

# Access Arrangements for Examinations



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023

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Next Review Due: July 2024

## List of key terminology

Abbreviation		Explanation
ABB	Academic Achievement Battery	A group of tests that measures basic reading, spelling, and comprehension quickly and thoroughly to get an accurate overview of an individual's academic skills.
ALNCo	Additional Learning Needs Coordinator	A designated person within a school setting who has responsibility for co-ordinating support for pupils with additional learning needs.
CTOPP-2	Comprehensive Test of Phonological Processing Second Edition	This test assesses reading-related phonological processing skills.
DASH	Detailed Assessment of Speed of Handwriting	This test is used to analyse the speed and legibility of a person's handwriting. The DASH assessment identifies words per minute in relation to national averages, under both test and non-test conditions.
EAL	English as an Additional Language	This is a term used to describe the teaching of English where it is not a person's first language.
IDP	Individual Development Plan	A plan that is reviewed at least yearly that outlines the additional learning provision that has been put in place to meet a pupil's needs.
ILP	Individual Learning Plan	A plan that outlines shorter-term provision that is delivered through intervention to help pupils to 'catch-up' with their peers.
JCQ	Joint Council for Qualifications	A membership organisation comprising the eight largest providers of qualifications in the UK. The JCQ provides a single voice for its members on issues of examination administration and, when appropriate, qualification and wider education policy.
MoSTS	Monmouthshire Specialist Teaching Service	A team of highly qualified specialist teachers and HLTAs (higher level teaching assistants). The aim of the MoSTS is to promote inclusion, with a particular focus on children experiencing literacy difficulties/Specific Learning Difficulties. MoSTS was previously known as the SpLD Service.
NEA	Non-Examination Assessment	AN internal assessment measuring subject-specific knowledge and skills that cannot be tested by timed written papers.
SAS	Standard Age Score	A recognised benchmark to measure against a national sample of pupils of the same age.
WRAT 5	Wide Range Achievement Test Version 5	WRAT tests are standardised assessments that assess and monitor reading, spelling, and math skills.

## 1. Rationale

King Henry VIII 3-19 School aims to follow and meet the Joint Council for Qualifications (JCQ) Criteria for Access Arrangements and Reasonable Adjustments.

Access Arrangements are agreed before an assessment, allowing pupils with additional learning needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment

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.

## 2. Aims

- The security and integrity of examinations and controlled tasks will be maintained
- Pupils with identified additional learning needs and / or disabilities will be enabled to have access to appropriate courses, examination specifications and assessment processes within the JCQ Framework
- Reasonable adjustments will be made to allow pupils with additional learning needs and /or disabilities to complete examinations, controlled tasks and overcome a disadvantage by following the JCQ Framework
- Reasonable adjustments will take into account the needs of the pupil, the effectiveness of the adjustment, the cost of the adjustment and the likely impact of the adjustment upon the pupil and other candidates
- The Equality Act 2010 definition of disability will be used to determine those pupils who will meet the JCQ criteria for Access Arrangements and Reasonable Adjustments
- A thorough, evidence based, process will allow identification of individual need
- The outcomes of screening processes, tracking, and monitoring and information on individual pupil additional learning needs / disabilities will be taken into account when compiling evidence and processing applications to the JCQ

## 3. Roles and Responsibilities

The approach to providing access arrangements or reasonable adjustments for pupils with additional learning needs and/or disabilities will be whole school. All staff in the school will ensure that it is embedded within the normal school curriculum and provision. The overall responsibility for meeting the JCQ Framework, collating evidence and processing applications for access arrangements and reasonable adjustments remains with the Access Arrangements Coordinator and the Senior Additional Needs Coordinator (ALNCo).

### Teachers

- Record and report any concerns on pupil progress to the Access Arrangements Coordinator, or ALNCo
- Ensure information and evidence of normal ways of working for identified pupils is recorded and shared with Subject Leaders, Access Arrangements Co-ordinator and the School ALNCo as requested
- Evidence a pupil's normal way of working through data collection sheets or pieces of work illustrating any reasonable adjustments that are made
- Ensure the normal way of working is applied to controlled tasks, mock examinations, and examination style questions, in line with the expectations of each arrangement

## **Heads of Department**

- Review the attainment of pupils and alert the the AHT with responsibility for the phase, Access Arrangements Co-ordinator and/or ALNCo of any concerns regarding a pupil's progress
- Liaise with members of the Inclusion Team where additional guidance and/or support, is deemed to be necessary
- Co-ordinate provision for access arrangements and reasonable adjustments for pupils with additional learning needs and/or disabilities in their department
- Contribute to the training of staff in their department on developing practice in relation to additional learning needs

## **Assistant Headteachers with responsibility for a Phase**

- Monitor the progress of all pupils in their phase of learning, passing on any concerns that are identified to the ALNCo
- Liaise with teaching staff in relation to pupil provision and progress

## **Teaching Assistants**

- Record and report any concerns around pupil progress or normal ways of working to the Access Arrangements Co-ordinator or ALNCo
- Liaise and advise teaching staff in relation to access arrangements and reasonable adjustments for individual pupils
- Attend briefings that relate to access arrangements for pupils that they support
- Support the Examination Officer in guiding pupils with ALN to designated exam rooms during the examination period

## **The Examination Officer**

- Pass on information regarding access arrangements and reasonable adjustments to the HLTA responsible for access arrangements and the ALNCo
- Maintain an up-to-date register of pupils with approved access arrangements applications and the end date of the applications
- Produce the timetable of access arrangements and reasonable adjustments for examination series for the Access Arrangements Coordinator and ALNCo to confirm
- Implement appropriate invigilation support, based on the JCQ Framework
- Provide organisational and administrative support ensuring the effective delivery of examinations for candidates with access arrangements and reasonable adjustments
- Ensure pupils know of, and understand, their access arrangements through timetabled awareness raising talks and by sending all relevant information to their given home or email address

## **Access Arrangements Co-ordinator**

- Conduct appropriate tests that meet JCQ requirements for access arrangements and reasonable adjustments
- Collate evidence for pupils and complete Form 8 paperwork (a legal document that is required by the JCQ to request specific access arrangements)

- Gather relevant evidence and liaise with teachers, parents/carers to agree appropriate access arrangements for pupils with ALN
- Apply for access arrangements through the online system, with the Examination Officer, within the timescales identified
- Communicate the approved access arrangements and reasonable adjustments to the Examinations Officer and staff
- Contribute to the in-service training of staff regarding access arrangements and reasonable adjustments

### Support Agencies

Various support agencies, including speech therapists, the Monmouthshire Specialist Teaching Service (MoSTS), physiotherapists, occupational therapists, educational psychologists, sensory impairment specialists, literacy and numeracy basic skills staff and medical staff provide support and oversight to individual pupils. They will provide further evidence to support the application for access arrangements and reasonable adjustments.

## 4. Identification and Provision

Access Arrangements allow pupils with additional learning needs, disabilities or temporary injuries to access the assessment. They allow pupils to show what they know without changing the demands of the assessment, meeting the needs of individuals without affecting the integrity of the assessment. Awarding bodies therefore comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into the 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

Through the identification process, we will consider:

- the 'limitations going beyond the normal differences in ability which may exist among people' (statutory guidance on disability);
- substantial needs (meaning more than minor or trivial);
- long term needs (the need has existed for more than 12 months)

Factors which are considered to have a substantial adverse effect may include:

- persistent and significant difficulties in reading and understanding written material where this is the person's home language, due to a learning need, sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty in understanding or following simple verbal instructions;
- physical impairment

Process of identification, collation of evidence and approval:

In order to process a successful application, evidence is required to demonstrate:

- evidence of a disability (Equality Act definition);
- history of Need;
- history of Provision;
- evidence from teachers and support staff identifying the normal way of working completion of the 'normal way of working form' or evidence of work completed;
- assessment completed by a specialist teacher not before Year 9

The process of collating evidence begins when pupils start Year 7. Screening (reading, spelling and handwriting), tracking and monitoring and whole school assessment, reporting and recording systems are used. This is further supported by IDP and ILP reviews.

Specialist assessments cannot be completed earlier than Year 9 to use this assessment as evidence for access arrangements. All applications for Access Arrangements are to be made through the Specialist Teacher within the school setting. Independent reports will not be used to make applications, but will be considered by the ALNCo and steps taken to follow the JCQ guidance (evidence gathering – history of need, history of provision and normal way of working) and proceed to assessment where appropriate.

#### **The process of assessment:**

- Normal way of working requests during Year 9 and on-going
- Screening Year 9 - Reading, Spelling, Writing Speed (May at latest)
- Further collation of evidence from teaching / support staff (Sept - Oct)
- Discussion with parents and students (July - Oct)
- Completion of application form – history of need and provision, normal way of working, assessment results, diagnostic report (July - Oct)
- Applications made through the JCQ (Deadlines based on entries)
- Approved applications shared with staff (based on application date)

The approved application lasts two years. Therefore, re-assessment is completed for pupils returning to Year 12, who have been in receipt of access arrangements during the first Half Term. Evidence of normal way of working, history of need and provision is carried forward from the previous approved application.

## **5. Monitoring and Evaluation**

To ensure the approved access arrangement remains the normal way of working in examinations, forms are completed at the end of each examination. At the end of an examination series, information is compiled and where arrangements have not been used, they are withdrawn. Where arrangements have been used in specific skillsets, the arrangement is specified for certain subject areas.

The overall systems and process in place for access arrangements and reasonable adjustments are evaluated annually, in-line with re-issued JCQ information.

The JCQ Centre Inspection Service will inspect each centre and expect to see appropriate documentation to substantiate the use of an access arrangement processed online. An awarding body may have to withdraw approval for a centre if a centre has clearly failed to comply with its obligations in respect of identifying the need for, requesting, and implementing access arrangements.

## **6. Review of the Guidance**

This Guidance Document is due to be reviewed annually, based on the annual JCQ Publication of Access Arrangements and Reasonable Adjustments.

## 7. Available Access Arrangements

In order to process an access arrangement, evidence must be in place to show:

- the candidate has a disability (Equality Act 2010 definition) or a special education need;
- there is a history of need (long term is more than 12 months), which has a substantial impact on their learning / access;
- there is history of provision, indicating the ways of working to overcome the difficulty;
- this way of working is the candidate's normal way of working across their learning;
- assessment evidence to verify this arrangement should be in place

Arrangement	Explanation	Exceptions	Possible Teacher Evidence	Assessment Evidence Requirement
25% Extra Time	Pupils have 25% additional time in all exams and NEAs.	None	Work completed within the normal time and work completed with extra time (difference in quantity and quality). Completion of a normal way of working form.	An assessment score showing processing speed is below 85ss in two different areas of processing Reading fluency below 85ss.  Academic Achievement Battery (ABB).  Handwriting speed below 85ss (DASH).  Phonological processing below 85ss (CTOPP-2).
Word Processor	Access to a laptop with spell check, predicted text and the internet disabled. Answers are typed into a blank word document. A header and footer is required, use of size 12 font with double spacing.	NEA based on individual subject regulations.	Evidence of written work and typed work with the key differences identified (i.e. legibility, quantity, quality). Completion of a normal way of working form to show persistent and significant difficulties with writing, planning and organisation, which are significantly improved with the use of a word processor.	Assessment to show the difference between handwriting and typing (quality, quantity or legibility).  DASH Freewriting and Typing.
Reader (also applies to a computer reader)	Pupils have access to an adult to read anything in the paper to them. They can request that the adult read back what they have written.	A reader is not allowed in the exams / NEAs which test a pupil's ability to read.	Completion of a normal way of working form to show that the candidate has significant and persistent difficulties in accessing written text.	An assessment showing reading is below 85ss  AAB single word reading, accuracy, fluency or comprehension below 85ss
Scribe (also applies to Voice Recognition Technology)	Pupils have someone to write on their behalf. Everything dictated is written, the pupil can request that the scribe read back what they have written. Pupils do not gain any marks assigned to quality of written communication.	A scribe is not advised in exams / NEAs testing a pupil's ability to write. The use of a scribe for each individual should be considered based on need and weighting of QWC marks.	Examples of work which is scribed and work which is handwritten with a comparison between outcomes. Completion of a normal way of working form.	An assessment indicating severe difficulties with written communication, linked with processing speed and / or spelling.  WRAT5 spelling and DASH. <i>There must be additional evidence to process this application, a Statement of SEN, IDP, medical information and / or an Educational Psychology Report. The</i>

				<i>candidate cannot be proficient in the use of a word processor.</i>
Rest Breaks	The exam can be paused and restarted as the pupil requests. This is an opportunity for the pupil to refocus.	None	Completion of a normal way of working form	The candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and there is a genuine need for the arrangement.
Reader Pen Read Aloud	A pen which reads the scanned word to a student.  The pupil can read out loud (needs a separate room)	The pen must not have a dictionary or thesaurus built in and must belong to the centre for use in examinations.	Completion of a normal way of working form to show this pupil persistently struggles to understand what they have read.	Assessment data showing a history of need and provision in reading.
Prompt	The desk can be tapped or the name of the pupil said as a prompt for them to focus.	None	Completion of a normal way of working form to show a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.	None
Bilingual Dictionary (and extra time of 10%)	Use of a bilingual dictionary in the home language.	EAL needs  Extra time can only be put in place for a pupil who has moved into the UK in the past three years at the point at which they sit the examination.	Completion of a normal way of working form.	If extra time is to be awarded, they need to have moved into the UK in the past three years and not have had any English language teaching.
Modified Papers	These can be enlarged or photocopied onto coloured paper	None	Completion of a normal way of working form.	None
Smaller Room	Completion of the examination in a smaller space.	This can only be put in place with evidence of a disability – it cannot be put in place for anxiety or a dislike of the large exam hall.	Completion of a normal way of working indicating a significant difficulty of learning within a large group.	None

## 8. Independent Reports

King Henry VIII 3-19 School makes thorough use of the JCQ Regulations and will not process an application for access arrangements or reasonable adjustments based solely on an independent report.

There is a rigorous process in place to ensure sufficient evidence is collected prior to any applications for Access Arrangements for examinations to the Joint Council for Qualifications. There are clear criteria set out in the Joint Council for Qualifications Document on Access Arrangements, which is reviewed and issued annually to all schools.

The intention of an access arrangement is to meet the particular needs of an individual pupil without affecting the integrity of the assessment. They are to make a 'reasonable adjustment' where pupils have a persistent and significant difficulty which has had a substantial and long-term impairment. The guidance makes clear that failure to comply with the regulations contained within the document may constitute malpractice which may impact the candidate's result(s). This includes putting in place arrangements which are not approved or permitting arrangements within the centre which are not supported by appropriate evidence.

The JCQ require significant evidence around individual need and their normal way of working, with support from teachers over a period of time. The school is required to have evidence to suggest that any concession is the normal way of working in school and this must be provided prior to assessment. In addition, there must be evidence stating there is a history of need and a history of provision to highlight that any needs are long term and substantial. This should indicate previous assessments and the concerns raised, as well as intervention and support in place in addition to usual classroom differentiation.

The JCQ provides clear information on the role of the specialist assessor; therefore, the specialist assessor would be expected to:

- liaise with the Specialist Teacher and ALNCo before assessment; both must provide the assessor with background information, painting a picture of need – the process should be joined up and consistent;
- an independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed;
- the candidate must be assessed in light of the picture of need and the background information as detailed within Section A of the Form 8 (completed by the Access Arrangements Coordinator and ALNCo);
- an independent assessor must discuss access arrangements with the Access Arrangements Coordinator and/or ALNCo (the responsibility to request access arrangements specifically lies with the ALNCo).

## 9. Use of Word Processors

Use of a word processor is linked with the underlying principles of access arrangements and reasonable adjustments (a candidate should have a disability or a persistent and significant difficulty which has a substantial adverse effect).

A word processor cannot be granted to a candidate because they want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home. It must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

The examples of its use provided by the JCQ are:

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

*Use of a word processor in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.*

At King Henry VIII 3-19 School, word processors will be used where there is an identified additional need and it is the candidate's normal way of working. This may be associated with:

- legibility of writing;
- below average speed of processing when writing, compared with an average speed of processing when typing;
- a physical disability making writing challenging for prolonged periods of time (i.e. hyper mobile joints, developmental coordination disorder);
- quality of work completed when handwritten is remarkably different to that which is typed (significant evidence is needed from a range of teachers).

Word processors should be used for extended written components of examinations. They can be used for part of an exam, but this requires careful consideration, planning and preparation.

Specific user profiles are created for use in examinations; spell check, grammar check and the internet are disabled. Pupils access a word document, which is set up with a header (centre name and number candidate name and number, examination paper, date) and footer (page... of ...). The examination script is not on the computer screen. They must type double spaced in size 12 font. Pupils are responsible for saving the document. At the end of the examination, all word-processed papers are printed by a member of the Inclusion Team and handed to the Examinations Office.

## Appendix A: Access Arrangements Evidence Collection Form

Evidence can be submitted on this form to indicate a pupil's normal way of working. Further assessment will take place based on the information provided by teaching and support staff.

<b>Pupil</b>		<b>Date</b>	
<b>Teacher</b>		<b>Signed</b>	

Normal Way of Working	Please Tick	Further Comments / Alternative Way of Working
Rest Breaks		
Prompt		
Word Processor		
25% Extra Time		
Reader		
Computer Reader		
Reader Pen		
Read Aloud		
Scribe		
Enlarged Text		
Use of a Coloured Overlay		
Coloured Paper		
Smaller Room		

Arrangement	Yes	No	Additional comments
Do you or anyone else in the classroom scribe for this pupil and is this their normal way of working?			
Do you or anyone else in the classroom read for this pupil and is this their normal way of working?			
Does this pupil need extra time in the classroom to complete their work and is this their normal way of working?			

## Appendix B: Exam Access Arrangements Teacher Questionnaire

Subject:  
Pupil Name:

Teacher:  
Year Group:

Information processing & responding	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks & assignments		
Needs to have instructions repeated		
Needs to have instructions written down		
<b>Reading and comprehension</b>		
Needs support with reading in class		
Avoids reading out loud		
Can decode text accurately but has difficulties with understanding		
Reads more slowly than peers		
Needs to reread to aid understanding		
Finds it hard to remember what s/he has read		
<b>Written work</b>		
Writing is very difficult to read (poor handwriting)		
Writing is very difficult to read (unrecognisable spelling)		
Writes more slowly than peers		
Uses laptop/computer rather than writing		
Uses scribe rather than writing themselves		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support / difficulties with spelling		
Grammar and punctuation insecure		
<b>Memory and concentration</b>		
Poor organisational skills – loses things, forgets items they need to bring		
Finds it hard to remember and follow oral instructions		
Needs a lot of repetition to remember key facts		
Finds it hard to meet deadlines		
Finds it hard to concentrate for long periods		
Needs timely reminders to stay focused on task		
Finds test/exam revision hard		
Needs to take frequent rest breaks		
<b>Vision</b>		
Uses coloured overlay when reading		
Benefits from handouts on coloured paper		
Benefits from larger print		
<b>Other</b>		
Panics/gets very stressed when faced with tests		

What adjustments are made in lessons?