



EXAMINATIONS ACCESS ARRANGEMENTS PROCEDURES

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PURPOSE

To ensure that students who are eligible for examination access arrangements are identified and assessed in the required manner and the necessary recommendations made. Following an application and approval from the relevant Awarding Body, Examination Access Arrangements (EAA) will be implemented (e.g. scribe, reader, extra time etc.).

The Equality Act 2010* places a duty on educational institutions not to discriminate against students learning difficulties/ disabilities in terms of either admission to courses or provision of education and support services.

What are Examination Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Arrangements fall into two distinct categories; some arrangements are delegated to centres, others require JCQ awarding body approval. Access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands/integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply the duty under the Equality Act 2010* to make ‘reasonable adjustments’.

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in public examinations, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- Extra time – 25%, 50%, 50%+
- A reader / computer reader
- A scribe/voice activated software
- Oral Language modifier
- Practical assistant
- Read aloud
- A word processor (Laptop)*
- A prompter
- Coloured overlays
- Supervised rest breaks – Duration and number arranged prior to the exam.
- Coloured/enlarged papers
- Papers with modified language



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Identification/Evidence

All referrals for Access Arrangements must initially be presented to the SENCO. Identification of students needs begins on entry into Beaumont School.

- Baseline testing completed at beginning of Year 7
- Evidence of need throughout KS3 – SEN reviews/classwork/internal tests/exams
- Subject teacher referral
- Parental referral
- Access Arrangements granted due to medical conditions will be recorded on centre headed paper and must comply with the six bullet points listed on page 26 of the JCQ Access Arrangement and Reasonable Adjustment booklet

If the school have a picture/ evidence of need for a student then a formal assessments will take place at the end of Year 9; formal access arrangements expire after 26 months. The screening and ongoing monitoring determines the level of specific assessment required,

Assessment

Assessments for EAAs will be carried out by Beaumont School's Specialist Assessor. As not all students have access to external assessors, Beaumont school will not accept privately commissioned reports from external professionals. After the assessment has been completed the SENCo will decide what access arrangements will be applied for depending upon the evidence held within the centre.

Applications will then be made to JCQ by the examinations officer ensuring all deadlines set by awarding bodies/JCQ are adhered to.

When formal access arrangements are determined and agreed these will become part of 'normal practice'.

If a student chooses continually not to use the agreed access arrangement granted to him/her, e.g. extra time or the use of a word processor, then it is not his / her normal way of working. The arrangement should not be awarded for public examinations and will be withdrawn.

Beaumont School will monitor the use of access arrangements in internal tests and rehearsal exams.

Failure to Comply

Failure to comply is defined as putting in place access arrangements that are not approved, or permitting access arrangements within the centre which are not supported by appropriated evidence.



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This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

Appendix 1

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>.

The clear starting point in the statutory guidance is that disability means '**limitations going beyond the normal differences in ability which may exist among people**'.

'**Substantial**' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'**Long term**' means the impairment has existed for at least 12 months, or is likely to do so.

'**Normal day to day activities**' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010. (**Study and education related activities are included in the meaning of 'day to day' activities.**)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, or learning difficulty or a visual impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;



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- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

Appendix 2

Word Processors

Centres are allowed to provide a word processor (e.g. laptop) **with the spelling and grammar check facility / predictive text disabled (switched off) where it is a student's normal way of working within the centre and is appropriate to their needs.**

A word processor cannot simply be granted to a student because he / she prefers to type rather than write or can work faster on a keyboard, or because he / she uses a laptop at home.

Students which may benefit from the use of a word processor are those with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- poor handwriting;
- planning and organisational problems when writing by hand.

This list is not exhaustive.

Examples – Word processor

- A student who cannot write legibly because she has dyslexia asks to use a word processor in her examinations. **It is her normal means of producing written work within the centre** because her teachers cannot read her writing. She is very proficient on the machine. Her centre allows her to use a word processor in her examinations.
- A student who has dyslexia has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossing-out and omission marks. He request a word processor and this is granted by his centre. **The use of a word processor is appropriate to his needs** since it allows him to correct text, sequence his answers and **reflects his normal way of working within the centre.**

Controlled assessments or coursework components can normally be completed on word processors unless prohibited by the specification.