



Access Arrangements

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Signed by:

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Executive Headteacher

Date: 16/05/24

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Access Arrangements Policy

The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with additional learning needs, including those with SEND. These arrangements ensure equality of access for all students to examinations regardless of any disability. This policy is an integral part of our teaching and learning ethos which seeks to create a learning environment enabling every student to fulfil their potential.

A student with a difficulty or disability which has a substantial and long-term effect on performance in examinations may qualify for access arrangements.

1. What are access arrangements?

Pre-examination adjustments for candidates based on evidence of need and normal way of working. These can include: extra time, a reader, scribe, rest breaks, prompter, use of ICT.

2. What are reasonable adjustments?

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a student would be at substantial disadvantage in undertaking an assessment.

3. Responsibilities?

SENCo is responsible for ensuring students are assessed for potential arrangements and that those arrangements form part of the normal way of working for a student at all times. The Head of Centre ensures that legal requirements are adhered to. Teaching/support staff are responsible for raising concerns regarding the potential additional needs of a student, providing evidence of student work and ensuring that students entitled to an additional arrangement access that support in everyday lessons and routine assessments.

4. How are students identified for Access Arrangements?

- Information provided by previous schools to identify students who may need arrangements. These students normally have a history of SEND and received arrangements for Key Stage Two SATs.
- Classroom teachers or TA staff may voice a concern about a student with difficulties that prevent them from completing tests or practice papers.
- A parent/carer may raise concerns and request assessment.
- Assessment week and baseline data indicates concerns.
- Student has professional involvement and their recommendation is assessment.

5. How do staff and parents know whether a student has Exam Access Arrangements?

- All staff have access to the SEND register and this contains a description of the arrangement in place.
- Details of the access arrangement are provided on the Pupil Passport.
- New arrangements are emailed to subject teachers.
- Parents receive a letter home informing them of what students are entitled to, why and when.

6. Final information

- Staff involved in Access Arrangements receive annual training
- Student assessment results are held confidentially
- Students receive training in how to use their arrangements successfully
- There is a separate referral form for teachers to refer students for testing
- Teachers will be asked to provide evidence of student work and the “normal way of working”.

7. School Statement

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings