



# BISHOP VESEY'S GRAMMAR SCHOOL

## EXAM ACCESS ARRANGEMENTS POLICY

### What are exam access arrangements?

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the examination and show what they know and can do without changing the demands of the examination. 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 principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

Assessments are carried out by an assessor appointed by the head of centre. Birmingham Education Department Pupil Support Services are currently employed by the centre for formal assessment as required by JCQ. The qualification achieved by these assessors is a Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A).

Arrangements that can be applied are:

**A scribe or Voice Activated Software** : a trained adult who writes for the student. The student would dictate their answers. The scribe or software 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/VA Software	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. These are expensive and are **not** accepted by the JCQ. The school has an approved assessor as per JCQ guidelines who will carry out all assessments as directed by the school.

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"*.

### 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).