



EXAM ACCESS ARRANGEMENTS (EAA) PROCEDURES

1. Introduction

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.

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

2. What Are Exam Access Arrangements?

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
- Separate invigilation (sitting exams in a separate room)
- Use of a word processor (see separate document regarding this arrangement)

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 that is based on an evidence of need, in order to ensure the candidate is not placed at a substantial disadvantage to their peers. If it is not their normal way of working, we will be unable to put it in place.

3. 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 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 pupil's Head of Year as well as 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 and it is the Head of Learning Support who will activate the application process.

In the event of the application being accepted by JCQ, then the pupil will be placed on the Learning Support Register for which there is a termly fee, currently £60.

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.

4. How do you apply 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 access arrangements for internal exams are applied based on information from assessments that take place up to that point as a result of teacher referral, parent or pupil concerns or information from a previous school.

For access arrangements to be applied in external exams, 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 and assessments are organised with them through Ms Adkins.

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: the JCQ guidelines 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 Preliminary 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 no later than 1st October 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.

5. 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.

6. 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 substantial disadvantage compared to the rest of the cohort when 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 (e.g. where an injury prevents a candidate from handwriting legibly, but they are still able to use a word processor).

7. 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. It is, however, necessary for the school to establish that there is still evidence of need that any arrangements are still required to avoid the candidate being disadvantaged. Continuation of the provision of the arrangement is not automatic.

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

For more detailed information please go to jcq.org.uk and navigate to the [access arrangements](#) section.

For any further queries regarding exam access arrangements please speak to Ms Adkins, Head of Learning Support – ladkins@elizabethcollege.gq