

EPHS ACCESS ARRANGEMENTS PROTOCOL

DECEMBER 2016

Introduction

Access arrangements are modifications or provisions, made in public examinations and controlled assessments such as coursework, for students with evidence of a defined need.

Access arrangements must be **approved by the examination boards before** an assessment in which they are to be provided. The **criteria for eligibility** for the arrangements are laid down by the **examination boards ('the awarding bodies')**.

Access arrangements allow students with special educational needs, disabilities or temporary injuries to:

- Access the assessment
- Show what they know and can do without changing the demands of the assessment

The arrangements that are available to allow this include the use of a reader, scribe or a word processor and the provision of extra time.

The intention behind access arrangements is to meet the **particular needs of an individual candidate** with a **learning or physical disability**, without affecting the integrity of the assessment or advantaging the candidate above his or her peers. In this way the awarding bodies will comply with their duty under the Equality Act 2010 to make 'reasonable adjustments'.

Equality Act 2010, special needs and access arrangements

- All staff with responsibility for exams must ensure they meet the disability provisions in the Equality Act 2010
- The Equality Act 2010 requires an awarding body to make **reasonable adjustments** where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison with someone who is not disabled. The awarding body is required to take reasonable steps to overcome the disadvantage. An example would be providing an enlarged exam paper would be a reasonable adjustment for a visually impaired student who has difficulty seeing small text and diagrams.
- Students with disabilities must be given full access to exams according to their needs.

EPHS provision of access arrangements

The school will ensure that access arrangements are provided in public examinations to give pupils with particular requirements a fair opportunity to demonstrate their **attainment**. All access arrangements provided will:

- **Comply** with awarding body **regulations (JCQ)**

- Be backed by the required **evidence of need** and **history of provision**. Any student who has access arrangements **must have evidence of using this provision over a period of time**. If a child does not have the evidence of their normal way of working across their subjects they are not entitled to access arrangements
- **Reflect** the support **arrangements** to which the students concerned have been **accustomed in class**. **The provision should be their normal way of working**
- A student entitled to access arrangements will receive this provision in **all domestic and public exams**
- **The decision to use** the access arrangement **rests with the student** and they should demonstrate the use of it during domestic examinations. **If a student does not use the arrangement the school may remove this provision as it will be considered malpractice.**

Procedure

KS3

- The SENCO, in collaboration with the Transition/Year 7 Leader will identify students who were provided with access arrangements in primary school, and consider the evidence available on the likely need for continuance of provision, in class and in tests and assessments. Teachers will be advised of these previous arrangements, and will be asked to ensure that students are able to access appropriate support in the classroom, and in tests – teachers will then be able to provide feedback on student needs. Any provision which continues to be necessary will help establish the provision as the student's normal way of working. A student who has a difficulty with writing, and who has used a word processor in their tests, for example, should be enabled to use a google chrome book, laptop or a word processor for as much of their work as possible, within the constraints of the classroom setting. Similarly if they have needed additional time to complete tests, they should be afforded additional time in the classroom and in tests as far as possible.
- Throughout KS3 the SENCO will seek, and give, feedback on whether arrangements that are provided remain justified, necessary and effective. Throughout KS3 teachers will be asked by the SENCO to identify students whose presentation or performance in class activities, or in tests and assessments, indicates they may be at a substantial disadvantage in tests and assessments, due to a learning difficulty or other barrier to access. The SENCO will ensure that these students' needs are assessed, and that appropriate support and intervention are put in place. The provision will be recorded as evidence of the history of need and provision.
- Teachers may be asked to explore alternative ways in which students may be supported to overcome difficulties accessing tests and assessments, or to test whether a particular arrangement does effectively address a student's difficulties.
- The SENCO will access any professional reports or assessments available to, or requested by, the school, with a view to identifying students' need for support provisions in class, and access arrangements in tests and internal examinations. Teachers will be advised about these students' needs.
- The SENCO will liaise with the students' teachers, pastoral staff and Year Leaders in identifying and finalising the students for whom provision of access arrangements is appropriate. As far as possible, those students who are likely to meet the requirements of the GCSE examination boards relating to access arrangements will be identified by the start of the summer term in Year 9, and those arrangements notified to students and parents in time for the end of Key Stage examinations.

- In year 9 as a result of Spring term assessment the SENCO will consult with the Heads of the core subjects and the Examinations Officer, to consider which students needed and made use of the access arrangements provided in the examinations.
- For those arrangements for which the rules require an assessment by a specialist teacher, in addition to a history of need and provision, assessments will be arranged for the start of the **summer term in Year 9**. The school will bear the costs of the assessment by the specialist teacher.
- In addition to this assessment teachers must also provide evidence that this is the child's normal way of working. All teachers will be required to completed the evidence form meeting the five condition (appendix 1)
- Parents will be notified if their child is entitled to access arrangements.

KS4

- All students who have been granted access arrangements will be highlighted for KS4. Their provision will be their normal way of working. For example, if a child is entitled to extra time, they will have extra time for all work in lessons.
- Applications will be made by the examinations officer, by the **31st October** at the latest, to ensure that access arrangements are in place for any controlled assessments in the autumn term.
- The SENCO, together with heads of department, will ensure that teachers make appropriate provision for students to ensure their normal way of working reflects their agreed access arrangements.

KS5

- Students who were in EPHS for Key Stage 4 will be considered for eligibility for access arrangements in Key Stage 5 by the SENCO in conjunction with the Head of 6th form, and examinations officer, and a similar procedure implemented as at the start of Key Stage 4.
- **New students transferring into EPHS 6th form** from another school must bring evidence of previous access arrangements with them, and present these to the Head of 6th form **by the 1st of September in Year 12**. This evidence should include any professional reports, together with Form 8, a copy of any Approval provided by the examination boards and any other evidence recorded by the previous school describing the history of need and provision.

Exceptions to the Process

- If concerns are raised after the start of KS4 the teacher raising the concern will need to provide evidence and complete the five conditions in order for SENCO to consider any provision change. An application will only be made if all the necessary evidence to support an application has been collated.
- When students join the school after the start of Key Stage 4 the SENCO will consider information passed on by the previous school, or by the family, about eligibility or provision of access arrangements. Parents are requested to complete the admission form noting any access arrangements. Teachers will be asked to make appropriate provision for the student in class and in tests and assessments, and to monitor whether the student needs or makes use of

the provision. If the necessary evidence of need and provision is available, an assessment by the specialist teacher will be arranged and action taken accordingly. If sufficient evidence is not available, from within the school or from assessments, an application will not be made.

- Any emergency application for medical concerns need to be referred to the examinations officer and SENCo who must be satisfied that the need is genuine and may request supporting evidence.

Independent reports or other evidence provided by outside agencies/professionals/parents

- The school will follow the regulations laid down by the examination boards when considering any evidence or report or assessment or other evidence provided to the school in relation to a student's eligibility for access arrangements. **Such evidence can only be considered alongside school data, history of need and the pupil's normal way of working, which must be demonstrated over a significant period of time.**
- Reports from primary school are **not valid as evidence for access arrangements** in secondary school, and testing by a specialist teacher identified by the school will always be required in the absence of any other valid and appropriate assessment which complies with the regulations.
- If parents believe they have documentation which indicates that access arrangements may be appropriate for their child, they must notify the SENCO or the examinations officer on entry to the school, or as soon as possible after they become aware that there may be an issue to consider.

Internal responsibilities

SENCO

- The SENCO has overall responsibility for determining whether the school has sufficient, relevant and appropriate evidence to apply for access arrangements for students.
- The SENCO will compile all the necessary evidence for applications, and arrange any testing/assessment to be carried out by a specialist teacher or other professional. All evidence and test results will be available to the Examinations Officer by the 31st October, and the Examinations Officer will make the online applications.
- Throughout the academic year the SENCO and the examinations officer will liaise about any new students, or students who make an emergency application
- At the start of the exams series the SENCO and the Examinations Officer will liaise about rooms, and the provision and arrangements for any approved access arrangements.

Teachers

- Teachers have responsibility for identifying students to be considered and assessed for access arrangements, based on their presentation in class and internal tests and assessments. Teachers will be provided with guidance and advice about the basis on which access arrangements are provided, and the regulations which apply. Students identified must be notified to the SENCO who can then discuss the student's identified

difficulty or need with the teacher, and suggest ways in which access arrangements may be appropriate and effective in addressing a disadvantage which the student is experiencing. The teacher is required to complete the five conditions and change the provision for the student of the one outlined in their access arrangement. The teacher may need to carry out exploratory assessment tasks with the student to develop the school's evidence about the relevance of access arrangements to the student's ability to access tests and assessments. Teachers must follow the procedure outline above when identifying students. If a child does not have the evidence of their normal way of working across their subjects they are not entitled to access arrangements

Examinations officer

- The Examinations Officer will liaise with the SENCO at the end of each exam series (both domestic and public), to identify how access arrangements were used in exams by students who will be going on to take more examinations the following year.
- At the start of the exams series the SENCO and the Examinations Officer will liaise about rooms, and the provision and arrangements for any approved access arrangements.

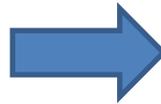
Head teacher

- The Headteacher has overall responsibility for the school's compliance with the relevant legislation and regulations relating to examination access arrangements.

ACCESS ARRANGEMENTS PROCEDURE

Stage 1 – shortlisting (start of summer term year 9)

- Draft list created of students most likely to be eligible for access arrangements in KS4. List sourced from:
 - Students identified with SEN,
 - evidence of need and provision in KS3
 - students identified by teachers and in particular the English department
- Evidence of history of need and provision drawn up, and evaluated by SENCO
- Any further testing of need carried out in conjunction with teachers
- Students identified for assessment by specialist teacher, and parental consent sought.
- Teachers to complete five conditions



Stage 2 – assessment (May of Year 9)

Specialist assessor (internal or external) assesses those students with a history of need and provision, and for whom evidence in the form of standardised scores is required by the examination boards.



Stage 3 - compilation of evidence (by 31st October)

- Form 8 completed for all students for whom applications will be made
- Any additional letters/ file notes by the SENCO, required by the regulations, to be written
- All necessary evidence of the identification of the students' needs by teaching staff to be provided and compiled
- Examinations officer and headteacher confirm availability of necessary evidence



Stage 4 – applications and reporting

- Examinations Officer makes applications using online system
- SENCO to supply any additional information if referral made
- SENCO, student, parents and teachers informed of outcome
- SENCO arranges necessary in-class & test provision to ensure history of provision can be evidenced

APPENDIX 1

Student name:

Subject:

Date:

| The Five Conditions | Feedback from teachers (explain how the student meets the five conditions) |
|---|--|
| Provide relevant information/evidence that the candidate has persistent and significant difficulties | |
| Provide relevant information on the candidates current difficulties and how they substantially impact on teaching/learning in the classroom | |
| Provide information about the involvement and support of teaching staff | |
| Confirm that without the arrangement the candidate would be at a substantial disadvantage when compared with non-disabled candidates | |
| The arrangement continues to be the candidate's normal way of working as a direct consequence of their disability | |

Teacher has informed parents of need for provision YES / NO (please circle)