

## Sixth Forms in Partnership

### EXAM ACCESS ARRANGEMENTS PROCEDURES

Exam access arrangements are regulated by the Joint Council for Qualifications (JCQ). These regulations are updated every September. Below you will find details of the current regulations and application procedures.

Mrs Odlin, Head of Learning support, manages this at Elizabeth College, in conjunction with the Exams Officer, Mr Cousens. JCQ inspects the school's paperwork regularly to ensure that procedures and regulations are being adhered to.

#### Exam access arrangements are granted on account of:

- cognition and learning needs
- communication and interaction needs
- a medical condition
- sensory and physical needs
- social, mental and emotional needs

#### Types of exam access arrangements include:

- 25% extra time
- Exam papers photocopied onto coloured paper
- Supervised rest breaks
- Use of a word processor
- Separate invigilation (sitting exams in a separate room)

**PLEASE NOTE: The school has to provide JCQ with evidence to support the implementation of any access arrangement which must reflect the student's normal way of working in school based on evidence of need to ensure that a candidate is not placed at a disadvantage. If it is not their normal way of working, we will be unable to put it in place.**

#### Who qualifies for exam access arrangements?

JCQ guidelines state that 'The Centre must be satisfied that the candidate has an impairment which has **substantial** and **long term** adverse effect, giving rise to **persistent and significant** difficulties.'

It is also states that as a school we must be aware of any conditions or learning needs that might warrant application for access arrangements well in advance of any application being made. These should be made known to the Head of Learning Support who will coordinate any application. Initial communication may be via the student's Form Tutor, Year Co-ordinator, the Head of Learning Support and/or any of the Senior Leadership Team.

Qualification for extra time is determined primarily on speeds, e.g. of reading, writing, speed of processing that fall below the average expected level.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs. Any arrangements which incur additional costs will be charged to parents.

### **How do you qualify for exam access arrangements?**

Qualification for arrangements such as extra time is based on the student achieving assessment results that fall below a specified level or on the production of relevant medical evidence. Up to the end of Year 9 any access arrangements for internal exams are applied based on information usually from an initial assessment of the student's needs supplemented where relevant by data from a previous school.

For access arrangements to be applied in external exams, in Years 10 and 11 and in the Sixth Form, an up-to-date assessment needs to be provided to the school. This needs to have been carried out no earlier than Year 9. The Dyslexia Day Centre is able to assess for exam access arrangements, regardless of whether a student is dyslexic or not. An assessor comes in to College once a term. Assessments can be organised through Mrs Odlin

If an assessment is being organised privately, the school needs to be notified at least 5-6 weeks prior to it being carried out as there is paperwork that has to be given to the assessor beforehand, as stipulated in the JCQ guidelines.

**Please note: new guidelines for 2017 state that assessments have to be carried out by an assessor that is known to Elizabeth College. Assessments by unknown assessors will not be accepted.**

Applications take several weeks to process and have to be in place prior to mock examinations in order to reflect the candidate's normal way of working. **As such we will only be able to process requirements if we have been informed, at the latest, prior to 1<sup>st</sup> November(for Year 11) and 1<sup>st</sup> December (for Sixth Form) in the academic year in which the examinations are to be sat.** We would normally expect to be aware of any issues that may need access arrangements much earlier so that teachers can adjust their lessons to take this into account.

## **Procedures for candidates with specific learning difficulties e.g. dyslexia, dyspraxia**

A student with a specific learning difficulty is not automatically entitled to extra time. As mentioned above, the criteria for approval of extra time is based primarily on speeds. An up-to-date assessment needs to be carried out to ascertain eligibility.

Students who use coloured overlays or glasses are permitted to take them into exams without any authorisation from school or JCQ.

## **Procedures for candidates with a medical condition**

### *Long-term medical conditions*

Evidence from the student's health professional (consultant/specialist, not GP) must be provided which specifies the access arrangements that are to be considered to support the student's needs. It must be clear from this evidence that the student requires the arrangement(s) outlined to avoid being put at a disadvantage compared to the rest of the cohort sitting public examinations.

### *Short –term medical conditions*

If a student is unwell during the exam period, notification can be sent to the relevant exam board as part of a process called 'special considerations'. The board may then decide to adjust the student's marks slightly to reflect this. Evidence is required from any health professional involved in the student's care. In exceptional circumstances, it may also be possible to grant an emergency access arrangement (such as where an injury causes a candidate to be unable to write but able to use a word processor).

## **Moving from GCSE to A-level**

If a student has had an access arrangement for GCSE exams that is still required for A-level, this can continue without the need for a new assessment. The school must establish that there is still evidence of need to avoid the candidate being disadvantaged. Continuation of the provision is not automatic.

If the need arises for a new access arrangement to be put in place for A-level then the same procedures applies as for GCSE.

Please be aware that these arrangements also apply to examinations that may be sat at Elizabeth College and this guidance has been agreed jointly with them. Mrs Coubrough-Barnett will liaise with Mr Cousens at Elizabeth College who will apply for any relevant access arrangements that have been evidenced by the agreed date.

*For more detailed information please go to [jqc.org.uk](http://jqc.org.uk) and navigate to the '[access arrangements](#)' section.*

*For any further queries regarding exam access arrangements please speak to Mrs Odlin,  
Head of Learning Support: [jodlin@elizabethcollege.gg](mailto:jodlin@elizabethcollege.gg)*

*References:*

***Access Arrangements and Reasonable Adjustments; Joint Council for Qualifications.***