



BISHOP VESEY'S GRAMMAR SCHOOL

EXAM ACCESS ARRANGEMENTS POLICY

Rationale

The Exam Access Arrangement Policy explains the actions taken to ensure inclusion throughout the school for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs Disabilities (SEND). The term Additional Learning Need is used as an umbrella term within the school to incorporate ALL students known to or attending our Student Progress provision including those pupils identified as having SEND. The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their full potential.

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, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:-

A scribe: a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.

A reader: a trained adult who would read the question and any relevant text for the student. The student would then write the answer/s themselves.

ICT: 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.

Rest breaks: where students are permitted to stop for a 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.

When might students need to be given Exam Access Arrangements?

Scribe	Where there is a physical disability; where their writing:- Is illegible and may hamper their ability to be understood. Speed is too slow to be able to complete the exam in the allotted time.
Reader	Where there is a standardised score of below 85 in a test delivered by a school approved Specialist (100 is the average).

ICT	Where there is a physical disability; their writing would be:- Illegible and may hamper their ability to be understood Speed is too slow to be able to complete the exam in the allotted time.
Extra Time	Where a student's ability to process information is slower than average.
Rest Breaks	Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.
Prompter	For a student who loses concentration/focus, and is not aware of time.
Separate Room	For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.

What evidence is needed to apply for EAA?

There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ):

Form 8 report from school approved Specialist.

Previous EAA from other schools.

Subject teachers – examples of work as appropriate.

Results of baseline tests e.g. reading/comprehension age, writing tests.

Private Educational Psychologists Reports

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENCO as evidence that their child should be awarded extra time, or EAA. Private educational psychologist's reports cost a significant amount of money. This therefore means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage. As an exam centre we must be consistent in our decisions and ensure that no student is either given an unfair advantage or be disadvantaged by any arrangements put in place. Often private educational psychologists, recommend that children should receive EAA which can be in conflict with what the centre approved assessor recommends. We will also look for evidence of a history of need.

JCQ states that *"if a candidate can complete a paper in the normal length of time, and never uses the extra time which has been made available, then it is not an effective time management. It would not be appropriate to process an application for extra time"*.

As such this centre Bishop Vesey's Grammar School will not accept the recommendations of a Private Educational Psychologist report, but will instead follow the recommendations of the school approved assessor.

Separate rooms for Anxiety

JCQ state: *Requests for a separate room from a doctor's note will not be accepted. A candidate with exam anxiety will have to demonstrate substantial problems that had received external support, such as CAHMS, in order to qualify for any Access Arrangements.*

In all EAA requests this centre, Bishop Vesey's Grammar School will abide by the ruling of JCQ (Joint Council for Qualifications).