



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

Exam Arrangements Policy

Churchdown School Mission Statement

Our mission is to be a school where student development and learning are at the centre of everything we do. Students are expected to strive for personal excellence and demonstrate a commitment to learning as they fulfil their potential. Our community is a nurturing and caring one, where students are encouraged to show compassion, friendship and support towards one another. We aim to provide an education which is fully inclusive, where every child is valued for who they are and who they can become.

At Churchdown School the education we provide is guided by the values of integrity, resilience, respect, ambition and tolerance. These values are particularly important to us as we develop the students into lifelong learners and prepare them for a life beyond school.

Rationale

Our Exam Access Arrangements (EAA) Policy explains the activity undertaken to ensure inclusion throughout the school for all students with Additional Learning Needs, which will include those with formally diagnosed Special Educational Needs & Disabilities (SEND). The policy supports and facilitates the school's aim to create a learning environment in which every student can fulfil his or her full potential.

Churchdown SENDCo: Ms J Seales

What are Exam Access Arrangements?

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

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, unreasonable timeframes or affects the security or integrity of the assessment.

Available Exam Access Arrangements, subject to sufficient evidence, include:

- Supervised rest breaks
- Extra time
- Reader
- Scribe
- Word processor
- Prompter
- Enlarged papers

A reasonable adjustment may not be included in the list of available access arrangements because it may be unique to an individual.

Evidence needed for Access Arrangements

Various pieces of evidence are required to apply for an Exam Access Arrangement from the Joint Council for Qualifications (JCQ), depending on the arrangement required. These include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools (e.g. for GCSEs)
- Information or samples of work from a subject teacher
- 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 assessments (with scores in the below average range)
- Results of additional assessments conducted by the school's SENDCo or specialist assessor
- 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 his/her final examinations.

Once the Exam Access Arrangement 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 student

Note on Private Educational Psychologists Reports

A private report will only be permitted as part of wider school evidence and are not necessary in the awarding of EAA. A student's 'normal way of working' in school is key, and Exam Access Arrangements will not be awarded purely on the basis of a private report.

Identifying the need for Access Arrangements

Students will be identified for consideration for Access Arrangements in at least one of the following ways:

- Screening tests (reading comprehension and spelling) on entry in Year 7 for all students
- Subject Teacher referral
- Information from previous schools
- They had an Exam Access Arrangement at a previous school
- They have an SEN passport or EHCP
- They have a documented history of need

Testing and applying for Access Arrangements

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

The evidence of need is held on file, and the SENDCo monitors and ensures that the Exam Access Arrangement is normal working practice for the student within school.

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

Deadlines for Access Arrangement Applications

In most cases, a need for EAA is identified at KS3 and is determined by the end of Year 9, in preparation for the start of GCSE courses. In the rare occurrence of a difficulty being identified after the start of Y10, it needs to be highlighted to the SENCO with evidence as early as possible so that the student can be properly assessed and have time to practise using the arrangement properly. Only in exceptional cases (such as a student new to the school) will a student be considered in Y11 for an EAA and this would need to be well before the October half term.

Sixth Form

When a student progresses from GCSE to AS/A-level qualifications, their needs and arrangements will be reviewed and a re-submission for EAA processed. For students joining the school in Year 12, the SENDCo will liaise with the previous setting where EAA were in place for GCSE exams. All joining students requiring an EAA will be re-assessed in accordance with Churchdown's assessment procedures.

Further Information

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

If you have questions about Exam Access Arrangements, please contact the SENDCo at Churchdown school.