



The Sutton Academy

Examinations Access Policy

Status	Non-Statutory
Responsible Governors' Committee	Standards and Curriculum
Date first approved by GB	10/10/2017
Responsible Person	Miss T Simmonds
Review Date	October 2021
Last Amended Date	October 2019

What are Exam Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. These include: readers, scribes, adaptive technologies, practical assistants, adapted environments and modified papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it is not evidenced as normal working practice for an individual.

Identifying the need for access arrangements within Sutton Academy

Students who may qualify for formal Access Arrangements during KS4 and 5 are identified early in KS3 (in most instances Y7). At this stage needs are screened and identified, rather than formally assessed. Screening and monitoring takes the form of: teacher assessment, reviews of interventions, EP reports, mock exam analysis and invigilator's log, annual NGRT -Literacy Screening, Numeracy Screening and CATs. Adjustments to quality first teaching within lessons are then made, according to need, to enable a student to access their learning and make progress (in-line with the SEN Code of Practice 2014). All staff are involved in monitoring the adjustments.

Formal assessments for Access Arrangements take place during the last term in Y9. Historic screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidance, by the in-house specialist assessor. Formal Access arrangements expire after 26 Months, after this period the student may be re-tested. The most recent testing is binding and determines any subsequent Access Arrangements (AA).

Where formal AA are determined and agreed these become part of 'normal practice'. This means that appropriate AA should be taken into consideration through Quality First teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements, either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed by the centre (SENCo and/or Principal).

Access Arrangements for examinations

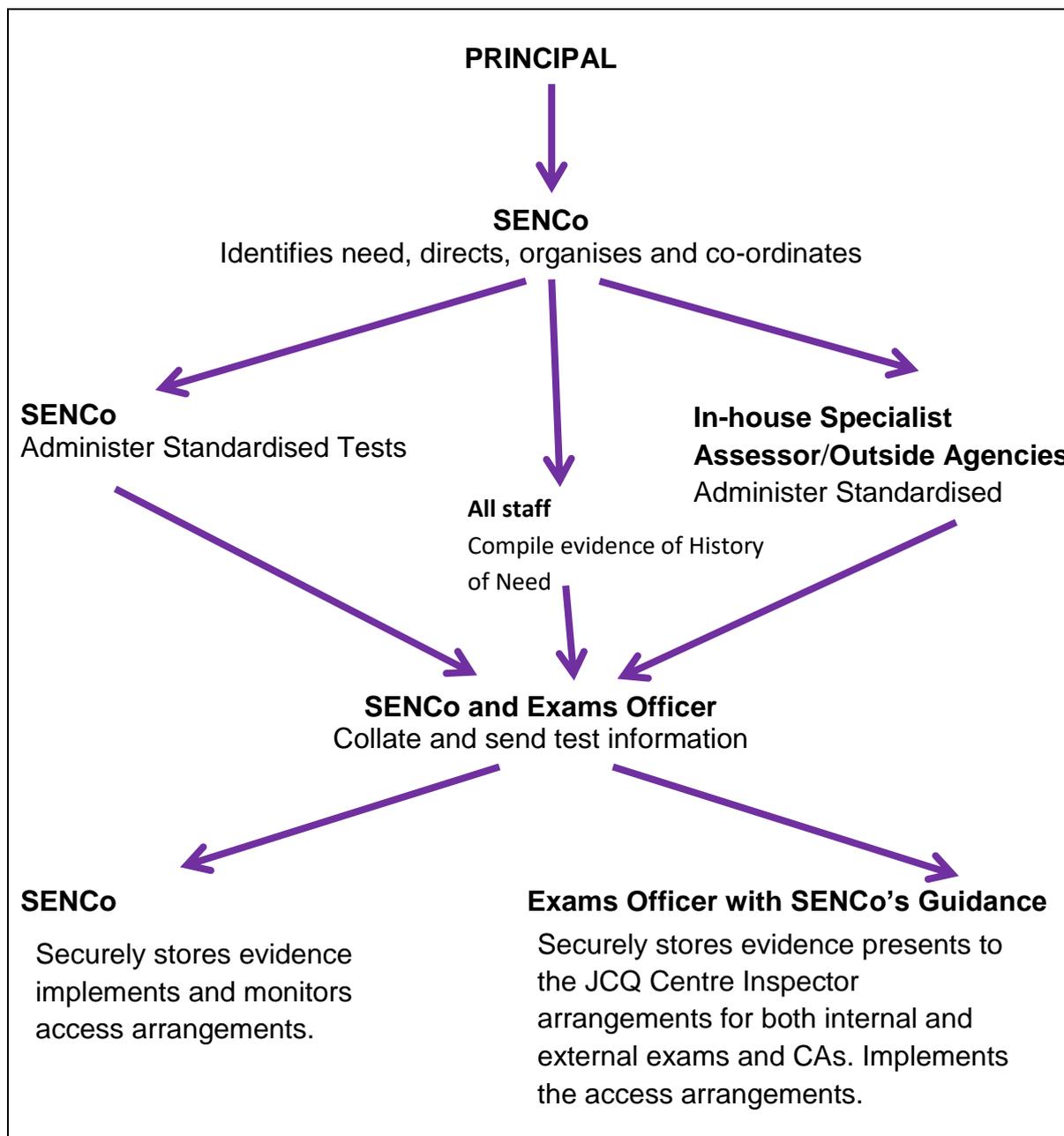
JCQ requirements can change annually, however the following are some of the standard practice of access arrangements:

- 25% extra time
- 10% extra time (EAL learners)
- 50%+ extra time (this is only granted in very exceptional circumstances)
- Rest breaks
- Reader
- Reading aloud
- Scribe (any marks for SPaG will not be awarded regardless of circumstances of application)
- Prompts
- Use of word processors (with SPaG removed)
- Modified papers
- Assistive technologies – **reader pens**
- Modified environment

Responsibility

Access arrangements are the responsibility of the SENCO, directed by the Principal. Access arrangements for exams should be conducted by the SENCO with relevant qualifications (in line with JCQ recommendations 2019). However, a qualified person may be brought in to assess when necessary, although it is advisable that any external agency employed has a relationship with the school and students. The SENCO can direct appropriate staff (with relevant qualifications) to be part of the assessment process.

Some advanced screening, those that do not require CCET qualifications, can be administered by teachers and TAs/support staff. Advanced screening, to build a picture of need, can and will be completed by other suitably qualified members of the Academy's staff. This gives a profile and can help to determine more specific assessment requirements, before the formal assessments, Form 8 and JCQ Application On-Line are completed.



PROCEDURE

All students complete CATs, NGRT screening assessments when they arrive at the Academy, then NGRT annually. This data, combined with information gathered during transition, flags students in Y7 who may need intervention and future monitoring. All teaching and TA support staff are involved in this early identification process. Throughout KS3 all staff are responsible for implementing recommended adjustments to QFT and EAA. All staff are involved in the monitoring of these adjustments. Students who require SEN support will be tracked and monitored by their Key Workers in the SEN team.

Miss Tabitha Simmonds BA Hons, PGCE,
 NASENCO, CCET 356700

Needs of students not identified in Y7 may become apparent at any point during KS3. All staff are responsible for reporting any concerns to the SENCo who can then arrange for further screening to be carried out. For example if a student requires a significant amount of differentiation to access work, reduced quantities to keep up with the rest of their class, additional time to complete work in line with their peers, and/or printed notes and resources not distributed to the rest of the class.

Formal Access Arrangement testing

Formal assessments are conducted in the summer term of Y9, and at the latest in the autumn term that the exam course starts (Y10 and Y12) – the deadline for applications to JCQ for May/June 2020 exam series is 21st February 2020 (modified papers: 31st January). Students qualifying for these formal assessments are determined by specified indicators following screening.

Students with a statement or EHCP would automatically qualify for a need matched Access Arrangements Screening. However, having SEN Support status (K) will not mean a student automatically qualifies to be assessed.

Formal assessment is a staged process:

Stage 1: Early Screening and compilation of History of Need

A report is produced by the SENCo highlighting the key elements including History of Need and screening outcomes. This is a compilation of quantitative and qualitative evidence compiled over the student's secondary experience and will include statements from teaching staff and records of interventions received.

It is the responsibility of the SENCo to ensure that all required information is collated and accessible to the Exams officer and wider staff body. The SENCo, in collaboration with colleagues and students, will monitor and ensure that AA are normal working practice. The SENCo and exams officer will ensure that all paperwork required by JCQ is in order.

Stage 2: Formal Testing

The formal testing and applications should take place no earlier than summer term of Y9.

Depending on outcomes of screening formal assessments are conducted to confirm access arrangements for exams. Assessments are carried out by qualified SENCo. Assessments may include:

- DASH

- LUCID EXACT
- LUCID RECALL
- WRIT
- WRAT

Stage 3: Formal application for Access arrangements for examinations

The outcome of assessment are recorded and summarised on the pupil profile sheet (Form 8) by the Assessor (SENCo). The online submission is carried out by the SENCo and Exams Officer.

All information is then shared with all staff so that they are aware of the AA that students have.

Stage 4: Exam Access Arrangements

After AA have been granted the students should be provided with them in all assessments, both internal (informal) and external (formal) controlled assessments and exams.

It is the responsibility of Faculty Leaders to provide advance warning (a minimum of 1 working week) when invigilators, scribes or other resources are required. Requests should be emailed to the SENCo and Exams Officer stating the time, length and location of the assessments and what support is required.

If a student does not use the AA it is the SENCo's responsibility to remove these arrangements. Records will be kept by invigilators stating whether or not AA have been used, this will be monitored by the SENCo and Exams Officer. It is best practice to ask students to complete the work they do in the 25% extra time in a different colour, invigilators will ask students to swap pens when their AA time starts.

If a student requires emergency access arrangements this needs to be referred to the SENCo and appropriate applications and arrangements will be made.