



Examinations Access Arrangements Procedure

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Purpose

The purpose of this policy is to ensure that students who are eligible for examination access arrangements are identified and assessed in the required manner and the necessary recommendations made, in accordance with the Equality Act 2010, which places a duty on educational institutions not to discriminate against students with learning difficulties/disabilities in terms of either admission to courses or provision of education and support services.

What are Examination Access Arrangements?

Examination access arrangements (EAA) 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. EAA allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands/integrity of the assessment. EAA are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.

EAA can take the form of:

- Extra time – 25%, up to 50%, over 50%
- A reader / computer reader
- A scribe/speech recognition technology
- An oral language modifier
- A practical assistant
- The right to read aloud/use of an examination reading pen
- A word processor (laptop)
- A prompter
- Supervised rest breaks – duration and number arranged prior to the exam.
- Language modifier
- Bilingual translation dictionaries with 10% extra time
- Alternative site for the conduct of examinations
- Live speaker for pre-recorded examination components
- Other arrangements such as coloured overlays, separate invigilation within the centre
- Modified Papers including enlarged, coloured, modified language, transcripts of listening test/video and braille



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Identification/Evidence

All referrals for EAA must initially be presented to the SENCo. Identification of students' needs begins on entry into Beaumont School and takes the form of:

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

If the school has a picture/ evidence of need for a student then a formal assessment will take place at the end of Year 9. This covers the whole of Years 10 and 11, since formal access arrangements expire after 26 months. The screening and ongoing monitoring determines the level of specific assessment required.

Assessment

Assessments for EAA 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 EAA will be applied for depending upon the evidence held within the centre.

Applications will then be made to JCQ by the School's Specialist Assessor, ensuring all deadlines set by awarding bodies/JCQ are adhered to.

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

If a student chooses routinely not to use his/her agreed EAA, 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 EAA in internal tests and exams.

Failure to Comply

Failure to comply with the regulations contained in JCQ's Adjustments for candidates with disabilities and learning difficulties; Access Arrangements and Reasonable Adjustments has the potential to constitute malpractice which may impact on the candidate's result(s).

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

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



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Appendix 1 – Equality Act Definition of Disability

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 of 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;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

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

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker's native spoken language.



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Appendix 2 – Word Processors

In order for a student to use a word processor as their usual way of working at school, parents/carers must gain permission from the SENCo. A word processor will not simply be granted to a student because they prefer to type rather than write in lessons or examinations or because they can work faster on a word processor, or because they use a laptop at home.

The criteria used to determine if a student is eligible for the use of a word processor are as follows:

- A learning difficulty which has a substantial and long-term adverse effect on the student's ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Planning and organisational problems when writing by hand
- Poor handwriting, which is not easy to read.

The school will require a range of evidence in order to approve use of a word processor e.g. examples of handwritten work, previous test papers, evidence from professionals.

In order for a word processor to be used in public examinations, the use of a word processor must be the student's 'normal way of working'. This means that the student uses the word processor for lessons and home learning and all assessments that are undertaken in school, as far as possible. Students may not use their own device in public examinations. They will be provided with a word processor by the exams office, which will be set up for them for the examination. Please note that students may use a mixture of word processing and handwriting e.g. handwrite short answers and type extended answers. Likewise, students may determine for which subjects they wish to use the word processor. Many students elect not to use a word processor in subjects such as Maths.

Students are responsible for any word processor or device which they bring into school for use in lessons. Parents/carers should ensure that home insurance policies cover the device being used in school and the transportation of the device to school.

Guidelines for use of a word processor:

- Students should bring a lightweight device, with a proper keyboard and a USB port, into school.
- Devices should be Wi-Fi enabled to allow students to access Google Classroom.
- A series of folders should be set up on the device into which work produced in school can be saved.
- Students should ensure that all work is printed either using a school computer/printer or at home. The work should be glued into their subject book.
- If the teacher requests the work to be uploaded onto Google Classroom then they should do this rather than printing.
- When taking assessments, students should practise using the required examination format of having the following in a header: candidate name, centre number (17511), candidate number, subject or lesson title, page number of a total number of pages, 12 pt. font, double line spacing.



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- Students must only use the word processor to do the tasks being set during the lesson or examination. In most cases, the only application that will be required is MS Word or Notepad.