



## EXAMS ACCESS ARRANGEMENTS

Policy applies from Year 7 to Year 13 and to all Staff	
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Author	Ms Gabrielle Pilgrim and Mrs Emily Freire Baños

Version	Date	Paragraph	Material change	Approval
02.24 v1	28.02.2024	5.3, 6.1 and 7.2	Updated sections to bring them in line with updated JCQ requirements.	Ms Gabrielle Pilgrim and Mrs Emily Freire Baños

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

### Key staff involved in the policy

- Head of School (Head of Centre)
- Deputy Head Academic
- Examinations Officer
- Head of Enhanced Learning (SENCo)

### Related documents

- Accessibility Plan
- Complaints and Appeals Procedure (Exams)
- Enhanced Learning policy
- Equality, Diversity and Inclusion policy
- Exams policy
- Internal Appeals policy
- Non-Examination Assessment policy
- Taking Examinations at Clifton High
- Special Consideration policy
- Word Processor policy

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## **1. What are access arrangements and reasonable adjustments?**

### **1.1 Access arrangements**

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

### **1.2 Reasonable adjustments**

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 to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable' (AA Definitions).

## **2. Purpose of the policy**

The purpose of this policy is to confirm that Clifton High School has a written record which clearly shows that it is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements in accordance with JCQ's General Regulations for Approved Centres (GR) section 5.4.

This policy is maintained and held by the Head of ELD/SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations. Where the Head of ELD/SENCo is storing documentation electronically they must create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection (AA section 4.2).

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments' (AA).

## **3. General principles**

The principles for the School to consider are detailed in AA section 4.2. These include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for the disabled candidate.
- The SENCo, or an equivalent member of staff, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

- Access arrangements/reasonable adjustments should whenever possible, be processed during Year 9.
- Arrangements must always be approved before an examination or assessment.
- The arrangement(s) put in place must reflect the support given to the candidate at the School.
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination.

#### **4. Equality, Diversity and Inclusion policy**

The Head of School and Senior Leadership Team recognise their duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This includes exploring and providing access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service Clifton High School provides to disabled candidates. Where the School is under a duty to make a reasonable adjustment, it will not charge a disabled candidate any additional fee in relation to the adjustment or aid.

##### **4.1 Equality Act 2010**

Section 4 of this policy is provided as an exams-specific supplement to the School's Accessibility Plan, its Enhanced Learning policy and its Equality and Diversity and Inclusion policy which detail how the School will:

*“recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010<sup>†</sup>, particularly Section 20 © . This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.”* (JCQ's **General Regulations for Approved Centres** , section 5.4)

A definition is provided on page 9 of the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2022-2023,

##### **4.2 Identifying the need for access arrangements**

###### **4.2.1 Roles and responsibilities**

###### **Head of School**

- Is familiar with the entire contents, refers to and directs relevant School staff to the annually updated JCQ publications including GR and AA.

###### **Senior leader(s)**

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA.

###### **Additional learning support Head of the ELD/Special educational needs coordinator (SENCo)**

- Has full knowledge and understanding of the contents, refers to and directs relevant School staff to the annually updated JCQ publication AA.

###### **Teaching staff**

- Inform the ALS lead/SENCo of any support that might be needed by a candidate.

###### **Support staff** (for example, Learning Support Assistants and Teaching Assistants)

- (Where appropriate) provide comments/observations to support the ALS lead/SENCo to 'paint a holistic picture of need', confirming normal way of working for a candidate.

**Assessor of candidates with learning difficulties** (an assessor will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the JCQ publication AA.

#### **4.2.2 Use of word processors**

A member of the Senior Leadership Team must produce a word processor policy, specific to the School, which details the criteria the School uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection. (AA, section 5.8). The Word Processor policy can be found in the School Policies section in SharePoint.

#### **4.2.3 Requesting access arrangements: roles and responsibilities**

##### **Head of ELD/SENCo**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.

##### **Exams officer (EO)**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role.

#### **4.3 Implementing access arrangements and the conduct of exams: roles and responsibilities**

##### **4.3.1 External assessments**

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication Instructions for conducting examinations (ICE).

##### **Head of School**

- Supports the SENCo, the Exams Officer and other relevant School staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

##### **Head of ELD/SENCo**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam).

##### **Exams officer**

- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements and Access arrangements in ICE 2022-2023.

##### **Other relevant School staff**

- Support the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.

##### **4.3.2 Internal assessments**

These are non-examination assessments (NEA) which are normally set by the School/awarding body, marked and internally moderated/standardised by the School and externally moderated by the awarding body.

##### **Head of ELD/SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates.

#### Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates.

#### 4.3.3 Internal exams

These are exams or tests which are set and marked within the School; normally a pre-cursor to external assessments.

#### Head of ELD/SENCo

- Liaises with teaching staff to implement appropriate access arrangements for candidates.

#### Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates.

#### 4.4 Facilitating access - examples

The Appendix to this policy sets out examples of how the School facilities access for exams.

### 5. The assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by the JCQ regulations set out in AA section 7.3.

#### 5.1 The qualification(s) of the current assessor(s)

**Gabrielle Pilgrim**, Head of Enhanced Learning (SENCO) and specialist assessor with a **current** SpLD Assessment Practising Certificate. Assessment Practising Certificate number as listed on the SASC website 500001059-OF4260. APC awarded by PATOSS and valid from 6 November 2023 until 5 November 2026.

**Peter Parkhouse**, Chartered Educational Psychologist registered with the British Psychological Society (BPS) and the Health and Care Professions Council (HCPC). My BPS number is 024055 and my HCPC number is PYL1773

**Alexis Brooking**, Specialist Teacher with current SpLD Assessment Practising Certificate. Assessment Practising Certificate number as listed on the SASC website: 22/APC02016  
Awarded by British Dyslexia Association and valid from 12.02.22 - 11.02.25

**Faith Jameson**, Specialist Teacher with current SpLD Assessment Practising Certificate. Assessment Practising Certificate number as listed on the SASC website: 21/APC02019  
Awarded by British Dyslexia Association and valid from 08.02.21 - 04.02.24

#### 5.2 Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at the School, evidence of the assessor's qualification is obtained and checked against the current requirements in AA, section 7.3 (Appointment of assessors). This process is carried out prior to the assessor undertaking any assessment of a candidate.

#### Checking the qualification(s) of the assessor(s)

The Head of School and Senior Leadership Team have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures set out in Chapter 7 of the AA are followed (GR, section 5.4). The Head of School ensures that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) will be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the Head of ELD. (AA, section 7.3).

### Reporting the appointment of the assessor(s)

ELD assessor qualifications can be found here: [Evidence of EAA Assessors' Qualifications](#). As required by AA section 7.4 our process that reflects the requirements can be found at this link: [Process for appointing Assessors for Exam Access Arrangements.odt](#).

## 5.3 Process for the assessment of a candidate's learning difficulties by an assessor

### Assessment

The main assessor is the Head of the Enhanced Learning Department who is also the School's SENCo. The process for the assessment of a candidate's learning difficulties by an assessor follows the AAI September 2023 to 31 August 2024, section 7.5.

The process for assessment is as follows:

1. At the beginning of the academic year, the Head of ELD contacts parents of pupils in Year 9 who are on the ELD list to inform them of the need for an assessment for Exam Access Arrangements (EAA) and explains that the assessment can be carried out in school and undertaken by the Head of ELD who has a valid Assessment Practising Certificate (AA 7.5.2).
2. Before assessment takes place the Head of ELD, as the assessor, contacts a pupil's teachers and asks for evidence of how the learning difficulty impacts the pupil in the classroom and what support and adjustments are made in the classroom and for internal tests/assessments; this evidence helps to inform Part 1 of Form 8 where the assessor paints a picture of need.
3. Part 1 of Form 8 is completed before the assessment.
4. If an external assessor is making the assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process (AA 7.5.3). An independent assessor must contact the School and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the Head of Centre to assess the candidate.
5. All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8. An independent assessor must discuss access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo.
6. After steps 1 to 5 above have been completed the assessment takes place. The majority of assessments are undertaken by the Head of ELD (SENCo); all assessments are personally conducted by the Head of ELD as assessor (unless, on the rare occasion it is an external assessor) (AA 7.5.6).
7. The assessor uses current editions of nationally standardised tests which are relevant to support the application and which produce standardised scores (AA 7.5.8).
8. The candidate's chronological age must be less than the 'ceiling' of the test, unless there is no published test for the candidate's age (AA 7.5.9). Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15. These are standard scores. Standardised scores of 84 or less are described as 'below average'. Standardised scores of 85-89 are described

as 'low average'. Test results for Part 2 of Form 8 must not be reported as percentiles, scaled scores, T-scores or age-equivalent scores. Such scores must be converted into standard scores.

9. The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance (AA 7.5.5). Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5.6). The assessor must carry out tests which are relevant to support the application (AA 7.5.7). Current editions of nationally standardised tests which produce standardised scores must be used, where published (AA 7.5.8).
10. During the assessment, the Head of ELD, as the assessor, uses a range of nationally standardised tests which produce standardised scores; these tests include: the Lucid Exact, The Test of Word Reading Efficiency -Second Edition (TOWRE-2);The Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2); The Test of Memory and Learning - Second Edition (TOMAL-2); The Detailed Assessment of Speed of Handwriting (DASH); The Detailed Assessment of Speed of Handwriting - 17 (DASH-17); The Gray Oral Reading Test-Fifth Edition (GORT-5); Wide Range Achievement Test - Fifth Edition (WRAT-5); The Helen Arkell Spelling Test- Second Edition (HAST-2) (AA 7.5.9).
11. Testing reading ability - reading comprehension: for candidates potentially requiring a Language Modifier (AA 5.11) reading comprehension is assessed using a recognised test of text or sentence comprehension e.g. The GORT-5; WRAT-5.
12. Reading speed: a candidate with a history of reading difficulties, whose reading accuracy (at single word level), or reading comprehension, is within normal limits for his/her age, may read slowly because he/she:
  - takes longer than expected to decode the words, leading to slow reading (slow reading speed);
  - needs to re-read text many times to absorb its meaning (slow reading comprehension speed).In order to test reading speed a test such as the Lucid Exact or GORT - 5 will be used. This test assesses speed at text level (known as reading rate or reading speed); a test which combines text level speed and accuracy (sometimes known as reading fluency); This test provides a score for reading comprehension speed, not just for reading comprehension.
13. When a pupil uses a Computer Reader/Human Reader or Reading Pen a score for reading speed cannot be used as evidence of the need for 25% or more extra time.
14. Tests which measure single word reading speed and efficiency e.g. The WRAT-5 Single Word Reading Test are not appropriate in this context. However, they may contribute to cognitive processing measures for extra time, as recorded within Part 2 of Form 8 under cognitive processing or in 'Other relevant information'.
15. During assessment, writing skills will be assessed in order to assess the need for a scribe. One or more of the following tests would be used during assessment: Lucid Exact and The DASH. A scribe, a word processor with the spell check enabled, or speech recognition technology will be allowed in certain subjects when a candidate's impairment has a substantial and long-term adverse effect. Usually, for examination purposes, a substantial impairment will be shown by the candidate having:
  - a below average standardised spelling accuracy score (a standardised score of 84 or less) with unrecognisable spelling attempts; or
  - a below average standardised score for writing speed (a standardised score of 84 or less).



In some cases, the candidate's writing is illegible or grammatically incomprehensible but improves significantly when a scribe is used. If these difficulties are not evidenced by a below average standardised spelling accuracy score, or a below average standardised score for writing speed, Access arrangements online will not approve the application. The SENCo may then decide to refer the application to the awarding body/bodies. Where the candidate writes by hand, an assessment of writing speed may be used as one of the two required measures for 25% extra time. The result will be recorded within Part 2 of Form 8 under 'Writing Speed' (AA 7.5.11).

16. If the pupil uses a scribe or voice activated test an application for 25% extra time cannot be made using a measure of writing speed.
17. During assessment areas of cognitive processing will be assessed if required. Different areas of cognitive processing assessments would include:
  - short-term/working verbal memory
  - short-term/working visual memory (short-term/working verbal and visual memory may be combined within a composite score)
  - phonological awareness
  - phonological memory
  - phonological processing speed/rapid naming
  - visual processing speed
  - visual/motor processing
  - other measures as determined appropriate for the candidate by the assessor, for example, word reading fluency/sight word efficiency, decoding fluency/non-word reading efficiency, associational /oral fluency
  - mathematical processing. Tests such as the TOMAL-2, The CTOPP-2, The TOWRE-2 would be used to assess the above areas of cognitive processing.
18. The time taken to process mathematical concepts is known as mathematical fluency or mathematical processing. A timed assessment of mathematical computation or attainment is not acceptable. An assessment of mathematical processing may only be used as one of the two required measures for 25% extra time in Mathematics examinations. The mathematical processing score must be below average. An assessment of mathematical processing cannot contribute to the evidence for 25% extra time in examinations other than Mathematics (AA 7.5.12).
19. Where a candidate has cognitive processing difficulties which have a substantial and long-term adverse impact on their speed of working 25% extra time may be awarded. (AA 5.2.2.) These difficulties will be demonstrated by tests which result in at least:
  - two below average standardised scores of 84 or less; or
  - one below average standardised score of 84 or less and one low average standardised score (85-89); which relate to two different areas of speed of working. This may include two different areas of cognitive processing.

In rare and exceptional circumstances an awarding body may grant 25% extra time where a candidate has at least two low average standardised scores (85- 89) relating to two different areas of speed of working. This may include two different areas of cognitive processing. An awarding body may grant extra time of up to 50% in very exceptional circumstances (AA paragraph 5.3.2).

20. Other cognitive ability measures. In most cases there is not a requirement to carry out tests of general cognitive abilities. However, in rare and exceptional circumstances the SENCo may need

to refer a candidate to an alternative professional, such as a HCPC registered psychologist or a specialist teacher assessor with a current SpLD Assessment Practising Certificate, where further investigation is warranted which may include tests of general cognitive ability. The initial assessment may have indicated specific/ global learning needs, mental health or developmental concerns (AA 7.5.13).

21. If a private candidate such as a distance learner or a home educated pupil is taking an exam at Clifton High School the SENCo must undertake the necessary and appropriate steps to gather a picture of need and demonstrate the normal way of working for the private candidate. The School, where required, must lead on the assessment process. The candidate must be assessed by the School's appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the School, for example at home. The School must comply with the obligation to identify the need for, request and implement access arrangements.
22. The Head of ELD SENCo follows the above procedure as detailed in chapter 7 of the AA.

### **Completing Form 8**

1. After assessment has been carried out by the Head of ELD/SENCo the Form 8 will be completed as detailed in AA chapter 7 from 7.6.
2. Form 8 - JCQ/AA/LD is used to record information about a candidate's access arrangements/reasonable adjustments and is presented by the SENCo for inspection. The candidate's name is recorded on every page of Form 8 and where the form is stored in hard copy format it must be stapled together. The form must only be used for candidates with learning difficulties or where a Language Modifier is required. Form 8 - JCQ/AA/LD is available from: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms>. Alternatively, an online version of Form 8 is available to SENCos and assessors employed within the School through the Centre Admin Portal (**CAP**). CAP can be accessed through any of the awarding bodies' secure extranet sites. Only Form 8 is used to record a pupil's EAA. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports are not acceptable for processing and inspection purposes.
3. A fully completed Form 8 - JCQ/AA/LD is rolled forward where the candidate progresses from GCSE to GCE AS and/or A-level qualifications (see below), whether at the same centre or at a different centre. A Form 8, with Part 2 completed no earlier than the start of Year 9 for GCSE qualifications, may roll forward to GCE AS and/or A-level qualifications where a candidate requires: 25% extra time; and/or a scribe (AA 7.6.1). The Head of ELD/SENCO must check the existing Form 8 and also complete the Form 8RF Form to show that the Access Arrangement is still eligible and gather evidence from teachers that the Exam Access Arrangement is the normal way of working. A Data Protection consent form must be signed by each pupil and then a new online application must then be made.
4. If a pupil moves from Clifton High School to another provider of further education/Sixth Form, it is the responsibility of the Head of ELD/SENCo to provide the Form 8 to the college.
5. If a pupil joins Clifton High School to complete their studies, it is the responsibility of the Head of ELD/SENCo to check that the access arrangements as detailed on the Form 8 remains appropriate, practical and reasonable by gathering evidence of normal way of working from teachers.
6. If the pupil is to be assessed by an assessor other than the Head of ELD/SENCo, as a minimum, a 'skeleton' Part 1 of Form 8 must be completed prior to the assessment by the SENCo or the

assessor working within the School, detailing the candidate's background and history of support. The three questions within Part 1 of Form 8 must be addressed. Part 1 of Form 8 is a pen portrait of the candidate's needs. It allows the SENCo to 'paint a holistic picture of need', confirming normal way of working bringing together:

- if known, arrangements made for Key Stage 2 tests;
- comments and observations from teaching staff and support staff
- intervention strategies (e.g. individual education/learning plans) in place for the candidate;
- pupil premium indicators;
- screening test results;
- use of pupil baseline and tracking data;
- information about any differentiation in the classroom;
- normal way of working in the classroom (where appropriate);
- arrangements made for end of year internal school examinations/mock examinations

7. It is the Head of ELD/SENCo responsibility to screen pupils during Years 7 to 9 to ensure that all potential pupils with learning difficulties and in need of Exam Access Arrangements are picked up and assessed for Exam Access Arrangements e.g. in the autumn term of Year 7 the ELD screen all Year 7 pupils with the Access Reading Test, Access Maths Test and Nfer Nelson Spelling Test.

8. If very little information is available, a selection from the following is used by the SENCo to paint a picture of need within Part 1 of Form 8, for example:

- screening test results;
- the candidate's self-reported difficulties;
- comments and observations from teaching staff and support staff who have noted the candidate's difficulties;
- comments in school reports and/or pupil tracking data;
- information relayed by telephone, with notes taken, or a photocopy of Form 8, where a candidate has moved, for example, from an 11 to 16 school to a FE College. Part 3 of Form 8 is completed by the SENCo once the assessment has been undertaken or an external assessor has completed their testing and confirmed that the candidate has an impairment which substantially affects their performance.

9. Part 3 of Form 8 makes recommendations for access arrangements/ adjustments taking into account:

- the information from the assessment (Part 2 of Form 8);
- the requirements of the specifications; and
- the candidate's normal way of working in the centre (Part 1 of Form 8) (AA 7.6.2). The completion of Form 8, Parts 1, 2 and 3 will enable the JCQ Centre Inspector to see clearly and concisely the candidate's normal way of working within the School and the results of an assessment (AA 7.6.3).

10. All assessors, as appointed by the Head of Centre and thus having an established relationship with the School, use Form 8, Part 2, to record the results of their assessment. At the same time, the assessor must sign and date Part 2 (AA 7.6.4). Once Form 8 has been completed, the Head of ELD/SENCo processes the application using Access arrangements online (see the qualifications listed within the Deadlines section). The Head of ELD/SENCo keeps within the School for inspection purposes a fully completed Form 8 (Parts 1, 2 and 3), signed and dated. This is an electronic version (AA 7.6.5). Assessors employed outside the School receive a 'skeleton' Part 1 of

Form 8 from the SENCo before assessing the candidate and then completing Part 2 of Form 8 (AA 7.6.6) The assessor must:

- sign and date Form 8, Part 2;
- have administered each assessment him/herself.

The assessor must not sign off assessments carried out by a teacher or another professional. Unsigned and undated assessments cannot be accepted as appropriate evidence. The signature acts as confirmation that the assessor has completed the assessments and supports the recommendation made. An electronic or typed signature is permissible. Photocopies of Form 8 are not acceptable for processing and inspection purposes.

### Form 9

A Form 9 must be used for candidates with:

- Communication and interaction needs
- Medical condition
- Sensory or physical needs
- Social, Emotional and Mental Health Needs,
- Speech, Language and Communication needs
- an EHCP
- who use a Reader/Computer Reader but with no extra time
- Supervised rest breaks.

Form 9 must be completed by the SENCO before an application for an exam access arrangement is made to the JCQ. A Form 9 must also be completed for the following access arrangements:

- Access to a mobile phone for medical purposes
- Timetable variation requiring overnight supervision with a formally diagnosed medical condition, psychological condition, physical condition or visual impairment
- Remote Invigilation
- Supervised Rest Breaks.

### Form Bilingual Dictionary (BD) 25%

A Form BD 25% must be completed by the SENCO before an application is made to the JCQ. It is to record those EAL candidates who in rare circumstances need 25% extra time to use the Bilingual Dictionary. These will be EAL candidates who entered the UK within 3 years of the examination with no prior knowledge of the English language.

## 5.4 Picture of need/normal way of working

**Painting a candidate's picture of need for an Exam Access Arrangement** (AA, sections 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 - JCQ/AA/LD, Profile of Learning Difficulties))

In order to paint a holistic picture of need and gather evidence to confirm normal way of working, the Head of ELD/SENCo collects all information that the School has been given or collected about the candidate's Specific Learning Difficulties. This information comes from a variety of sources such as:

- Reports written by Educational Psychologists/specialist teachers/Speech and Language Therapists/Occupational Therapists
- School reports
- Observations from teachers and support staff

- Records from the Enhanced Learning Department such as copies of Individual Educational Plans/Maths Support Plans which detail the level and type of support a pupil has had before Y 9
- Details about Interventions e.g., in class support from Learning Support Assistants/ Teaching Assistants
- Use of interventions such as NESSY and Units of Sound
- Interventions from external professionals such as Speech and Language Therapists/Occupational Therapists
- Pupil tracking data such as MidYis
- The results of screening tests such as the routine screening of Year 7 with the Access Reading Test, Access Maths Test and NferNelson Spelling Test.

The Head of ELD/SENCo completes section 1 of Form 8 and answers the three core questions:

- What is the candidate's history of difficulties?
- What are the candidate's current difficulties in the classroom, tests and examinations?
- What support and adjustments are in place for the candidate in the classroom, tests and examinations?

In order to answer these questions, the Head of ELD/SENCo will gather information from teachers using a form with these three key questions to guide their response.

The Head of ELD/SENCo provides pen portraits for pupils with additional needs called The Essential Teacher Information SEND Sheet (ETISS) which outlines the Exam Access Arrangement and the strategies that can be used to support that pupil. Observations are made by the Head of ELD/SENCo to see if the support and adjustments made by the teachers are being used in the classroom.

The Head of ELD will also collect exam papers where there is evidence of the use of an exam access arrangement such as 25% extra time. A change of pen colour is used to show the use of extra time and on the front of exam scripts there is an inclusion of a reflection from the pupil to show if they have used the extra time and what they have used it for.

If the candidate is to be assessed by an external assessor the Head of ELD/SENCo will provide the assessor with background information, i.e., the picture of need which has been painted as required in Part 1 of Form 8. The SENCo and the assessor work together to ensure a joined-up and consistent process.

The independent assessor contacts the School and asks for evidence of the candidate's normal way of working and relevant background information. This takes place before the candidate is assessed. Additionally, the independent assessor is approved by the Head of Centre to assess the candidate.

All candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor discusses access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo (AA, section 7.5).

If a private candidate is to sit their exams at Clifton High School, it would be the Head of Enhanced Learning/SENCo responsibility to gather information about the history of need and the use of Exam Access Arrangements and to ensure that there is a completed Form 8 giving a holistic picture of the Specific Learning Difficulty.

## 6. Processing access arrangements and adjustments

## 6.1 Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. The tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body's secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

### **Processing Arrangements/Adjustments requiring awarding body approval.** References Chapter 8 of AA

Once the assessment has taken place and all parts of Form 8 have been completed dated and signed by the assessor and Head of Enhanced Learning Department/SENCo the data protection is signed and dated by the candidate. The Data Protection must be kept for 26 months from the date of the online application being approved.

It is the Head of ELD/SENCo responsibility to download the correct Data Protection Form from the JCQ website and to complete the details on the Data Protection form e.g. Centre details and details of candidate e.g. name and date of birth. The data protection forms have been updated in the academic year 2022 to 2023.

It is the Head of ELD/SENCo's responsibility to ensure that each candidate reads and understands the explanation for the Data Protection form to be signed.

Once the Data protection form has been signed and dated, the Head of ELD/SENCo together with the Examinations Officer process each candidate's application through Access Arrangements online.

Applications for Year 9 are processed by the Head of ELD/SENCo and the Examinations Officer towards the end of Year 9 in the summer term in order that the JCQ approval remains in date for the time from the point of application to the end of the GCSE series in Year 11. If there any applications needed in Year 10, 11 or 12 they will be done as soon as the assessment and Form 8 and data protection are completed.

Each of the questions from Access Arrangements online is answered using the Form 8 and the scores within the Form 8 act as evidence. The SENCo and Examinations Officer do this task together, to ensure details are accurate.

Once the approval has been given by the Joint Council for Qualifications, this document is filed in the candidate's eFolder. The eFolder's for each candidate are stored in SharePoint. This enables the Head of ELD/SENCo and Examinations Officer to work together to ensure that all eFolder's are up to date and include the relevant documentation. This includes:

- Form 8/Form 9/Form 8 RF/Form BD 25%
- Signed and dated Data Protection
- JCQ Approval
- Evidence from teachers and support staff
- Evidence from IEP's/Maths Support Plans; Exam Evidence and Essential Teacher Information SEND Sheets; Education Health and Care Plans (EHCP); medical details.

If a candidate's application for EAA is not given approval, for example when applying for over 25% extra time, Access arrangements online will automatically reject applications for extra time of more than 25%.

The School must then make an online referral to the relevant awarding body/bodies using Access arrangements online. Each application will be considered in the light of the candidate's needs. An

awarding body reserves the right to request 'call-in' evidence from the centre and will expect to see a strong justification for the arrangement (AA 5.3.1).

In these circumstances the Examination's Officer and Head of ELD/SENCo will make an online referral. The SENCo will ensure that there is a body of evidence to present to back up the application for over 25% extra time if there should be a 'call in' for evidence made by an awarding body.

It is the Examinations Officer's responsibility to order modified papers by the date specified in the AA.

At Clifton High the SENCo and Exams Officer usually work in tandem as is best practice. The entering of access arrangements online (AAO) is generally undertaken together. All relevant information is stored by the SENCo in a separate area of SharePoint and shared with the exams team. Most documents are now kept electronically although the occasional document will still be held as hard copy. Cases that fail to get approval and require evidence are dealt with by the SENCo and the Exams Officer together. The ordering of modified papers, dealing with awarding body referrals or any other less usual access arrangement is dealt with in tandem. Note the change to the (AAO) Candidate **Personal data consent form** and the requirement for completion of the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved.

The SENCo must keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required). (AA, section 8.6).

Make full reference to AA, section 8 (Processing applications for access arrangements and adjustments), section 6 (Modified papers) and record your process that reflects the requirements.

## 6.2 Centre-delegated arrangements/adjustments

There are a number of access arrangements that do not need to be processed through Access arrangements online. These are known as "centre delegated arrangements". These include:

- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Braille
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non-electronic ear defenders/ear plugs
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Separate invigilation within the centre (sitting the examination outside of the main examination hall/room, e.g., a room for a smaller group of candidates)
- Squared paper for visual spatial difficulties
- Supervised rest breaks

- Word processor.

In order to manage centre delegated arrangements, there are a number of the above where the School requires evidence of need with accompanying evidence. The access arrangements will be their normal way of working in the School. These centre delegated access arrangements which require evidence of need with accompanying evidence are as follows:

- Separate invigilation within the School (sitting the examination outside of the main examination hall/room, e.g., a room for a smaller group of candidates). The School requires the candidate to evidence the need through a letter/report from a professional, such as a clinical Psychologist or a letter from CAMHS that outlines the level of anxiety experienced and why separate accommodation is necessary.
- Supervised rest breaks - the School requires the candidate to evidence the need and requires supporting evidence from teachers or a GP that the candidate has either a learning or medical need for a rest break during an examination.
- Prompter - candidates who need a prompt should be known by their teachers and this will be their normal way of working in the School. The candidate may be on the Autistic spectrum or have ADHD/ADD
- Read Aloud, including use of the Reading Pen - the candidates who read aloud will be known by their teachers to use this way of reading and it will be the candidates normal way of working
- Word Processor - in order for a candidate to have access to a word processor there must be evidence that there is a Specific Learning Difficulty, such as Dyslexia where using a laptop is the candidate's normal way of working and helps support writing skills. There may also be difficulty with the mechanics of handwriting or handwriting is illegible. The School specifies that an assessment looking at handwriting speed and legibility is carried out and an assessment of typing speed such as the Lucid Exact or the Detailed Assessment of Handwriting (DASH). Standard scores for handwriting and typing are compared and handwriting is observed. Only when the assessor can see that there is a difficulty with handwriting which is corroborated by teachers, will a laptop be permitted and it must be the candidate's normal way of working

All other arrangements listed above will be put in place for a candidate if it is their normal way of working and teachers see the arrangement is required in the day to day classroom;

Centre delegated arrangements will be recorded by the Examination's Officer and SENCo in the candidate's eFolder in the Exam Access Arrangements Folder in SharePoint which is accessible to the Examinations Officer and SENCo.

These access arrangements will also be held in a user defined field in SIMS, on the ELD EAA list (available to all staff I SharePoint and also in Exams Organiser in SIMS when pupils are entered for public examinations.

## **7. Centre-specific criteria for particular arrangements/adjustments**

### **7.1 Word Processor Policy (Exams)**

An exam candidate may be approved to use a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the School.

The Word Processor policy can be found in the School Policies section in SharePoint.

A member of the centre's senior leadership team must produce a Word Processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection (AA, section 5.8).



## 7.2 Alternative Rooming Arrangements

A decision to approve alternative rooming arrangements, eg. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) will be made by the Head of ELD/SENCo. The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect; and
- the candidate's normal way of working within the centre (AA, section 5.16).

There are candidates who may require alternative rooming arrangements outside of the main examination hall. This will be where the candidate has a substantial and long-term impairment which has an adverse effect on being seated with the majority of other candidates. This may include medical or psychological reasons.

In order for the Head of ELD/SENCo to make a decision, there needs to be evidence from a suitably qualified professional such as a medical practitioner or Psychologist that the need is substantial and requires alternative rooming arrangements. The condition needs to have been shared with the Head of ELD/SENCo and with the School's pastoral team and be that candidate's normal way of working in the School (AA 4.1.4).

In the majority of cases where a candidate has a substantial and long term impairment which requires alternative rooming, the candidate will be in a smaller room than the main examination hall with a smaller number of candidates with similar needs.

In some cases, where it has been established as the candidate's normal way of working and where there is a weight of evidence from a suitably qualified professional, the candidate will have alternative rooming with an invigilator.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming arrangements within the centre (AA, section 5.16).

The need for a smaller or individual room will be considered on a case-by-case basis with the SENCO making the final decision.

In the case of separate invigilation, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Alternative rooming arrangements must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

## Appendix - Facilitating access - examples

The following information confirms the School's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate-by-candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes.

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations  Supervised rest breaks	<p><i>SENCo gathers evidence to support the need for the candidate to take exams at home.</i></p> <p><i>Pastoral head provides written statement for file to confirm the need.</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required.</i></p> <p><i>Pastoral head discussion with candidate to confirm the arrangements should be put in place.</i></p> <p><i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP.</i></p> <p><i>An on-line submission must only be made for timetabled written examinations in the following qualifications...</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates.</i></p> <p><i>Pastoral head confirms with candidate the information is understood.</i></p> <p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam.</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log.</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam.</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition.</i></p>

		<p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged).</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence.</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested.</i></p>
<p>Persistent and significant difficulties in accessing written text</p>	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010.</i></p> <p><i>Papers checked for those testing reading.</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded.</i></p> <p><i>Form 8 or 9 is completed</i></p> <p><i>(25% Extra time - Form 8 completed as appropriate).</i></p> <p><i>Supporting evidence, AAO approval and signed candidate personal data consent form kept on file.</i></p>
<p>Significant difficulty in concentrating</p>	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment.</i></p> <p><i>Confirms with candidate how and when they will be prompted.</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room).</i></p>
<p>A wheelchair user - Clifton High School is not wheelchair accessible. The only instance where a wheelchair user would be accommodated would be if a candidate had had an accident or operation and was not taking exams at the hospital.</p>	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed.</i></p> <p><i>Provides height adjustable desk in exam room.</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities.</i></p> <p><i>Spaces desks to allow wheelchair access.</i></p> <p><i>Seats candidate near exam room door.</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment.</i></p>