



HELE'S SCHOOL EXAM ACCESS ARRANGEMENT POLICY

1. Core principle

The core principle that guides everything we do is **Putting Students First**.

2. Introduction

The Exam Access arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with Special Educational Needs and Disabilities. (SEND). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil their full potential.

3. What are Exam Access Arrangements (EAA)?

They are a provision or type of support given to a student in an external national exam where a particular need has been identified by an assessment, so that the student has appropriate access to the exam where they would be at a substantial disadvantage in comparison to someone who is not disabled. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the exam. Assessments must demonstrate the evidence of need through both quantitative and qualitative measures. The pupil must meet the 'Joint Council for Qualifications' (JCQ) criteria for access arrangements set out in the JCQ 'Adjustments for candidates with disabilities and learning difficulties' booklet for the appropriate year. In putting EAA in place, the school is required to comply with the Equality Act 2010 and JCQ regulations.

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.

EAA for examinations and Controlled Assessments will be planned and implemented where there is sufficient evidence that learners have a learning difficulty or disability.

Assessment will be a sequential process – Identification: Hele's SEND referral forms; evidence from teachers; assessment where relevant; notification of outcome to parents; updated EAA list to teachers as necessary. For any given year the on-line application to JCQ for EAA must be completed and awarded by 20 March. Applications after that date will have missed the exam run for that year.



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The following is a summary of the process:

Identification by teacher, parent, student or SEND team. Letter sent to parent to inform that SENCo is collecting information from teachers. (L1)



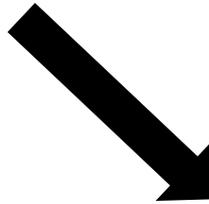
Teacher evidence sought and presented to SENCo or SEND team to act as evidence for approval.



A letter is sent to parent for permission to test. Appropriate testing will be carried out if recommended by teaching staff. (L2)

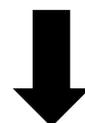


A letter is sent to parent re decision not to test. No testing will be carried out if not recommended by teaching staff. (L3)



The results confirm that Online application is completed for the pupil.

The results do not confirm that EAA are required as per JCQ criteria. No EAA will be awarded. EAA are required as per JCQ criteria



Outcome of assessment sent by letter to parents (L4 - 7)



EAA communicated to teachers



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4. Procedures at KS3/4 GCSE

i) How would students be identified for EAA investigation?

- They would have had EAA at KS2 for their SATs
- Information from primary schools
- From baseline testing completed at the start of Y7
- Parental request for investigation by SENCo. SENCo to fill out the SEND referral form, and contact teachers for evidence to proceed.
- Subject teacher referral for investigation by SENCo using the SEND referral form.
- Once a student has been assessed by the SENCo they will continue to be assessed by SENCo on a termly basis. A student will remain being assessed unless their scores improve into the 'average' range over two cycles.
- Students may be awarded EAA during Y7/8/9 on a temporary basis. This cannot be ratified by the JCQ until further in depth assessment has been carried out by the SEN department at the end of Y9. Depending on the assessment results and evidence of the student's 'normal way of working' at this stage EAA can be formally applied for by the SENCo for GCSE and other exams. The EAA is then valid for 26 months from the date of online award by the JCQ.
- Pupils will not be re-assessed before the GCSE exams once they have been assessed at the end of Y9 for GCSE EAA. GCE EAA assessment is reviewed at the start of Y12.

KS2 SAT EAA

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the JCQ criteria.

Baseline Testing in Year 7

All students in Year 7 are tested at the start of the Autumn Term.

ii) Referrals

An SEND referral form must always be completed by a teacher or by the SENCo or Deputy SENCo before any investigation can take place for a particular pupil.

Parent Referral

Parents may contact the SEN Department to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCo will contact the pupil's teachers requesting feedback as to whether the teachers advise specialist assessment by the Learning Support department to ascertain if the pupil has a disability or learning difficulties. If one or more teachers advise that they have



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concerns that the pupil may have learning difficulties, giving specific concerns, then the SENCo will assess the pupil with a basic range of assessments.

Teacher Referral

As with Parent Referrals, teachers can refer a student to the SEN department, where they have concerns about the learning and progress of a student in their class. All of the student's current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to assess a student for EAA.

iii) Assessment Outcomes

Once appropriate assessments have been carried out by the SENCo will apply the rules from the JCQ 'Adjustments for candidates with disabilities and learning difficulties' to determine whether a candidate qualifies for EAA, and what type of EAA this will be, as laid out by the JCQ.

iv) Application online to JCQ

The SENCo will gather the evidence in the format stipulated by the JCQ and will apply on-line for the EAA. This must include both the quantitative evidence (scores in assessments) and qualitative evidence (there must be evidence that this is the candidate's 'normal way of working').

v and vi) Notification to parties concerned

Once this has been granted and evidence is collated and filed for JCQ inspectors to view during the exam cycle, the SENCo will notify: the teachers of the student, the exams officer, the student's parents, the student. From this point on the teachers will be expected to provide the student with the EAA they have been awarded for any internal assessments of a similar nature to the GCSE exams.

5. How do staff and parents know whether a student has Exam Access Arrangements?

- All subject teachers and support staff are given access to the Exams Access Arrangements (EAA) for KS3/4 and KS5. This is found on the student's PEN portrait, on the T drive – SEN folder or emailed to staff before the exams. Staff are informed of any changes to the SEN register and Exam Access Arrangements (EAA) via internal school communication systems. It is updated whenever changes have been made to the students' entitlements. The information about results of assessments for EAA are kept confidentially in line with school policy and are shared on a need to know basis.
- Parents will be kept updated throughout the process as outlined in the flow diagram above. They will be informed of test results via a letter home which states what their child is entitled to and when.



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6. The role of the SENCo / Exams Officer

- The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams. This information is kept on the shared SEN folder on the T drive.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo. This must be available for JCQ inspectors to view during ad hoc visits to the school.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo.
- Rooming for access arrangement candidates will be arranged by the Exams Officer.
- Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer.

7. Procedures at KS5 GCE

i) How would students be identified for EAA investigation?

- A note will be made of any students on the SEN register at Hele's School who are applying for a Post-16 place. If they have EAA currently this will be used to apply for EAA at KS5 providing their needs have not changed.
- External entrants to Hele's Post-16 provision, i.e. students who were awarded EAA in their previous school for GCSE, must notify Hele's School at the Post-16 'Induction Day Interview'. They must follow this up and provide evidence (a form 8) from their previous school, handing the evidence to the Learning Support Department.
- They may have a recent (since year 9) private report from a qualified Educational Psychologist with quantitative evidence of need.
- External entrants to Post-16 provision, may have had learning support at their previous school, they will need to provide written evidence of this support.
- Where the quantitative evidence is not available from a previous school the student will be reassessed using appropriate assessments once teachers have identified a need using the SEND referral form.
- It is possible that students may be identified by parents or teachers as having a learning difficulty or disability during the school year. These must have a SEND referral form completed by a teacher or SENCo before any investigation can be undertaken as in the summary of the process at the start of this policy.
- Students and parents must speak to the SENCo in order to request that an SEND referral form is filled out by the teacher if they believe that there is a learning difficulty or disability occurring in KS5 which has not been identified before in their schooling.
- The SEN department is unable to accept direct requests for assessment from a student or their parents – teachers will be called upon to provide evidence based on the student's



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classwork via the SEND referral form. This is to fulfil the JCQ criteria for EAA, where there has to be an evidence trail for the official application on-line by the SENCo.

If a student at KS5 does not meet the criteria for assessment, having no discernible learning difficulty or disability and no current evidence of need then the SEN department will monitor for a further 6 months, liaising with teachers at the end of this time. Parents will be informed by letter that no assessment can be carried out without clear evidence of need, as the points above.

Stages ii) to iv) are as above for KS4.

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Updated: April 2017

Hele's School Policy No:		Person Group Responsible:	SLT/SENCO
Review Period	Biannual	Last review Date:	April 2017
Related documentation			