



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Exams Access Arrangements Policy	
Lead	Mrs K Ellis / Mrs J Clark, Senco	
Governor Committee	Chair of Governors	
Policy Status	Originally Drafted	April 2015
	Governor Approved	Yes
	Date Governor Approved	June 2015
Review Frequency	3 Years	
Next Review	June 2018	

Henley-in-Arden School Examinations Access Arrangements and Special Circumstances Policy

Henley-in-Arden School is committed to providing equal opportunities for all pupils. Where a pupil has a defined need which prevents them from accessing examinations without special arrangements, provision will be made or applied for as appropriate. The school takes into account any information received from previous schools and also conducts its own tests to ascertain which pupils need access arrangements for examinations.

Access arrangements are approved before the examinations take place to enable candidates with SEND or temporary injuries to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled (see appendix for definition).

Provision includes:

- rest breaks
- a prompter
- an extra time allowance
- a reader
- a word processor or a scribe
- specially prepared papers (for visually impaired candidates)

Applications for access arrangements **must be supported by compelling evidence of need together with a proven history of such arrangements being a candidate's normal way of working.**

The awarding bodies will not consider applications in respect of long-term conditions that are submitted only weeks before the exams begin.

It is essential therefore, that we are informed of existing circumstances that might justify access arrangements as soon as possible, preferably on joining Henley-in-Arden School. Arrangements can then be made to accommodate the particular needs of pupils in internal exams and the mock GCSE exams which will allow us to test the effectiveness of such arrangements, and will provide grounds for their implementation at GCSE.

Extra time for learning difficulties

A student must have

- a Statement of Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability; or
- an assessment carried out no earlier than Year 9 by a specialist assessor (approved by the school) confirming a learning difficulty

Extra time for medical reasons

A student may be eligible for extra time for a medical condition, physical disability, psychological condition or sensory impairment which has a **substantial** adverse effect on speed of processing.

Reader

A reader will only be allowed if a candidate has ... language and vocabulary difficulties which have a substantial effect on his/her ability to access written text". In addition to evidence of need and history of provision, current test results are required.

Prompter

A prompter may be permitted where a candidate has a substantial and long term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

For example, the candidate:

- has little or no sense of time; or
- persistently loses concentration; or
- is affected by an obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions.

In such instances a candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next

Scribe

"Centres must have clear evidence that a scribe is needed". In addition to evidence of need and history of provision, current test results are required.

Use of a Word Processor

Where candidates have specific problems with handwriting owing to dyslexia, dysgraphia or a similar condition as identified and confirmed by an Educational Psychologist, specialist teacher or medical practitioner, they may apply to use a Word Processor in examinations **providing it is the candidate's normal way of working and it reflects their specific needs**

Emergency arrangements

In the event that a pupil is ill or has an injury at the time of their examinations, it may be possible to apply for emergency access arrangements.

Special consideration

What is special consideration?

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination. There are minimum requirements for enhanced grading in cases of acceptable absence

Which candidates will be eligible for special consideration?

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination or in the production of controlled assessment/coursework is materially affected by adverse circumstances beyond their control. These include:

- Temporary illness or accident/injury at the time of the assessment
- Bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible)
- Domestic crisis arising at the time of the assessment
- Serious disturbance during an examination, particularly where recorded material is being used
- Other accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time
- Participation in sporting events or other competitions at an international level at the time of certification, e.g. representing their country at an international level in football or hockey
- Failure by the centre to implement previously approved access arrangements

Please contact the SENCo if you wish to seek clarification of the awarding bodies' requirements or to discuss individual circumstances

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References

JCQ^{CIC} Access Arrangements and Reasonable Adjustments

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

JCQ^{CIC} Instructions for Conducting Examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/instructions-for-conducting-examinations-2014-2015>

Appendix

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability 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.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

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.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. **(Study and education related activities are included in the meaning of 'day to day' activities.)**

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

*JCQ Access Arrangements and Reasonable Adjustments
With effect from 1 September 2014 to 31 August 2015*