

HBHS's Exam Access Arrangements Policy

Policy reviewed by	B JONES	Date of last review	07. 2020	Date of next review	07.2021	Date of policy ratification by Governors	Sept 2020
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Purpose of policy

Herne Bay High School is committed to providing equal opportunities for all pupils. This policy sets out how our students with learning needs and disabilities will have provision determined for accessing examinations and achieving their full potential.

Legislation that underpins this policy

Children and Families Act 2014

SEN Code of Practice 2015

Equality Act 2010

Supporting Pupils at School with medical conditions (2015)

Joint Council for Qualifications (JCQ) guidance: 'Adjustments for Candidates with Disabilities and Learning Difficulties: Access Arrangements and Reasonable Adjustments,' which can be found via the link below:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-andguidance>

Other HBHS polices that should be read in conjunction with this policy *(the underlined policies are those that are most pertinent)*

- Equal Opportunity Policy
- Looked After Children Policy
- Accessibility Policy
- Supporting Students with Medical Conditions Policy
- Behaviour Policy
- Data Protection Policy

HBHS's Exam Access Arrangements Policy

Herne Bay High School is committed to providing equal opportunities for all pupils. Where students have a need which prevents them from accessing examinations, provision will be made.

This policy is developed with engagement and participation by parents/carers and representatives from the governing body and will be reviewed annually.

This policy is written in line with the requirements of the:-

Joint Council for Qualifications (JCQ) guidance: 'Adjustments for Candidates with Disabilities and Learning Difficulties: Access Arrangements and Reasonable Adjustments,' which can be found via the link below:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-andguidance>

This policy should be read in conjunction with the following school policies:

Other linked policies – SEND Policy, Equalities Policy, Looked After Children Policy, Data Protection Policy, Supporting Students With Medical Conditions Policy.

Equality Act 2010

Exam Access Arrangements (EAAs) are reasonable adjustments granted for students who are disabled within the meaning of the Equality Act 2010 and who would be at a disadvantage in comparison to someone who is not disabled.

EAAs are 'reasonable adjustments' made in Public Examinations and assessments taken under controlled conditions for students with evidence of a disability or defined need that is 'long term' and 'substantial'. They allow students to fully display their skills, knowledge and understanding in Public Examinations by providing a 'level playing field' with candidates without a disability. There are a variety of EAAs and students may be granted one or more of these following the guidance and regulations laid down by examination boards and the Joint Council for Qualifications (JCQ). Any access arrangement applied for will have been the student's 'normal way of working' in the centre over a long period of time and evidence from teaching staff will be on file to support any accommodation.

Definition of learning need / disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor' *SEN Code of Practice (2015)*

Students with a history of the following needs may need access arrangements. **Please note that a diagnosis alone cannot entitle students to access arrangements unless there is supporting evidence from school. This is a requirement of the JCQ.**

- Cognition and Learning Needs (e.g. General and/or specific learning difficulties).
- Communication and Interaction Needs (e.g. Autistic Spectrum Disorder, Speech, Language and Communication Needs)
- Sensory and Physical Needs (e.g. Hearing Impairment, Multi-Sensory Impairment, Physical Disability, Vision Impairment)
- Social, Mental and Emotional Needs (Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Mental Health Conditions)
- English as an Additional Language

1. The kinds of exam access arrangements

EAs are there to grant access to assessment without compromising integrity of assessment criteria. They cannot be used when they will directly affect performance in the skills being assessed (eg a reader cannot be used in exams testing the skills of reading).

EAs include the following:

- Supervised rest breaks (eg. hypermobility, attention & focus difficulties) *Not to be confused with Extra Time*
- Extra time (eg. processing difficulties, reading, writing speed)
- Reader, computer reader, reading pen (eg. Reading & comprehension difficulties)
- Scribe (eg. Spelling & writing difficulties)
- Prompter
- Word processor
- Alternative site
- Bilingual dictionary (10% extra time if resident in UK less than 3 years)
- Modified papers, eg coloured paper (Irlen's – need a diagnosis/screening)

Teachers monitor the use of students' EAs and provide timely evidence of normal way of working within lessons and internal assessments. This evidence may involve work completed by the student using / not using the EAA to demonstrate that it makes a difference to their achievement.

EAs may vary between subjects because different subjects and methods of assessment may have different demands.

2. Information about the policy for identification and assessment of pupils for exam access arrangements

At Herne Bay High School we begin to identify students from their end of year exams from Year 7. We cannot implement any EAs from Year 6 as these have different conditions attached and are for a primary school SATs.

Timelines:

Year 7 / 8 and 9: Teachers monitor closely, gather evidence of need and trial EAAs in assessments over time for students who have learning needs / disabilities.

term 5/6 in Year 9: students are identified for EAAs, normal way of working evidence is collated, SEND testing is undertaken, Form 8 is completed with picture of need and outcomes of testing. An application on line is made. The student signs a Data Protection Notice. The application outcome, Data Protection Notice and teacher evidence is kept securely filed ready for any inspection purpose.

Year 10: EAAs are in place for beginning of year 10 and being used as normal way of working, students must use AAs in KS4 mock exams or lose them; if not EAAs are used not in mock exams they will be removed and not be implemented for final public exams. Teachers will notify SEND of any EAAs by the end of Term 1 so appropriate paperwork can be completed.

The deadline for applications to exam boards is usually 21st February.

Post 16: EAAs from GCSE exams will roll forward into the Sixth Form. In the Sixth Form students must declare if they had EAAs if they have joined from another school. The SEND Leader will contact the previous school if necessary to obtain evidence and undertake SEND testing. A fresh on-line application may be required for EAAs in the Sixth Form.

As students in Year 10, 11 and in the Sixth Form with confirmed EAAs will be given cards detailing their EAAs and subjects. Parents will also be sent a letter to confirm EAAs for their child.

3. *Students with an Education, Health Care Plan*

For students with an Education, Health and Care Plan teachers provide evidence of normal way of working using the EAAs, eg a scribe, or a word processor. The EHCP will determine the need for EAAs and discussion about EAAs will be undertaken at annual reviews and recorded on the plan. An on-line application is not required for students with an EHCP. The EHCP is used as evidence for EAAs.

4. *Students with medical conditions*

We recognise that some students will have long-standing medical needs, such as diabetes and will require reasonable adjustments. The requirement for an EAA will be considered on an individual basis and the most appropriate EAA will be put in place.

Access arrangements awarded on medical grounds will only be accepted by the JCQ if the school has been aware of the student's medical history and relevant evidence has been gathered for the arrangement to be put into place. For students who require temporary access arrangements due to medical problems such as broken limbs, the school must have a medical letter before the arrangement can be put into place and the school Exams Officer must be made aware of the situation as soon as possible.

Students with diabetes are usually seated near the door-ways so they can exit, if required. Individual advice is given to students with diabetes about how to best manage their need within exams. This includes any provision for testing blood sugar levels, food and medical needs.

Medical letters detailing evidence of a diagnosed condition are needed and in most cases, normal way of working in lessons sits alongside this. This includes for anxiety related issues.

A letter from a GP or standard letters from hospitals/clinics recommending specific access arrangements are not sufficient.

Final decisions regarding EAAs are made by the school.

5. Students with English as an additional language

Students who have English as an additional language may be able to use a bilingual dictionary in certain exams. This must be their normal way of working in lessons and in internal assessments. Students may also be entitled to 10% extra time with the use of a bilingual dictionary if they have been in the country for less than 3 years.

6. Who can assess for EAAs?

Decisions regarding EAAs are determined by the outcome of the Herne Bay High School Access Arrangement Screening Process, described in Appendices 1 & 2. The SEND Leader is an appropriately qualified Access Arrangement Assessor with a level 7 qualification as dictated by the JCQ.

7. How EAAs are reviewed within school

The School Inclusion Plan meets regularly to discuss students with learning / disability needs and will review the list of students for whom EAAs are necessary.

The over-riding requirement is that any EAA is reflected as the student's normal way of working in lessons and internal exams.

8. Private Assessment Reports

As per JCQ guidelines we do not have to consider private assessment reports. In many cases they are discriminatory against students who cannot afford a private report. Students' EAAs will be considered within school based on teacher evidence of 'normal way of working' and SEND testing. Final decisions regarding access arrangements are made by the school.

9. The use of Word processors in Exams

Word processors must reflect the student's normal way of working in school. They are provided for students who have:

- A learning difficulty which has a long-term, substantial adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory disability

- Illegible handwriting
- Planning and organisational problems when writing by hand

SEND testing may need to determine whether using a word-processor is a genuine requirement for exams. It has to be remembered that word-processors in some exams may warrant the deduction of marks and will affect the exam grade. Also, the internet browser, spelling, grammar review functions etc. will be disabled for exams.

10. What if a student transfers to HBHS from another school?

For students transferring from other schools during the course of their secondary schooling, relevant documentation regarding existing conditions and examination access arrangements must be provided. This can be sent on by the previous school or provided by parents. The following examples of documents will be required if the access arrangements are to be considered at Herne Bay High School:

- Form 8 (a JCQ form held by the previous school) and any report which was used as evidence;
- Application Approved (a JCQ form held by the previous school);
- Supporting documents such as medical letters and professional reports, if necessary;
- Anecdotal evidence from teachers regarding the need for examination access arrangements;
- Pieces of work showing the use of extra time by means of a different coloured pen.

In order for Herne Bay High School to demonstrate an ongoing need for access arrangements, current in-school evidence may need to be sought in addition to the documents listed above.

11. What constitutes malpractice?

As a school we can be inspected to ensure we have followed JCQ guidelines. The consequences of malpractice can be severe: disqualification for the student in one or more exams, disqualification for a whole cohort of students or even the centre being closed for up to 5 years. Examples of malpractice include:

- Not student's normal way of working
- EAAs suddenly granted just before exams
- No history of need
- Insufficient evidence on file
- Not using EAAs in mock exams

12. Special consideration for temporary injury or illness or other critical event

Special consideration is a post-examination adjustment to a student's mark or grade due to detriment suffered the student, eg temporary injury, illness or other critical event. Cases for special consideration are based on the circumstances of each individual case. An on-line application is made to grant special consideration. Supporting evidence will need to be kept on file.

13. The name and contact details of the SEND Leader

The SEND Leader at Herne Bay High is Mrs Slade who is a qualified teacher and a member of the British Psychological Society having gained a Certificate of Competence in Educational Testing and Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) at Level 7. She has also gained the National Award for Special Education Coordination (PGCert).

Mrs Slade attends conferences and training sessions on a regular basis in order to keep up-to-date with the latest information and research in the world of SEND and any changes to the law surrounding disability.

Mrs Slade can be contacted via the main school reception and telephone (01227 361221)

14. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and /or disability concerning the provision made at the school

The normal arrangements for the treatment of complaints at Herne bay High are used for complaints about provision made for special educational needs and EAAs. We encourage parents to discuss their concerns with the Mentor, subject teacher, SEND Leader or college manager. They may wish to make an appointment with an Assistant Principal or Vice Principal to resolve the issue before making the complaint formal to the Principal. If the complaint is not resolved it is referred to the Chair of the governing body.

Appendix 1. Laptop Eligibility Screening Process for Classroom Purposes

Stage	Comments and Next Steps
1	<ul style="list-style-type: none"> ☒ Handwriting concerns raised by staff ☒ School to seek medical evidence if applicable (e.g. GP letter, OT report) ☒ Move to stage 2
2	<ul style="list-style-type: none"> ☒ SEND team to gather class work samples to establish level of need, and ☒ If there is no evidence of need, no further action. Parents/staff to be informed of outcome. ☒ If there is evidence of need, move to stage 3
3	<ul style="list-style-type: none"> ☒ Learning Support staff to assess handwriting and typing speed using free writing test. ☒ If handwriting legibility and/or speed is insufficient <u>but</u> typing speed is sufficient, the SENCo will consult with parents to discuss possibility of using a laptop in school (e.g. does the student have a laptop at home then can use?). If parents are in agreement, move to stage 4 ☒ If handwriting legibility and/or speed <u>and</u> typing speed is insufficient The SENCo will consult with parents to request that the student develops touch typing skills at home. Parents to inform The SENCo once the student's typing skills improve. If no further contact is made, process will end. ☒ Once parents inform the SENCo that the student is typing at a sufficient speed, Learning Support staff to rescreen typing speed. If typing speed remains insufficient, further touch typing practice will be advised. If typing speed is sufficient, move to stage 4.
4	<ul style="list-style-type: none"> ☒ Student must collect a laptop permission form from the SEND dept. & complete with parents. Once completed, the student must return the form to the SEND dept. This form must be fully completed and parents and student in order for a laptop to be used in school. <u>The student is responsible for completing this form and submitting it to the SEND dept.</u> ☒ Student to use his/her personal laptop in all lessons for trial period (approx. 6 weeks) ☒ Move to stage 5 after trial period
5	<ul style="list-style-type: none"> ☒ SEND dept. to seek teacher feedback on student's use of laptop over the trial period. ☒ If the majority of teacher feedback is positive, the laptop will become a permanent arrangement for the student (including exams/planned assessments). ☒ If the majority of teacher feedback is negative, laptop arrangement will be removed. SEND dept. to inform parents of outcome.
6	<ul style="list-style-type: none"> ☒ SEND dept. will monitor student's use of laptop in exams/planned assessments through the school's monitoring system. Findings will determine whether laptop will remain in place or be removed.

Appendix 2. Access Arrangements Screening Process

Stage	Comments and Next Steps
1	<ul style="list-style-type: none"> • Is the student at SEN support on the Student Support Register, or • does the student have an EHCP, or • have concerns been raised by teaching staff, or • are there concerns about a student's mental health <u>and</u> has there been involvement from outside agencies? <input type="checkbox"/> If yes, move to Stage 2 • If no, consult recent school data information to assess if there is a history of underachievement (in line with the student's targets) in English and/or Maths in the last 12 months. If yes, move to Stage 2. If no, end.
2	<p>SENCo to seek information and feedback from all teachers to establish normal way of working in lessons, with a focus on the student's needs.</p> <ul style="list-style-type: none"> • If several concerns are raised, move to stage 3. • If there are no or limited concerns, the process will end.
3	<p>Student is screened by a specialist assessor in school using recognised standardised tests in order to establish any below average standard scores as outlined by the JCQ.</p> <p><input type="checkbox"/> If below average standard score(s) are identified, move to stage 4 <input type="checkbox"/> If there are no below average standard scores, the process will end.</p> <p>If an assessment has been carried out by an external assessor with prior consultation with school, the results should identify below average standard scores as above. A separate screening in school will not be carried out.</p>
4	<p>All evidence will be collated and appropriate access arrangements will be discussed and decided with key staff in school. The final decision for all access arrangements rest with the SENCo and/or Head teacher.</p>
5	<p>The Exams Officer and SENCo will apply to JCQ for specific access arrangements in preparation for GCSE and GCE assessments (N.B. Any access arrangements will expire 26 months from date of application to the JCQ).</p> <p>Teachers will be informed of the access arrangements</p> <p>Parents will be informed of approved access arrangement(s) by letter from the SENCo.</p>
6	<p>Teaching and Support staff, the Exams Officer, Invigilating team and the SENCo will monitor effective use of access arrangements after each planned assessment. Findings from this will determine whether the access arrangements will remain in place or be removed by the SENCo as advised by the JCQ. If an access arrangement is removed, the SENCo will inform the student and the SENCo will inform parents by letter.</p>

Parents without internet access may make an appointment with the SEND Leader for support to gain the information they require.

Approved by the GB on

Next review on