



Coleraine Grammar School

Access Arrangements Policy

1. Rationale

- 1.1. CGS follows the guidance provided by the Joint Council for Qualifications which states that Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.
- 1.2. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval.
- 1.3. 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 and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.
- 1.4. 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.

2. Identification of pupils' needs in Years 8-10

- 2.1. Using the SEN data, collated from the Transfer Questionnaire, Year 8 pupils will be identified as *possibly* requiring Access Arrangements based on information from parents and primary schools. Pupils will then be tested in CGS during September using dyslexia portfolio to assess eligibility. Tests and data will be stored in the KS3 Access Arrangements folder.
- 2.2. Pupils who are eligible for Access Arrangements will have this information added to their IEPs, and it will be also stated on the SEN Register. This information will be updated following annual diagnostic testing and may result in pupils in Years 8-10 no longer being eligible for Access Arrangements.
- 2.3. Parents and pupils of Years 8-10 will have this information communicated to them during the first review of the year (towards the end of Term 1). At this point they will sign a contract, along with the pupil, regarding Access Arrangements for internal exams.

- 2.4. A letter will be posted home, with the reviewed IEP, outlining the agreed Access Arrangements for each subject. This provision will remain the same unless the SENCO receives a specific request for an amendment to be made.
- 2.5. Pupils who are added to the SEN register at other times during the year, and who are likely to be eligible for Access Arrangements, will be tested and points 2.2. – 2.4. will be followed.
- 2.6. A spreadsheet for the data for each year group will be collated by the SENCO.

3.Internal Exams

- 3.1. Pupils in Years 8-14 will have the appropriate Access Arrangements in place for internal exams.
- 3.2. For Years 8-10 this will only be for selected subjects where there is most benefit, due to the practicalities involved in providing Access Arrangements.

4. External Exams

- 4.1. Pupils who are eligible for with Access Arrangements will have these in place in accordance with the online application and Form 8 (as per JCQ regulations).
- 4.2. At the end of Year 10 final Access Arrangements testing will be conducted to ensure pupils are eligible for the provision that is currently in place.
- 4.3. Access Arrangements will not be awarded any later than February of the examination year (as per JCQ regulations) unless in exceptional circumstances.
- 4.4. Pupils with Access Arrangements from year 10 – 12 may need tested again in order to continue with these into years 13 and 14. Their online application will need to be reapplied for as well, in accordance with JCQ regulations.

5.Responsibilities

5.1. The Specialist teacher will:

- Fulfil his/her role as set out by JCQ which will include testing, recording of data, online applications, completion of documentation and upkeep of the Access Arrangements folder.

5.2. The Examinations Officer will:

- Make all the arrangements for the internal and external examinations. This will include assignment of separate rooms, provision of laptops, cover arranged for scribing, specific seating of pupils, modified papers and any other provision required as identified in the Access Arrangements spreadsheet;
- Communicate these arrangements to pupils;

- Ensure data and supporting evidence is stored in the Access Arrangements folder;
- Provide any member of staff who is taking on the role of a reader or scribe the instructions and guidance provided at the back of the JCQ booklet;
- Ensure there is a list of pupils and their requirements in exam halls/rooms;
- Process any documentation/online requests for pupils requiring Access Arrangements not pertaining to SEN issues (eg. broken wrist). This documentation will be passed to the SENCO to store in the Access Arrangements file;
- Alert the SENCO about any modules outside of the normal exam times to enable him/her to make sure all necessary procedures have been carried out.

5.3. The SENCO will:

- Complete the spreadsheet with all the information required for the Examination Officer;
- Share this information with staff at the start of each year and update with any amendments as necessary, reminding staff of their responsibility in terms of providing Access Arrangements in the classroom environment;
- Ensure the spread sheet will have the breakdown for each subject and the required Access Arrangement;
- Ensure that parents and pupils are aware of the Access Arrangements and have signed all the necessary documentation;
- Store the alternative timetables for internal exams for Access Arrangement pupils in their folder as evidence of a history of need;
- Attend training regarding Access Arrangements as required;
- Organise an Access Arrangements Information Evening for Parents of Years 11-14 pupils who are eligible for provision, during Term 2;
- Ensure IEPs are, and the SEN register is, maintained with up to date Access Arrangements information.

5.4. The pupil will:

- Use the Access Arrangements that have been agreed and put in place;
- Be expected to use the allocated extra-time;
- Immediately alert the supervising teacher if Access Arrangements are not available that should be.

5.5. The CALP Coordinator will:

- Ensure that any pupil requiring Access Arrangements has these details passed onto alternative educational sites eg. NRC or other schools in the area. The IEP will also be shared with these bodies.

5.6. The Curriculum Leader and subject teacher will:

- Ensure they know who has Access Arrangements in their class and put in place provision for this as required for Controlled Assessments, and when appropriate and possible, class tests;
- Let the Examinations Officer know in advance when a scribe or laptop is needed;
- Endeavour to “cap” timings on internal exams in order to allow extra time to be supervised;
- Complete relevant coversheets to attach to Controlled Assessments when Access Arrangements have been put in place.

5.7. Learning Support teacher will:

- Support the SENCO and Specialist teacher to carry out testing and completion of documentation both online and in paper format.

5.8. Parents/Carers will:

- Support the decisions made by JCQ and upheld by the school;
- Emphasise the importance of using the provision set in place to their son/daughter and reinforce the need to alert the supervising teacher to any issues at the earliest opportunity.

6. The Access Arrangements folder

6.1. The folder will be stored in the LS room on the CR campus.

6.2. At the front of the folder there should be the overview of pupils with Access Arrangements in place in Years 11-14. A KS3 folder will also be kept but will not be formally assessed by JCQ.

6.3. Each pupil will have a poly-pocket containing:

1. Evidence of testing (signed and dated)
2. Form 8
3. Online Application approved
4. Data sheet (signed)
5. Contract (signed)

Appendix to Access Arrangements Policy

Use of a smaller room for exams

In order to ensure that Access Arrangements (AA) are assigned fairly and in line with JCQ regulations, we have put in place the following appendix to the Access Arrangements Policy for the use of a “smaller room” for external exams.

Location

In order for this Access Arrangement to be manageable in the context of the summer exam season, the smaller room will be the Templeton Auditorium (if there are no other exams, or a very small number of pupils are sitting an exam, in this exam room), the Boardroom (if available) or Lower Carrels (if there are no pupils word processing an exam).

Pupils who use this AA will be advised of each exam location on their final exam timetable. In some circumstances it is necessary for an invigilator to change venue at short notice.

Evidence of pupil need

Pupils already assigned a smaller room or who intend to request a smaller room will have (or already have) one of the following pieces of evidence with, or submitted to, Mr Evans (VP) or Mrs Taggart (SENCo):

- 1) An IEP citing anxiety or emotional and wellbeing need;
- 2) Other evidence of support either inside or outside of school. This can be supported with a letter from a consultant/GP or a private counsellor.

This evidence must be submitted by 02/05/2023 to allow for arrangements to be made in reasonable time.

Exam stress

EA guidance states that pupils may not request a smaller room because of exam stress.

Exam stress is a usual and common part of the examination process. Schools offer advice to students taking examinations on how to cope with pressure. Parents can offer support at home by suggesting the use of the taught strategies.