




BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

EXAM ACCESS ARRANGEMENTS POLICY 2022 - 2023

Date of approval	January 2023
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Term of review	Annually
Committee Responsible	S&P
Prepared By	ATR
Signed by Chair of Committee	

Changes Made	Date
Updated with Salford support	Jan 2023

Exam Access Arrangements Policy

Rationale

Our Exam Access Arrangements Policy explains the activity undertaken to ensure inclusion throughout the school for all students with Additional Learning Needs (ALN), 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 her full potential.

What are Exam Access Arrangements?

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 access arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Available Exam Access Arrangements include:

- Supervised rest breaks
- Extra time
- Reader/Computer reader
- Scribe
- Word processor
- Prompter
- Live speaker for pre-recorded examination components
- Separate invigilation for exams
- Bilingual translation dictionaries
- Modified papers (e.g. enlarged or modified papers)
- Language modifier

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 could include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools
- Subject teachers – examples of work as appropriate
- Results of baseline tests e.g. spelling, writing, reading comprehension tests
- Any letters from outside agencies, hospitals or doctors
- Statement of Educational Need (SEN) or Education, Health and Care Plan (EHCP)

Once the Access Arrangement is granted, this evidence will be held on file and available for inspection, together with:

- Permission from the awarding body for the arrangement
- A data protection notice signed by the student
- A record of occasions where the student has been supported by Access Arrangements
- Teacher evidence that this is the student's normal way of working

Note on Private Educational Psychologists Reports

A growing number of parents are having their children assessed by private psychologists and submitting the reports to the SENCo as evidence that their daughter should be awarded extra time, or other Access Arrangements. Private educational psychologists' reports cost a significant amount of money, putting those unable to obtain a private report due to financial circumstances at a disadvantage.

In addition, please note that assessments for extra time and some other arrangements are only accepted from assessors who meet the JCQ guidelines (JCQ 7.3). As a rule, we can only accept private reports as part of wider school evidence. External Assessors are therefore 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. A student's 'normal way of working' in school is key, and Access Arrangements will not be awarded purely on the basis of a private report. In line with JCQ guidelines, where we choose to accept or reject a privately commissioned report from an external professional, the head of centre or a member of the senior leadership team will provide a brief, written rationale to support this decision which will then be available for inspection purposes.

Identifying the need for Access Arrangements

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

- They had an Access Arrangement in KS2 for their National Curriculum Tests
- Baseline testing in Year 7 completed using the Cognitive Ability Tests (CATs)
- Parental referral
- Subject Teacher referral
- Information from previous schools
- They are known to the Special Needs department

Testing and applying for Access Arrangements

When a student is brought to the attention of a SENCo in one of the above ways,

the SENCo/Access Arrangements Coordinator will investigate further. If 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 Access Arrangement is recommended due to a learning difficulty, JCQ Form 8Part 2 (the assessor's report) will be completed and used as evidence for online submission of a formal Access Arrangement application. The school will then apply to the Awarding Bodies using the Access Arrangements Online application system. The feedback is instant, and, where the 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 SENCo/Exams Officer monitors and ensures that the Access Arrangement is normal working practice for the student within school.

Deadlines for Access Arrangement

Applications for Early Entry GCSEs Year 10

The school deadline to submit evidence and request Access Arrangements for GCSEs taken in Year 10 is November half term. This allows the SENCo/Access Arrangements Coordinator and the Examinations Officer time to plan the mock examinations which are the last opportunity to trial any Access Arrangements for that year. The Year 9 and 10 examinations should provide an opportunity to identify any difficulties a student may have. Usually Access Arrangements awarded in year 10 are also valid for GCSEs taken in year 11.

Applications for Year 11

The school deadline to submit evidence and request Access Arrangements for a student in Year 11 is November half term. This allows the SENCo/Access Arrangements Coordinator and the Examinations Officer time to plan the Year 11 mock examinations which are the last opportunity to trial any Access Arrangements. The Year 9 and 10 examinations should provide an opportunity to identify any difficulties a student may have.

Further Information

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

If you have questions about Access Arrangements, please contact the SENCo/Access Arrangements Coordinator on 01617088220