

Examination access arrangements policy and examination contingency plan



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

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Person responsible:	Mrs R Jones/Mr D Potter

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Examination access arrangements policy

1. Aims

This policy explains the activity undertaken to ensure inclusion throughout the school for all pupils with additional learning needs which will include those with formally diagnosed special educational needs and disabilities (SEND). This policy supports and facilitates the school's aim to create a learning environment in which every pupil can fulfil their full potential.

2. Responsibilities

2.1 SENCO

The school's SENCo leads on the access arrangements and reasonable adjustments process within the school. The SENCo is fully supported by teaching staff and members of the leadership team in identifying, determining, and implementing appropriate access arrangements and reasonable adjustments.

The SENCo will work with teaching staff, support staff and exams office personnel to ensure that approved Exam Access Arrangements (EAA) and reasonable adjustments are put in place for internal school tests, mock examinations, and examinations. Where appropriate, the SENCo will also work with specialist advisory teachers, educational psychologists, and medical professionals.

The school's SENCo is Ms J Seales who can be contacted via school@churchdownschool.com or 01452 713340.

3. Exam access arrangements

EAA are actions taken to remove the disadvantages to a pupil accessing an examination caused by physical, learning, sensory or psychological difficulties, or temporary injuries, without creating any unfair advantage or compromising the integrity of an assessment. These arrangements are agreed before an assessment and must reflect a pupil's normal way of working within the school.

EAA fall into two distinct categories: some arrangements are delegated to the school, whilst others require prior Joint Council for Qualifications (JCQ) awarding body approval.

The school's headteacher, leadership team, and SENCo must familiarise themselves with the JCQ's document: *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments*.

3.1 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 EAA.

Available EAA include:

- Supervised rest breaks
- Extra time
- Reader/Computer reader

- Scribe
- Braille question paper
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Bilingual translation dictionaries
- Modified papers (e.g. enlarged or modified papers)
- Practical assistant

A reasonable adjustment may not be included in the list of available EAA because it may be unique to an individual. How reasonable the adjustment is will depend on a number of factors, including the needs of the individual, the effectiveness of the adjustment, the cost of the adjustment and the likely impact of the adjustment on the candidate or other candidates. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

3.2 Evidence needed for exam access arrangements

Various pieces of evidence are required to apply for an EAA from the JCQ depending on the arrangement required. These include:

- Form 8 report from Access Arrangements Assessor
- Previous EAA from other schools (e.g. in SATs or GCSEs taken at a previous school)
- Subject teachers – examples of work as appropriate
- Centre-based evidence of a history of need and normal way of working (e.g. pupil passport)
- Results of baseline tests (e.g. reading/comprehension scores, writing tests, standardised psychometric testing (with scores in the below average range))
- Results of additional assessments conducted by the school's SENCo
- Any letters from outside agencies, hospital consultants (not a GP)
- Education, Health and Care Plan (EHCP)

The arrangement(s) must not be granted to the candidate for the first time at the time of their final examinations.

Once the EAA is granted, this evidence will be held on file and available for inspection by the JCQ, together with:

- Permission from the awarding body for the arrangement
- A data protection form signed by the pupil
- A record of all occasions where the pupil has been supported by EAA

3.3 Private educational psychologists reports

Schools are permitted to accept private reports only as part of wider school evidence and are not necessary in the awarding of EAA. A pupil's 'normal way of working' in school is key, and EAA may not be awarded purely on the basis of a private report.

External assessors are required to contact the SENCo before carrying out the assessment. The SENCo will provide the assessor with any existing information about previous support and current difficulties.

3.4 Identifying the need for EAA

Pupils will be identified for consideration for EAA in at least one of the following ways:

- They had an EAA in KS2 for their National Curriculum tests
- Screening tests (reading comprehension and spelling) on entry in Year 7 for all pupils
- Parental referral
- Subject teacher referral
- Information from previous schools
- They are on the SEND Register of Concern

3.5 Testing and applying for EAA

When a pupil is brought to the attention of the SENCo in one of the above ways, the SENCo will investigate further. If a need for further testing or screening is indicated, this will be carried out and parents informed. The outcomes of the assessments will be recorded and summarised; where an EAA is recommended due to a learning difficulty, JCQ Form 8 Section C (the assessor's report) will be completed and used as evidence for online submission of a formal EAA application. The school will then apply to the Awarding Bodies using the EAA online application system. The feedback is instant, and, where the EAA is approved, the arrangement is allocated to the pupil, and the parents informed in writing.

The evidence of need is held on file, and the SENCo monitors and ensures that EAA is normal working practice for the pupil within the school and that the proposed EAA does not unfairly disadvantage or advantage the candidate.

Teaching and support staff can access lists of pupils who have been granted EAA on the staff shared resources area. Pupils who are on the SEND Register of Concern will have a pupil passport and any EAA will also be recorded there.

For qualifications which are internally assessed, the school does not need to make a formal application for reasonable adjustments. However, it must make reasonable adjustments that are in line with the awarding body's policies. All reasonable adjustments made in relation to internal assessments will be recorded on the JCQ's Form VQ/IA and held on file within the school for inspection by an awarding body.

3.6 Deadlines for exam access arrangement application

In most cases, a need for EAA is identified at KS3 and is decided by the end of Year 9, in preparation for the start of GCSE courses. Information on final deadlines is included below:

3.6.1 Year 11

The school's deadline to submit evidence and request EAA for a pupil in Year 11 is October half term. This allows the SENCo and the examinations officer time to plan the Year 11 mock examinations, which are the last opportunity to trial any EAA.

The Year 10 examinations should provide an opportunity to identify any difficulties a pupil may have, that were not identified earlier in the school.

3.6.2 Sixth Form

When a pupil progresses from GCSE to AS/A-level qualifications, a re-submission of the application for EAA must be processed. The SENCo must be able to show updated centre-based evidence of a continuing need for EAA.

For pupils joining the school in Year 12, the SENCo will liaise with the previous setting where EAA were in place for GCSE exams. In order for the SENCo to use assessment data from the previous setting, there must be an established working relationship with the feeder school in order to 'roll forward' the previous EAA. If not, then the SENCo may need to re-assess the pupil to begin the process in the new centre.

The deadline for sixth form EAA requests is July of Year 12, as long as a body of evidence has been collected by teachers in advance of this. It would be extremely difficult, and in most cases impossible, to prove a history of need for the first time in Year 13.

4. Further information

Further information can be found on the Joint Council for Qualifications (JCQ) website at www.jcq.org.uk

5. Links with other policies

This policy is linked to our:

- Special educational needs and disabilities (SEND) policy

Examination contingency plan

1. Aims

This plan aims to:

- Examine potential risks and issues that could cause disruption to the management and administration of exams
- Mitigate the impact of disruptions by providing actions or procedures to follow

2. Legislation and guidance

This plan complies with the [Joint Council for Qualifications \(JCQ\) General Regulations for Approved Centres](#), which requires all exam centres to have a written examination contingency plan/examinations policy.

This plan also complies with our funding agreement and Articles of Association.

It's also based on:

- Ofqual's [guidance on contingency planning](#)
- JCQ's [joint contingency plan](#)

3. Responsibilities

3.1 Head of centre

The head of centre is Mr D Potter, and the examinations officer is Mrs S Dinwoodie. They will ensure that a written examination contingency plan/examinations policy is in place and covers all aspects of examination administration.

3.2 Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

4. Contingency plan

The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to examination administration. These are based on the [JCQ's joint contingency plan](#), and are consistent with [Ofqual's current contingency planning guidance](#).

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption of teaching time in the weeks before an exam – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning, e.g. if the centre is forced to close due to increasing rates of coronavirus	<ul style="list-style-type: none">➤ Seek advice from relevant awarding organisations and JCQ➤ Have a contingency plan to facilitate alternative methods of learning, alternative venues or both➤ Offer candidates an opportunity to sit any examinations missed at the next available series➤ Communicate any changes to your plans with parents, carers and pupils	

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Candidates unable to take examinations because of a crisis – centre remains open	In the event that candidates are unable to attend examination centres to take examinations as normal, e.g. sickness bug, or if they are self-isolating due to coronavirus	<ul style="list-style-type: none"> ➤ Communicate with relevant awarding organisations at the outset to make them aware of the issue ➤ Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations ➤ Communicate any changes to your plans with parents and pupils ➤ Offer candidates an opportunity to sit any examinations missed at the next available series ➤ Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements 	

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre, or increasing rates of coronavirus forces it to close	<ul style="list-style-type: none"> ➤ Inform relevant awarding organisations as soon as possible ➤ Refer to emergency plans and/or health and safety policy, where appropriate ➤ Head of centre will decide whether the centre is safe to open, based on advice or instructions from relevant local or national agencies ➤ Use alternative venues in agreement with relevant awarding organisations ➤ Communicate any changes to your plans with parents, carers and pupils ➤ Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements ➤ Offer candidates an opportunity to sit any examinations missed at the next available series, if possible 	

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations	<ul style="list-style-type: none"> ➤ Find out from the awarding organisation if they're able to organise an alternative courier and time to deliver hard copies ➤ If the above isn't possible, you will receive electronic access to papers via a secure external network ➤ You will need to have plans in place to ensure you can receive, make and store papers under secure conditions ➤ As a last resort, your awarding organisation may consider rescheduling the examination 	
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	<ul style="list-style-type: none"> ➤ If your examinations are part of the national 'yellow label service' or where your awarding organisation arranges collections, seek advice from awarding organisations and their normal collection agency regarding collection ➤ Only make alternative arrangements after approval from the awarding organisation and make sure papers are securely stored until collection ➤ Ensure secure storage of completed examination papers until collection ➤ If your centre makes its own transportation arrangements, investigate alternative arrangements that comply with the JCQ's instructions for conducting examinations 	

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre destroys completed examination scripts	<ul style="list-style-type: none"> ➤ Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers ➤ Where possible, the awarding organisation will generate candidate marks based on other appropriate evidence of candidate achievement ➤ Where marks cannot be generated by awarding organisations, candidates may need to retake affected assessment in a subsequent assessment series 	
Centre is unable to distribute results as normal or facilitate post results services	In the event that the centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services	<ul style="list-style-type: none"> ➤ Contact awarding organisations about alternative options ➤ Make arrangements to access results at an alternative site ➤ Share facilities with other schools/colleges if possible ➤ Co-ordinate access to post results services from an alternative site ➤ Contact the relevant awarding organisation if electronic post results requests are not possible 	

5. Monitoring arrangements

This policy will be reviewed by Mrs Jones every year in the autumn term, before the exam series. At every review, the policy will be shared with the governing board.