



EXAM ACCESS ARRANGEMENTS (EAA)

1. Introduction

- 1.1. Exam access arrangements are regulated by the Joint Council for Qualifications (JCQ). These regulations are updated every September. In this policy you will find details of the current regulations and application procedures.
- 1.2. The Head of Learning Enrichment manages this at Elizabeth College in conjunction with the Examinations Officer. JCQ inspects the school's paperwork every year to ensure that procedures and regulations are being adhered to.

2. What Are Exam Access Arrangement?

- 2.1. 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
- 2.2. Types of exam access arrangements may include:
 - 25% extra time
 - Supervised rest breaks
 - Use of a word processor (see separate document regarding this arrangement)
 - Use of dictation and reader software
 - Prompter

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?

- 3.1 JCQ (Joint Council for Qualifications) guidelines state that the Head of Learning Enrichment 'must be satisfied that the candidate has an impairment which has **substantial** and **long term** adverse effect, giving rise to **persistent and significant** difficulties.'
- 3.2 JCQ 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 student's Head of Year as well as the Head of Learning Enrichment and/or any of the Senior Leadership Team.
- 3.3 JCQ states that the College's appointed Specialist Assessor(s) must conduct the assessment to determine the need for access arrangements and that the College must decide which access arrangements a student has for their exams. The College's appointed Specialist Assessors are Lou Adkins and Emma Blazina. External diagnoses (e.g. by SpLD assessor, medical consultant,



psychiatrist, psychologist) do not determine access arrangements. JCQ stipulates that arrangements should be needs led, not diagnosis led.

- 3.4 Qualification for extra time is determined by standard scores which relate to two different areas of speed of working and/or evidence as stipulated by the JCQ.
- 3.5 In the event of the application being accepted by JCQ, then the student will be placed on the Learning Enrichment Register at Wave 2 (if not previously on it) and the access arrangement is recorded.
- 3.6 Occasionally separate invigilation and/or use of a reader and/or scribe can reflect the candidate's normal way of working in internal school tests and preliminary examinations if it can be demonstrated that an impairment has substantial and long term adverse effect, giving rise to persistent and significant difficulties.

4. How do you apply for exam access arrangements?

- 4.1 Criteria for the qualification for arrangements are stipulated by JCQ. [JCQ - Access Arrangements and Reasonable Adjustments](#)
- 4.2 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.
- 4.3 For access arrangements to be applied in external exams, an up-to-date assessment of needs must undertaken by an Elizabeth Colleges Specialist Assessor(s). This needs to have been carried out no earlier than the start of Year 9.
- 4.4 Applications for Exam Access Arrangements must reflect a student's normal way of working. Elizabeth College's procedures align with the requirements of the JCQ Regulations which state, *Access arrangements/reasonable adjustments should be processed at the start of the course. Schools, for example, should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9.*
- 4.5 Students newly referred for assessment must be assessed in the academic year before public examination. Parents, students, and teachers must therefore make any referrals to the Head of Learning Enrichment before 31 December in Year 10 or 12. In exceptional circumstances the Trinity Term Examinations in Year 10 or 12 may reveal a need for assessment for Access Arrangements. Where this is the case referrals must be made before 1 October in Year 11 or 13.

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

- 5.1. A student with a specific learning difficulty is not automatically entitled to access arrangements. An up-to-date assessment needs to be carried out by the College's Specialist Assessor(s) to ascertain eligibility in line with JCQ criteria.
- 5.2. 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

6.1. 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. These arrangements must reflect the student's normal way of working in College.

6.2. 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)