



# GLEBE SCHOOL

## Exam Access Arrangements Policy

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## Statement of Intent

At Glebe School we are fully committed to ensuring that education is accessible to all. We recognise that some pupils may require support and additional arrangements to be able to access and undertake exams without being disadvantaged. This policy outlines the school's procedures for identifying and applying for access arrangements before an exam and the reasonable adjustments that will be put in place as required.

**Access arrangements** are agreed before an assessment. They allow candidates with specific needs, e.g. SEND or temporary injuries, to access the assessment and demonstrate what they can do without changing the demands of the assessment. Access arrangements are the main way through which the school will make reasonable adjustments, in line with its duties under the Equality Act 2010.

A **reasonable adjustment** is where reasonable steps are taken to overcome a substantial disadvantage that a candidate who is disabled faces in comparison to a candidate who is not disabled.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE and Department of Health and Social Care (2015) 'SEND code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- Equality Act 2010
- JCQ (2021) 'Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments'

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- SEND Policy

## Roles and responsibilities

The headteacher will be responsible for:

- Ensuring exam arrangements are compliant with the Equality Act 2010 and no pupil is discriminated against.
- Ensuring that access arrangements and reasonable adjustments are based on firm evidence of a barrier to assessment, and adhere to JCQ guidelines and those of the relevant exam board.
- Ensuring a person appointed to facilitate an access arrangement or reasonable adjustment, e.g. a Communication Professional or scribe, is a responsible adult, appropriately trained and fully understands the rules of the arrangements.

The HOY/AHT will be responsible for:

- Leading on the process for identifying and securing access arrangements and reasonable adjustments.
- Working with teaching and support staff and exams office personnel to ensure approved arrangements are in place for all exams.

- Working with teaching staff to identify the most appropriate published format of modified papers to enable the candidate(s) to access exams.
- Working with specialist advisory teachers, educational psychologists and medical professionals where appropriate.
- Ensuring that the proposed access arrangement or reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- Assessing the need of candidates and processing applications accordingly.

Teaching staff will be responsible for:

- Supporting the identifying, determining and implementing appropriate access arrangements and reasonable adjustments.

In addition, the headteacher, SLT and Exams officer will familiarise themselves with JCQ's 'Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments' guidance each academic year.

### Identifying pupils' needs

Pupils with SEND or a temporary impairment or injury may have several additional needs requiring a range of adjustments which will fall into the following four categories:

- Cognition and learning needs, e.g. Dyslexia.
- Communication and interaction needs, e.g. Autism Spectrum Disorder.
- Sensory and physical needs, e.g. Multi-sensory Impairment.
- Social, emotional and mental health needs, e.g. Attention Deficit Disorder.

Internal school tests and mock exams will be used to help identify pupils access arrangements and reasonable adjustments.

Arrangements in place for an exam will reflect the candidate's normal way of working and the support normally provided for them in school, e.g. in the classroom, when working in small groups for reading and writing, and in internal tests and mock exams. This will not be the case where there is a late diagnosis of a disability, or late manifestation of an impairment or a temporary injury or impairment; however, the evidence of need will still be required to the same standard as early applications.

Glebe School recognise that access arrangements and reasonable adjustments may differ for a pupil depending on each assessment's specification, and arrangements will be considered on a subject-by-subject basis.

### Applying for access arrangements

Access arrangements and reasonable adjustments will be applied in line with the JCQ guidelines for the relevant academic year. These will be applied for at the start of each course, e.g. at the start or during the first year of a two-year GCSE course, based on the school's knowledge of a pupil's needs and normal way of working.

Where there is a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after a course begins, access arrangements will be applied for as soon as is practicable.

The Head of Year (HOY) and the Exams Officer (EO) will complete all necessary paperwork and ensure all applications have regard for the relevant exam board's deadline. Where an application is processed after the deadline, e.g. due to a temporary injury arising after this date, the EO will ensure the appropriate paperwork is on file and available for inspection. Access arrangements and reasonable adjustments will only be put in place for exams where they have been approved.

Applications processed and approved online will be valid for 26 months from the date of processing the application. Where the HOY/Assistant Headteacher (AHT) believes that access arrangements for a pupil are no longer the pupil's normal way of working within this period, e.g. a pupil whose reading has improved to the extent they may no longer meet the exam board criteria for a reader, they will consider whether it is appropriate to withdraw permission for it. Where permission is withdrawn, written confirmation will be sent to the pupil's parents.

A pupil will have the right to not make use of the access arrangement or reasonable adjustment should they not wish to do so. The HOY/AHT/EO will consider removing the access arrangements in cases where a pupil repeatedly chooses not to make use of them.

Candidates will never be charged any fee in relation to an adjustment or aid made to meet the school's duty under the Equality Act 2010.

Access arrangements and reasonable adjustments will not normally be possible where it compromises the assessment objectives of the relevant specification, e.g. a practical assistant will normally not be allowed when practical skills are being tested.

Extra time applications will only be made after the SENCO has considered and thoroughly exhausted the option of supervised rest breaks.

The following arrangements will not need to be processed online:

- Amplification equipment
- Bilingual dictionary
- Braille transcript and brailers
- CCTV
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional for candidates using Sign Language
- Examination on coloured/enlarged paper
- Live speaker for pre-recorded exam components
- Low vision aid/magnifier
- OCR scanners
- Prompter
- Read aloud, including an exam reading pen
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor

Where a case contains individual needs which are not covered by the online system for applications, the EO will contact the relevant awarding body at the earliest opportunity to discuss the candidate's needs. A written record will be kept of any discussions.

## Evidencing applications

The online application process will provide prompts as to the evidence required. Evidence and history of need and provision will be provided by the HOY/EO as required for each access arrangement applied for. Evidence will be stored for inspection purposes in line with JCQ guidance. Core evidence required will typically include, but is not limited to the following:

- EHC plans
- Individual Learning Plans (ILPs)
- Where applicable, a qualifying score from a recognised test carried out by a suitably qualified assessor
- Teaching staff testimony about a pupil's difficulties
- Specialist evidence, e.g. a report or letter from a medical consultant
- History of support and provision in place for the pupil in line with the requested access arrangement or reasonable adjustment

## Preparing for an assessment

Once an access arrangement has been approved, the school will:

- Inform the pupil.
- Inform the exam officer and make an access arrangement list available to them.
- Ensure all staff are aware of which pupils have had approved access arrangements.

Where a candidate requires access arrangements or reasonable adjustments before their first assessment, appropriate opportunities to practice using them will be provided. The school will be particularly mindful of the need to practice prior to an exam where the following are used:

- Computer reader
- Modified enlarged papers
- A scribe
- Speech recognition technology
- Word processor

## The use of word processors

Pupils who normally work with a word processor will use it in exams where appropriate, or they will use a scribe where necessary, e.g. in maths and science. A word processor will also be used where necessary due to a temporary injury or impairment. Word processors will have the spelling and grammar check disabled or enabled in line with the exam's specifications.

A word processor will be considered for pupils where they have:

- SEN which has a substantial and long-term adverse effect on their ability to write legibly.
- A medical condition.
- A physical disability.
- A sensory impairment
- Planning and organisational problems when writing by hand.
- Poor handwriting.

The above list is not exhaustive; the HOY/AHT/EO will consider if a word processor would benefit a pupil where an additional need is identified. Word processors will only be used where it meets an additional need and will not be permitted simply because a pupil prefers it or can work faster using one.

The EO will prepare and produce a statement for inspection purposes which details the school's criteria for awarding and allocating word processors for exams.

A word processor cover sheet will be completed where required by the relevant awarding body for an exam.

### Maintaining records

The EO will keep detailed records of all essential information on file for an application. This will include a copy of the candidate's approved application, appropriate evidence of need as required and a signed candidate personal data consent form.

All personal data will be treated confidentially and handled in line with the Data Protection Policy and Records Management Policy.

### Monitoring and review

This policy will be reviewed by the headteacher, AHT, EO on a biennial basis.

The scheduled review for this policy is Dec 2025.