

BCCS Exam Access Arrangements (EAA) Policy

This document outlines the school's policy on Exam Access Arrangements. These arrangements are put in place to ensure that all students are given a fair opportunity to demonstrate their knowledge and skills in their examinations, without being disadvantaged by any learning, physical, sensory or psychological difficulty they may experience. It is important that these arrangements do not create an unfair advantage or compromise the integrity of an assessment. Any arrangements put in place must reflect a student's normal way of working (NWOW).

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled. A candidate with a disability or difficulty which has a **substantial and long term effect** on performance in examinations may qualify for Exam Access Arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Types of Exam Access Arrangements:

EAA	Description
Extra Time	<p>Students may be entitled to an allowance of 25% ET - students require two below average standardised scores of 84 or less; or one below average standardised score of 84 or less and one low average standardised score (85-89) to qualify following an assessment with the EAA Assessor.</p> <p>. In either scenario, the two standardised scores must relate to two different areas of speed of working. An assessment of mathematical processing can only contribute to the evidence for 25% extra time in Mathematics examinations.</p> <p>Extra Time between 26 and 50% may be granted in exceptional circumstances - The candidate must have two very substantially below average (usually below 69) standardised scores which relate to two different areas of speed of working</p> <p>In very exceptional circumstances, a student may require more than 50% ET in order to manage a very substantial impairment.</p>
Reader	<p>A trained adult reads the questions and any relevant text for the student but not where the skills of reading are being assessed eg: the reading sections of English papers.</p> <p>This could also be a computer reader / reader pen.</p> <p>Readers can be 1:1 - 1:4</p>
Read Aloud or Exam	Where a student's difficulties with reading may be removed if they can hear

Reading Pen	themselves read.
Scribe	A trained adult writes for the student. The student dictates their answers. The scribe writes <u>exactly</u> as the student dictates. Voice dictate software can also be used as a scribe. In MFL, the student must dictate spelling letter by letter in the relevant language.
Laptop/Word Processor (Separate Policy Available)	Access to a laptop for an exam where a student may have difficulties with writing legibility or speed. A laptop must be a student's NWOW for all work or for extended answers. Spelling and grammar checks must be disabled. In some cases it may be enabled but the student will lose SPAG marks.
Small Group Invigilation (SGI)	The student sits their exam in a separate room from the main room.
Supervised Rest Breaks (SRB)	Students are permitted to stop the exam for short break/s. This time is then added onto the finish time. Amount and length of breaks is agreed with SENDCo. Students are not permitted to look at the exam materials during their rest break. Most rest breaks can be taken in the examination room, more rarely students step out of the room with an invigilator to have a supervised break.
Prompter	A trained adult can prompt the student with a few permitted phrases to: <ul style="list-style-type: none"> ● Refocus the student ● Indicate how much time is left This can be when needed or at set intervals.
Modified Papers	Specially prepared papers that need to be requested from the awarding body well in advance. Modifications could be: <ul style="list-style-type: none"> ● Text enlarged to a specified font size ● Exams to be printed on A3 ● Exams printed in a specific colour
Live Speaker	A student with a hearing impairment may need a live speaker for pre-recorded examination components, eg: MFL listening examinations. The live speaker will speak or read aloud the contents of the CD or tape in a listening exam.
Language Modifier	An adult who has successfully completed accredited training may clarify the carrier language used in the examination paper when requested to do so by a student. The Language Modifier must not explain technical or subject specific terms.
Bilingual Dictionaries	For students who have English as an additional language. This is a rare and exceptional arrangement and only applies to students who entered the United Kingdom less than three years before the time of examination, with no prior knowledge of the English language.

Practical Assistant	Help with practical tasks such as turning the pages or holding equipment eg: a ruler.
Alternative Site	<p>In exceptional Circumstances the student will be sitting their examination(s) at a residential address or at a hospital which is a non-registered centre due to for example:</p> <ul style="list-style-type: none"> ● A medical condition which prevents the student from taking examinations in the centre; or ● Social, Mental and Emotional Needs

Staff roles and responsibilities relating to Exam Access Arrangements

Examinations Officer:

- To ensure that the agreed Exam Access Arrangement provisions are in place for examinations and are communicated to invigilators.
- Deals with any emergencies, such as accidents or medical conditions, on the day of exam (in conjunction with the SEND department).
- To ensure students are roomed suitably for their Exam Access Arrangements and to ensure zero disruption for other students also sitting exams.

SENDCo/Exam Access Arrangements Coordinator:

- To encourage a 'whole school' approach to Exam Access Arrangements but to lead on the process.
- To ensure that they, together with the Head of Centre, members of SLT and the EAA Assessor are familiar with the entire contents of the latest JCQ guidelines and regulations.
- To determine, apply for and implement appropriate Exam Access Arrangements with the support and help of teaching staff and members of SLT.

Exam Access Arrangements Assessor:

- To administer standardised tests after receiving available evidence from teacher referrals, under the instruction of the SENDCo/EAA Coordinator.
- To assist the SENDCo/EAA Coordinator in the decision making-process with Exam Access Arrangements.

Teaching Staff

- To provide relevant information/evidence of the students persistent and significant difficulties
- To show how the student's disability/difficulty has impacted on teaching and learning in the classroom. To provide evidence and send to the SENDCo/EAA Coordinator to show this.

- Detail the students normal way of working within the centre, the support given and how this relates to the proposed arrangement. Teaching staff must record any support regularly provided in the classroom via their marksheet and/or referral form.
- To ensure that the correct Exam Access Arrangements are in place for controlled assessments.

EAA Process

- Students should be monitored from Yr7 or Yr12 onwards and any EAA used during in class tests/assessments should be noted on the teachers marksheet to build up a picture of need.
- Where students are in Yr9 onwards any evidence collected should be send to the Access Arrangements Coordinator
- Referrals can be submitted as early as Yr9 but not before.
- Screeners completed in Yr12 (Possibly Yr9) help to identify any need and provide additional supporting evidence and can be used in part 1 of a students Form 8.
- Students will be processed / assessed if necessary at the end of year 9 and during term 2/3 of year 12.
- Teachers can refer students in years 10,11 and 13 throughout the year until the deadline.
- Referral deadlines are set by SENDCo/Access Arrangements Coordinator and communicated to staff each year on the Staff Calendar. These must be adhered to, particularly where a student is in their final year.
- In the event that a student joins us with EAA from a previous setting we need to demonstrate that there is still need while with us before we consider reassessing or rolling over the arrangement.
- In the event that a student demonstrates that they are not using their Exam Access Arrangements or that their need changes the agreed arrangement can be removed.

Evidence needed for Exam Access Arrangements

Various pieces of evidence are required to apply for an Exam Access Arrangement and will need to be complete and available during a JCQ inspection.

- A complete form 8 - Part 1 & 3 completed by SENDCo/EAA Coordinator using information collected from teacher referrals, Part 2 completed by the Assessor following assessment.
- A Form 9 in cases where a Form 8 is not required (EHCP, medical diagnosis and arrangements that aren't 25% ET). Completed by SENDCo/EAA Coordinator using information collected from teacher referrals and other necessary paperwork.
- Subject teacher referral, accompanied evidence to support referral.
- Statement of Educational Need or Education, Health and Care Plan.
- Any letters from outside agencies, hospitals or doctors.
- Medical diagnosis of a physical disability impairment or ADHD / ASD.
- Confirmation that EAA has been approved through Access Arrangements Online (AAO)
- Assessors certificate
- A data protection notice signed by the student.

Medical Letters and Private Assessments

Letters from medical professionals will trigger a period of monitoring or a trial, as any request for Exam Access Arrangements must be supported by evidence from within school. Likewise, private assessments or reports from Educational Psychologists will be accepted as evidence if supported by school evidence.

Temporary Arrangements

Temporary / Trial Exam Access Arrangements may be required for a student suffering from an unforeseen illness or injury. In this case, the school must be informed at the earliest possible opportunity and a letter from a GP, consultant or other professional detailing the problem and any arrangement deemed necessary should be obtained as soon as possible. Every effort will be made to accommodate these arrangements.

Evidence held and Malpractice

Schools are regularly inspected to ensure that they follow JCQ regulations - usually during the summer examination season. The school is required to hold evidence on file that can be inspected at short notice. For this reason the school will keep copies of evidence as already outlined above. Schools must keep these documents on file for 24 months after a student leaves.

The consequence of malpractice can be severe. These may include disqualification of the student for one or more examinations.

Examples of malpractice include:

- Students being granted Exam Access Arrangements which are not their normal way of working
- Exam Access Arrangements being granted when a student has no history of need or provision
- Exam Access Arrangements being granted without sufficient evidence.

Further Information

Further information can be found on the JCQ website: www.jcq.org.uk

If you have any questions about Exam Access Arrangements, please contact the SENDCo/EAA Coordinator/ your young persons Head of Area for their specific need.

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