

Access Arrangements and Reasonable Adjustments in accordance with JCQ regulations 2022-23

INFORMATION FOR PARENTS AND CARERS

What are the purpose of Access Arrangements?

Access Arrangements are designed to allow learners with an **identified learning need or disability** to:-

- ◆ Access examinations without being at a 'substantial disadvantage' in relation to their peers.
- ◆ Show what they know and can do without changing the demands of the assessment.

Access Arrangements are to ensure that students have equal access to exams and assessments i.e. they are to offer a level playing field. There is an obligation not to put students at an unfair advantage or an unfair disadvantage.

Who produces the regulations governing Access Arrangements?

The regulations for Access Arrangements are updated every year and are set out in a publication produced by the Joint Council for Qualifications (JCQ) on behalf of the examination boards and schools are bound to adhere to them.

Some reasonable adjustments are at the discretion of the SENCO but all are subject to scrutiny by JCQ.

What common reasonable adjustments and examination access arrangements are possible?

Supervised rest breaks (must be considered before ET)	Modified papers
Prompter	Braille papers
Small room provision	Enlarged papers
Extra time (typically 25%)	Noise cancelling headphones
Reader	Use of phone to monitor blood sugar (diabetes)
Word processor	Practical assistant
Scribe	

How does it work at Hayes?

Identification

- ◆ To be awarded Access Arrangements, there must be an **established picture of need** e.g. the student may have an Educational Health Care Plan (EHCP), have had an entitlement to extra time in the KS2 SATS or identified learning needs or disability were made clear on transition from primary school.
- ◆ We screen all students in Year 7, in order to identify those who may need additional support. This process also gives baseline data for those who may have a need for extra time and we monitor identified students moving forward.
- ◆ We ask teachers to notify us of any students who they feel may be in need of access arrangements and reasonable adjustments.
- ◆ In Year 9, all students undergo additional screening to identify any who may have underlying learning difficulties impacting on their speed of working i.e. they may have a need for extra time.

Confirming students meet thresholds

- ◆ Where teachers have confirmed a need, identified students will undergo psychometric testing with the school's Access Arrangements Specialist Assessor.
- ◆ Under current JCQ regulations, students must demonstrate significant difficulty in two areas related to speed of working in order to qualify for additional time.

Complying with JCQ regulations

- ◆ Good practice is that students begin their GCSE courses in Year 10 with identified exam access arrangements. (N.B. Covid-19 has impacted on this for our current Year 10)
- ◆ Any Access Arrangements granted for students will be made available to them prior to the JCQ deadline and public exams, and where possible in the classroom, so that use of the Access Arrangement(s) reflects the student's "normal way of working".
- ◆ The SENCO may withdraw any agreed Access Arrangement if the student is observed to not use the Arrangement during exams/tests and in the classroom.
- ◆ The student must sign a Data Consent Form allowing us to share their data when applying for Access Arrangements.
- ◆ The student has the right to refuse any agreed Access Arrangement and it is against regulations to put them in place against the will of the student.

If you have any questions about this information, do please contact Mrs Leng (Assistant SENCO) at: ghl@hayes.bromley.sch.uk



My child is dyslexic. Will they get extra time?

Diagnoses like dyslexia do not entitle a student to Access Arrangements such as extra time, readers and scribes for which they must meet the inclusion criteria. Students with SPLD will be invited for assessment based on their screening scores and teacher feedback.

A student with SPLD must score below average threshold in **two areas of speed of working** (reading, writing, processing) to qualify for extra time.

Please note: Reports from private assessments cannot be used to support an application for additional time. Assessments must be carried out by the in school assessor and cannot be repeated within a 6 month period.

My child has a medical condition/mental health need that requires extra time: what do I do?

Students with physical and/or mental health needs that may impact their exam performance will be reviewed and reasonable adjustments such as supervised rest breaks will be offered.

Specialist evidence confirming a disability is required if it is felt Access Arrangements such as additional time are required. This would need to be in the form of a headed letter from CAMHS, a HCPC registered psychologist, a medical consultant or speech and language therapist.

What if my child has an EHCP?

Access Arrangements will be decided and trialled in line with the needs and support outlined in the student's EHCP.

JCQ regulations state the school must collect evidence (pieces of work/ teacher feedback) to demonstrate the Access Arrangement(s) are the student's normal way of working.