning of their child's GCSE or GCE level course of the EAA they are entitled to. Parents and carers will also be notified if a EAA is withdrawn.

My child has a medical condition. Will they receive any support for their exams?

If your child has an ongoing medical condition, exam invigilators will be made aware. Your child will be issued with a card, which will be kept on the front of their exam desk, so that invigilators can respond to their needs appropriately.

Where can I receive more information about EAA?

Further information about EAA can be found on the JCQ website (see link below);

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

This site includes the JCQ Exam Access Arrangements guideline which includes the published deadlines as well as a full list of EAA and the criteria for each one.

The school also outlines the criteria for the use of a word processor and the use of reading pens in exams. Please see appendix 1 and 2 for further details

Any further questions or clarification regarding this policy can be discussed with the SENCO, Miss Carol Chin in the first instance.



Appendix 1

Word Processor Criteria

This statement explains the policy for the use of word processors applied across Aldridge School. Access arrangements, such as the use of a word processor are put in place to promote inclusion for students who have special educational needs and/ or disability and to ensure they have a “level playing field” when accessing examinations.

A word processor will be considered for a pupil in their examination for the following reasons;

- a candidate has a learning difficulty which has a substantial and long term adverse effect on their writing ability to write legibly
- a candidate has a medical condition
- a candidate has a physical disability
- a candidate has a sensory impairment
- a candidate has planning and organisational problems when writing by hand
- a candidate has poor handwriting

The use of a word processor will be allowed if;

- this arrangement is supported by the teacher and the SENCO
- it is a candidate’s normal means of producing work
- a candidate has used a word processor for internal exams
- the curriculum is delivered electronically and the centre provides word processors to all candidates.

Word processors will not be allowed because of the following reasons;

- a candidate prefers to use a word processor
- a parental request for reasons such as a child uses a word processor at home
- a child can type faster on a keyboard than they can write

Word processors used in exams, will have the spelling and grammar check facility/ predictive text disabled.

A candidate will be allowed to use a word processor for extended answers and to hand write shorter answers.



Reading Pen Criteria

This statement explains the policy for the use of reading pens applied across Aldridge School. Access arrangements, such as the use of a reading pen are put in place to promote inclusion for students who have special educational needs and/ or disability and to ensure they have a “level playing field” when accessing examinations.

Reading pens will be considered for use in an exam if a candidate;

- has support for reading in class (reading single words)
- finds it difficult to read single words (identified from a single word reading test **or** identified by teacher assessment)
- has a low reading accuracy, reading comprehension and/ or reading speed score (cluster scores of 90 or below)

The use of a reading pen will be allowed if;

- it is supported by the teacher and the SENCO
- a candidate has used a reading pen for internal exams

Reading pens for candidates are provided by the school and are not permitted if they have an in built dictionary, thesaurus or a data storage facility.