



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS POLICY

Cannock Chase High School's Policy for Access Arrangements and Reasonable adjustments is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments' – with effect from 1 September 2017 to 31 August 2018.

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements fall into two distinct categories: some arrangements are delegated to schools; others require approval from an external awarding body.

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes, additional time and Braille question papers. In this way awarding bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a disabled person would be at a **substantial** disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

How reasonable the adjustment is will depend on a number of factors, including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes, affects the security or integrity of the assessment or puts the candidate at an advantage to its peers.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Training

Invigilators and other members of the staff who are involved in the examination process receive training in respect of access arrangements on a yearly basis. This training is provided by the Examinations Officer.

Emergency Procedures

Emergency evacuation procedures are tailored to individual candidate needs, risk assessments having been carried out prior to each examination series.

Specialist Equipment

Any necessary specialist equipment will be provided by the SEN Department (with the exception of ear plugs which should be provided by the candidate).

Exceptional Health Issues

The Examinations Officer will be notified by the SENCO of any exceptional health issues including any medication requirements for certain candidates.

When might students need to be given exam access arrangements?

Scribe

Where a student has a physical disability; where her/his writing:

- is illegible and may hamper their ability to be understood;
- speed is too slow to be able to complete the exam in the allotted time.

ICT

Where a student has a physical disability; his/her writing would be:

- illegible and may hamper their ability to be understood;
- speed is too slow to be able to complete the exam in the allotted time.

Reader

Where a student has a standardised score of below 85 in a test delivered by Specialist Teacher (100 is the average).

Extra Time

Where a student's ability to process information is slower than average.

Rest Breaks

Where a student has a physical disability which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time. This has to be evidenced by class teachers to be their **normal way of working** and usually supported with medical evidence.

Prompter

For a student who loses concentration/focus, and is not aware of time.

Separate Room

For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room. Medical evidence is usually requested to support this provision.

Procedures

Identification for Exam Access Arrangement and what evidence will be needed

- Baseline testing completed on the Cognitive Ability Tests
- Subject Teacher Referral
- Information from Primary schools (for Key Stage 3)
- Relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long term effect (history of need/history of provision/intervention strategies)
- Evidence that the difficulties are persistent and significant (history of need-assessment results/provision/intervention strategies)
- Evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (intervention strategies – assessment results –history of need/provision – staff observations)
- Confirmation that the candidate would be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment(history of need/provision/staff observations)
- Confirmation that the access arrangement is the candidate's **normal way of working** within the school as a direct consequence of their disability (history of need/provision/intervention strategies/staff and exam officer observations).

How students will be assessed

A Specialist Teacher will assess students using a variety of nationally recognised tests. The tests that the Specialist Teacher uses are replaced/upgraded periodically in line with current practice. The test that the Specialist Tester uses depends very much upon the type of barrier to learning that the student may have. Should the student need further testing to assess for other learning issues or further EAA, the Specialist Teacher will arrange this.

Following a report produced by the Specialist Teacher an application is made to the Exam Boards for permission to implement the specified arrangement/s (Form 8). Students are tested formally in Summer Term of Year 9 in order to comply with the 26-month rule so that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11. Repeat applications are made should a student move into Year12.

Supporting evidence needed to apply for EAA

As per JCQ regulations certain applications may need to be supported with for example:

- A Form 8 report from Specialist Teacher or Specialist Teaching Assistant; or
- A letter from CAMHS or a clinical psychologist or psychiatrist; or
- A letter from a hospital consultant; or
- A letter from the Local Authority Educational Psychology Service; or
- A letter from the Local Authority Sensory Impairment Service; or
- A letter from a Speech and Language Therapist (SALT).

In line with JCQ regulations, Cannock Chase High School will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's **normal way** of working in school.

Complaints

Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer who will initiate an enquiry.