

Newbridge Learning Community's Access Arrangements Policy

Access Arrangements are examination arrangements for pupils with special educational needs, disabilities or temporary injuries. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Decisions to apply for access arrangements will always be made by the school acting for and on behalf of the awarding bodies. The school will be guided by a thorough understanding of a pupil's learning needs over time and in a range of circumstances, assessments by the SENCO, recommendations from external reports, and the school teachers' own knowledge of the pupil's needs and his/her normal way of working both in school and at home.

Roles and Responsibilities

Head

The Head Teacher is responsible for ensuring that all public examinations held at the school are administered according to the JCQ regulations, and must therefore be familiar with the JCQ Access Arrangements and Reasonable Adjustments document. The Head is also responsible for the appointment of assessors, and ensuring that they have the required level of competence and training.

SENCO

The SENCO is responsible for leading on the access arrangements process within the centre. This includes:

- Liaising with parents and external assessors
- Managing the application procedure, ensuring that full supporting evidence is available before starting the application
- Maintaining a portfolio of all the required documentation, including evidence of need, updating this as required. This evidence must be available for JCQ inspection
- Keeping evidence of the qualifications of any assessor used by the centre: this must be available for JCQ inspection. Assessors not directly employed within the centre must also be entered on Access Arrangements Online to confirm their status
- Liaising with the Examinations Officer to ensure access arrangements are applied correctly for all relevant examinations
- Liaising with Heads of Department and teaching staff to ensure that they know which pupils are entitled to access arrangements, that these should correspond to the pupil's normal way of working, and that access arrangements should also be made for internal school texts, examinations and mock examinations.

Examinations Officer

The examinations officer is responsible for the practical application of access arrangements in public examinations. This will involve:

- Being aware of which pupils are eligible for access arrangements, and any particular conditions (e.g. arrangements being appropriate in some examinations and not others)
- Putting access arrangements in place according to the regulations

- Making practical arrangements, e.g. for extra rooms, extra invigilation etc.

Heads of Department/Teaching Staff

Heads of Department and teaching staff support the SENCO in determining and implementing appropriate access arrangements. This involves:

- Being aware of which pupils are eligible for access arrangement
- Ensuring that access arrangements are made for these pupils in internal tests, examinations and mock examinations
- Collaborating with the SENCO to provide evidence of pupils' normal way of working

Different types of access arrangements

At the start of Year 10 students who may potentially be eligible for access arrangements in examinations will be identified and will be assessed by specially trained staff to ascertain their requirements.

The access arrangements most commonly used at Newbridge Learning Community include:

- reader,
- scribe
- extra time
- Supervised rest breaks
- Use of a word processor (with spelling and grammar check disabled)

A reader will be provided if appropriate tests demonstrate a candidate has persistent difficulties in accessing written text and these difficulties put a candidate at a significant disadvantage in an exam situation. Scribes will be allowed where a candidate cannot write or type independently at sufficient speed to record their answers even with extra time allowed. Extra time and/or supervised rest breaks and the use of a word processor are permitted for a candidate whose learning or social, emotional and mental needs have a substantial and long-term adverse effect on his/her speed of working and ability to concentrate for a long period of time. All arrangements are in accordance with regulations found in **JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments booklet**

Temporary Access Arrangements and applications for special consideration can also be made in certain situations such as injury. These arrangements can be processed as the need arises. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the pupil can access the exam but is not given an unfair advantage. As with all applications, the school is required to ensure that the appropriate documentation is held on file to support any arrangement made.