

## Exam Access Arrangements Policy

### Rationale

The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the academy for all students with additional learning needs. 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 (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.

**An examination reading pen:** a device that reads 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. In some exceptional circumstances students may be entitled to an allowance up to 50%.

**Rest breaks:** where students are permitted to stop for 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?

<b>Scribe</b>	Where there is a physical disability; where their writing:- <ul style="list-style-type: none"><li>• Is illegible and may hamper their ability to be understood</li><li>• Speed is too slow to be able to complete the exam in the allotted time</li></ul>
<b>Human Reader</b>	Where a student has difficulty with reading comprehension or single word reading and a human reader is their normal way of working.
<b>Examination reading pen</b>	Where a student has difficulty with reading comprehension or single word reading and a examination reading pen is their normal way of working.
<b>ICT</b>	Where there is a physical disability; their writing would be:- <ul style="list-style-type: none"><li>• Illegible and may hamper their ability to be understood</li><li>• Speed is too slow to be able to complete the exam in the allotted time</li></ul>
<b>Extra time</b>	Where a student's ability to process information, speed of reading or speed of writing is slower than average.
<b>Rest breaks</b>	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 examboards before considering extra time.
<b>Prompter</b>	For a student who loses concentration/focus and is not aware of time.
<b>Separate room</b>	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.

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need, thereby ensuring equal opportunities. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates the equal opportunity in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualification (JCQ).

### Procedures

How would students be identified for Exam Access Arrangement?

- From baseline testing completed at the start of Year 7
- Parental Referral
- Subject Teacher Referral
- Information from Primary schools

### Baseline Testing in Year 7

All students in Year 7 are tested using the NGRT. These tests can help identify learning difficulties which may require EAA.

### Parent Referral

Parents can contact the academy to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCo/equivalent member of staff will investigate their concerns by liaising with the student's teachers to gain additional information. Following this, a decision will be made as to whether it is appropriate to test a student.

### Teacher Referral

As with Parent Referrals, teachers can refer a student to the SENCo/equivalent member of staff where they have concerns about the learning and progress of a student in their class. All of the students' current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for EAA.

### The role of the SENCo/equivalent member of staff /Exam Officer responsible for whole school SEND provision:

- The SENCo/equivalent member of staff will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo/equivalent member of staff
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer
- Rooming for access arrangement candidates will be arranged by the Exams Officer
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer.

### How do staff and parents know whether a student has Exam Access Arrangements?

All subject teachers and support staff are given access to the Exams Access Arrangements (EAA) list. This can be found on the network. This document is updated whenever students become entitled. It is updated (on a weekly basis or) whenever changes have been made to the students entitlements. The information about results of assessments for EAA are kept confidentially in line with school policy and are shared on a need to know basis.

### Internal subject specific tests

Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as a 'normal way of working.'

To allow all students with an additional learning needs equality of access to internal subject tests and exams the following reasonable adjustments are followed:

- Subject Leaders are responsible for ensuring that all students in their subject areas have full equality of access to all internal tests and mock exams.
- Where and when appropriate, the SENCo/equivalent member of staff/Exam Officer can provide a separate room, access to ICT, a reader and a scribe with the required amount of notice. In the case of extra time, subject teachers, whenever possible, should ensure students who need extra time are able to do this in the normal learning environment. This will require other students to remain quiet, whilst the student completes the test in exam conditions (subject staff are asked to liaise with SENCo/equivalent member of staff/Exam Officer two weeks prior to an internal tests/mock exam so that appropriate support can be provided for students who require it during class tests/assessments/exams).

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Teacher)