



Haydon School

ACCESS ARRANGEMENTS POLICY

2018

Summary/Introduction

Access Arrangements are modifications made in public examinations and controlled conditions course work for students with evidence of a defined need. They allow students with a defined need to fully display their skills, knowledge and understanding in public examinations. There are various Access Arrangements and students can be granted one or more of these depending on their needs with evidence supporting this.

Arrangements can only be granted if the student meets the Joint Council for qualifications (JCQ) criteria for such arrangements. JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations. This policy should be read in conjunction with Haydon's SEND, Inclusion Policy and Laptop & Word Processing Policy.

1. Key Stage 3

1.1. All students on entering Year 7 are tested using Cognitive Ability Tests, Lucid Assessment System and Star Reading Assessment. This gives standardised scores for reading, spelling and other aspects of literacy.

They are then re-tested at the end of the academic year using the Lucid Assessment and Star Reading Assessment.

1.2. These test results are used to identify students who may need additional support.

1.3. Throughout KS3, staff may raise further concerns regarding any student and the following school data will be re-examined and analysed further:

- Termly school report data
- Cognitive Ability Tests (CATS)
- Lucid Assessment System
- Baseline assessments
- Accelerated/Star reading assessment
- Attendance and punctuality
- Effort grades
- SEND register
- Staff consultation
- Any other relevant school data

1.4. If required, support or intervention will then be put in place and monitored. This history will be recorded and noted as the student's normal way of working.

1.5. During Year 9 those students who have an identified history of learning needs and are on the SEND list will be tested for possible Access Arrangements. This testing will be carried out by qualified Haydon staff for the purpose of Access Arrangements and not for any other diagnostic purposes.

1.6. The evidence of need must be of a substantial and long-term disability (as defined in the Equality Act 2010). It takes the form of an up to date report compiled by Haydon's Educational Psychologist, Haydon's Specialist Assessment teachers or appropriately qualified medical/health practitioner/therapist. In compliance with Joint Council for Qualifications (JCQ) regulations this report must be up to date and to have been carried out during or after year 9. Further information can be found on www.jcq.org.uk

2. Key Stage 4

- 2.1. By this stage a history of need will have been established.
- 2.2. If new concerns are raised the same process will be followed as for KS3 (see first above – 1.). The school will then make a decision if testing for Access Arrangements **are** required.
- 2.3. Any new student to the school must follow the same procedures as for KS5 (see 3 below).

3. Key Stage 5

- 3.1. New students transferring into Haydon 6th Form from another school who have previously been given access arrangements must present the following evidence:
 - Test data.
 - Supporting evidence of need and provision from their previous school.
 - A copy of Access Arrangements online 'Application Approved' (Form 8).
- 3.2. It is the responsibility of the student to obtain these documents on transfer and to present them to the Head of Year, no later than the end of September on entry to the school. This will then be passed on to the Learning Support Department.
- 3.3. Haydon School students will have an existing evidence of history of need and the student's normal way of working will reflect their agreed Access Arrangements.
- 3.4. All students in their first term of Year 12, who have previously been awarded Access Arrangements, will have these reviewed. A new application will be submitted based on the students normal way of working in class and their history of need should Access Arrangements still need to be applied. Students new to Haydon may also need to complete psychometric testing.

4. When Access Arrangements are Granted:

- 4.1. If a student is granted specific Access Arrangements by the Joint Council for Qualifications (JCQ) this is a generic arrangement. Individual subject criteria and individual exam boards may not allow them to be used when a skill is performed, for example sports, musical performance and expressive arts.
- 4.2. Students with Access Arrangements will be given guidelines on how to use them and parents are informed by letter.
- 4.3. The student is then responsible for using their Access Arrangements correctly during controlled assessments and examinations.
- 4.4. Students will need to demonstrate the use and need of their access arrangements on a regular basis in lessons; as well as in timed baseline assessments and examinations. Students who do not demonstrate the use and need for their access arrangements will be deemed as no longer requiring them.

5. Access Arrangements/Other Considerations:

- Those students with a Statement of Special Educational Needs will automatically be considered for possible access arrangements.

5.1 Reports privately commissioned by parents cannot be considered in isolation for Access Arrangements but will be looked at by the school in relation to JCQ regulations and Haydon data. Access Arrangements, can only be considered alongside school data, history of need and the student's normal way of working, which must be demonstrated over a significant period of time. The evidence of need must be of a substantial and long-term disability (as defined in the Equality Act 2010). These reports must be written to the required standard and demonstrate the student's need in quantifiable terms. The report must contain copies of the original assessments/papers completed by the student.

5.2 There is no specific Access Arrangement for poor spelling, unless it is so poor that it is likely to impair the examiner's ability to read the student's answers. If spellings are reasonable phonic approximations, and so can be deciphered, no Access Arrangements can be offered.

5.3 A diagnosis of a specific learning difficulty such as dyslexia does not mean that a student will be given Access Arrangements. In compliance with the JCQ regulations there is the requirement of an evidence of need and use of this as a normal way of working as outlined in 5.1.

- Reports from Primary Schools are not eligible as evidence for exam Access Arrangements in a secondary school setting.
- There are time restraints for some Access Arrangements which will be reviewed as appropriate.
- Medical emergencies do occur and will be treated urgently as to whether Access Arrangements are required for exams.
- The student is then responsible for using their Access Arrangements correctly during controlled assessments, examinations **and in class**.

6. Use Of Word Processor In Examinations

6.1 A word processor cannot be granted to a student to use in examinations because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

6.2 The use of a word processor must reflect the students' normal way of working within the school and must be appropriate to their needs. This will be approved for use by the student in exams during the access arrangement process before the commencement of their GCSE courses.

6.3 This list helps to identify students who would benefit from the use of a word processor, although it is not exhaustive;

- A learning difficulty which has a substantial and long term adverse effect on the ability to write legibly,
 - A medical condition,
 - A physical disability,
 - A sensory impairment,
 - Planning and organisation problems when writing by hand for which the school has historical evidence of need,
 - Illegible handwriting.
- 6.4 For exams a word processor will be provided by the school with the spelling and grammar check and predictive text facilities switched off, unless the students arrangement allows 'spellcheck on'. WordPad is the software installed on word processors used for examination purposes. Word processors will be in good working order at the time of the examination.
- 6.5 Students may use their answer booklet in addition to the word processor if they wish and they are responsible for saving their work at regular intervals.
- 6.6 The centre number, candidate number and unit code must be typed or handwritten on each page.
- 6.7 Printing must be carried out after the examination is over, and the student must be present to verify that the work printed is his/her own. A JCQ word processor cover sheet must be completed and attached to the student's script.
7. Deadlines for Submitting Requests for Access Arrangements

Exam arrangements should be applied for online at the beginning of courses. To enable us to submit all evidence in time for the JCQ deadlines applications/requests for exam arrangements must be submitted to the SENCO as follows:

Month of Examination	Date
November	10 September
January	30 September
May/June	31 January

Note this does not apply to temporary injury or special consideration.

Date	Issue	Status	Comments
January 2015	1	New	To Student Committee 14.01.15 Approved. To FGB for information 06.02.15
October 2017	2	Update	To Student Committee 10.10.17 – 3.4 amended, 5.4 added & Ps7-14 added. Approved. To FGB for information only.
February 2018	3	Update	Section 7 added. To Student Committee 20.03.18- Approved – to FGB for information only
September 2018	4	Update	Additional appendix added. To Student committee 05.11.18 Approved – to FGB 10.12.18

Appendix 1

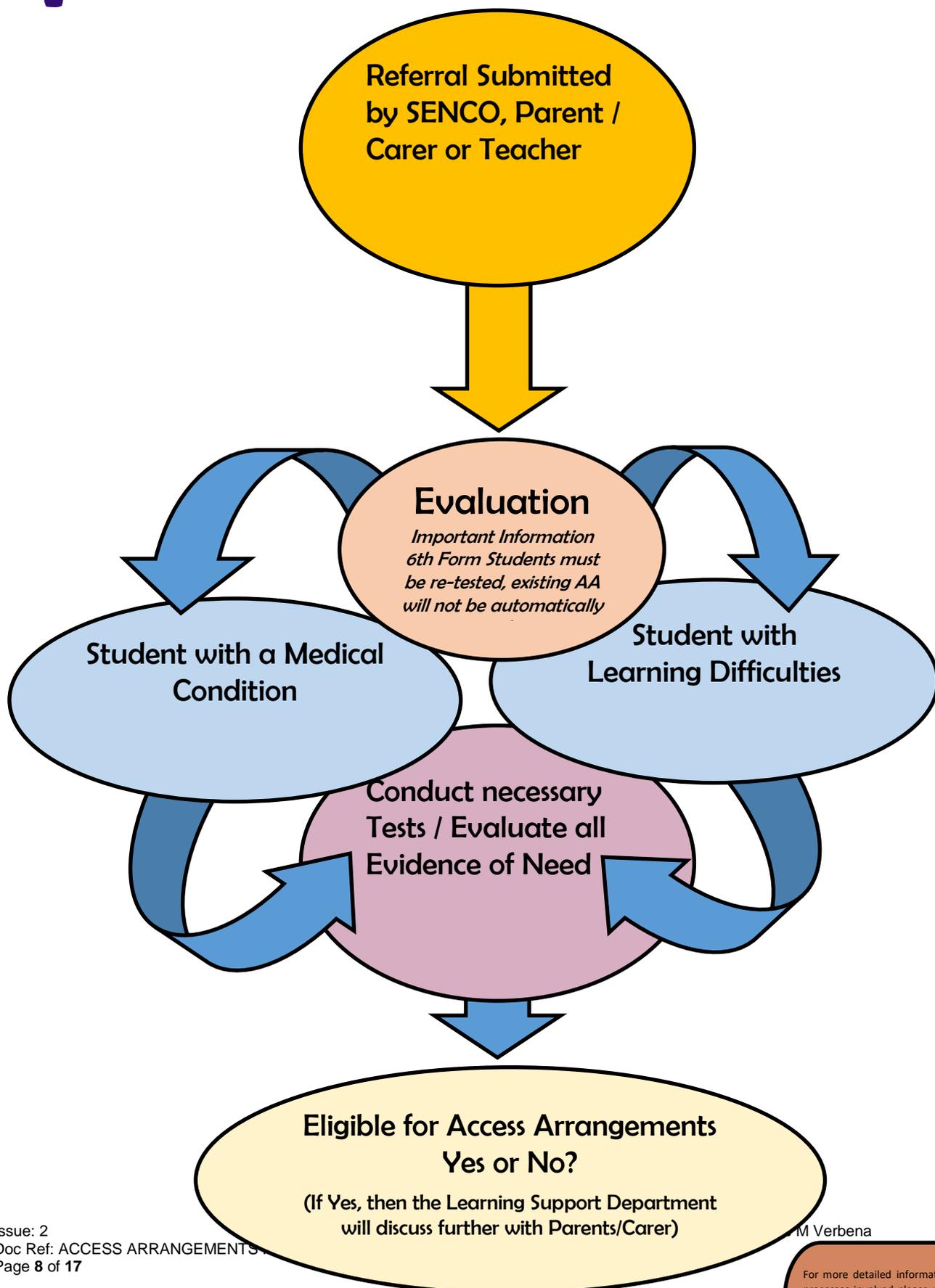


Identification of Need for Access Arrangements



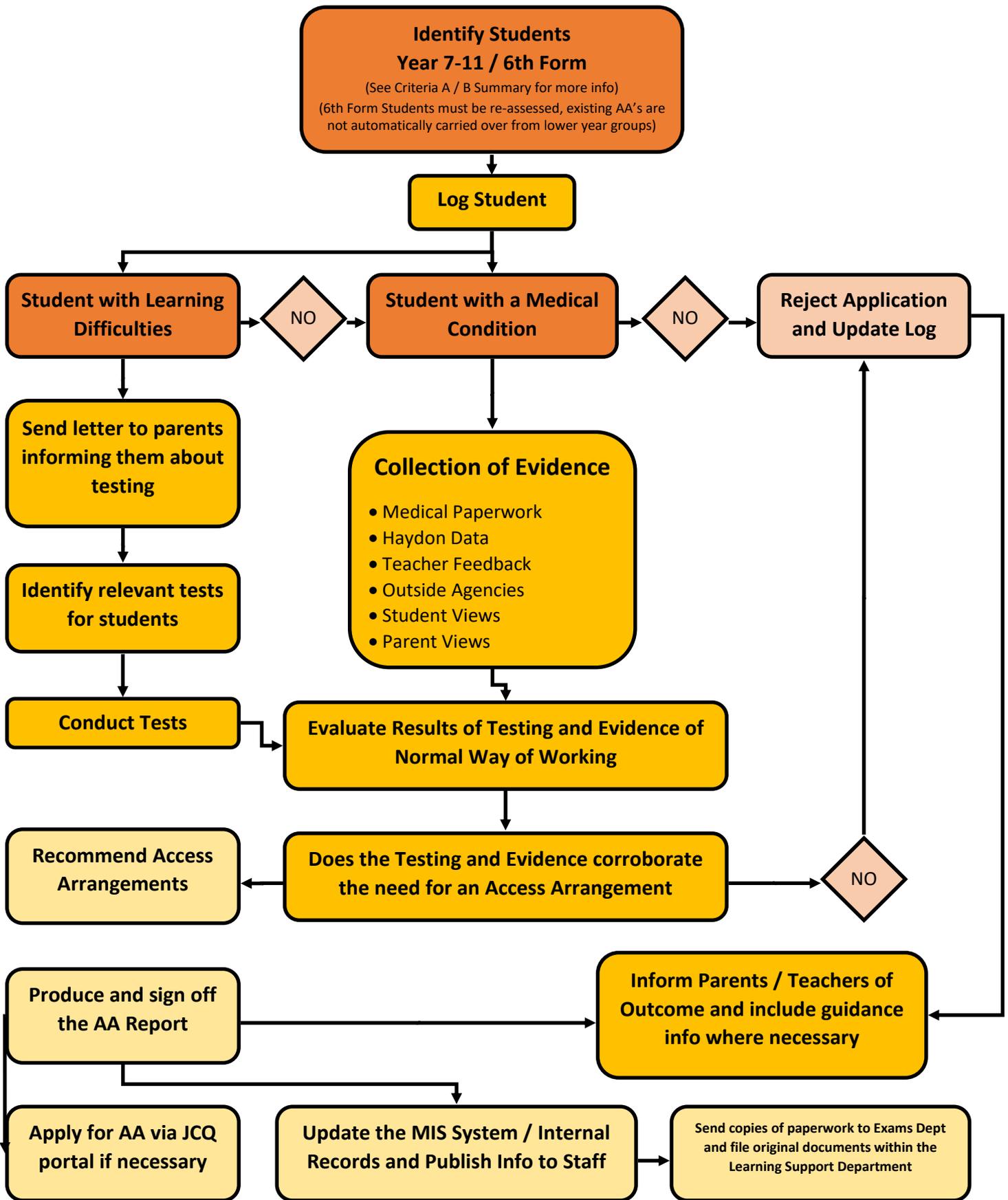
Identification of need for Access Arrangements

Brief Overview





Identification of need for Access Arrangements Detailed Process Overview



CRITERIA (A)

Identify and obtain data on Criteria A (all K, K2, statement and educational care plan students & some referred by SENCO)
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CRITERIA (B)

Identifying students' needs through a process of Psychometric Testing, Teacher feedback, Haydon records and where appropriate outside agencies.



Summary of Criteria A & B

CRITERIA (A)

Shortlist and obtain data on Criteria A (all K, K2, statement and educational care plan students & some referred by SENCO.)

CRITERIA (B)

Categorise into following: - Extra English, None Extra English, Medical/sensory etc.

Extra English

In class tests

Kirklees Reading - This enables tester to add on 25% extra time to see if it makes a difference.

Vernon Spelling - Form 8 requires % of legible spellings as well as accuracy.

Alcock/Dash handwriting

Word Chains - Gives in indication of dyslexic tendencies

Symbols Digit modalities test – this gives a speed of processing using symbols and not words.

Lucid Exact

Single word recognition

Reading comprehension speed

Reading comprehension accuracy

Writing to dictation

Typing speed

Spelling

Students who are shown on Lucid A to have unviable or incomplete tests will be retested on Lucid B.

Further testing if indicated

Students with scores below SS70 in handwriting, or reading or speed of processing to be given one to one testing using appropriate battery of tests indicated by the students' scores and teachers' feedback i.e. Tomal, WIATT,CTopp, Bpvs and other tests available to us.

Non Extra English

Lucid Exact

Single word recognition

Reading comprehension speed

Reading comprehension accuracy

Writing to dictation

Typing speed

Spelling

Students who are shown on Lucid A to have unviable or incomplete tests will be retested on Lucid B

Further testing if indicated

Students with any scores below SS80 may require extra tests that are given in class to the extra English students depending on and teachers' feedback.

Medical/Sensory etc.

Updated medical reports will be requested if necessary and teachers' feedback regarding this sought.

Teacher information

All subject teachers, form tutors, year heads and TAs will be requested to provide feedback to evidence any need required by each student tested.

Haydon data Information/evidence gathered from Sims relevant to students' possible AA by AC & MV.

Appendix 2



Internal Access Arrangements Appeals Procedure



INTERNAL ACCESS ARRANGEMENTS APPEALS PROCEDURE

Summary of Responsibilities

The Learning Support Department is responsible for Assessing, Reviewing and Processing Access Arrangements (Exam Concessions), and also for appeals against access arrangement decisions from Student/Parent(s)/Carer(s).

Contacts List

School SENCO – Mrs J. Evans
Specialist Teacher / Assessor – Ms M. Verbena

Please note:

Appeals can only be made once official written confirmation has been received regarding the current status of your Access Arrangements from the appointed Specialist Teacher / Assessor.

Appealing against your Access Arrangements

For more information about how to initiate an appeal against a decision made by the Specialist Teacher / Assessor for student Access Arrangements you should first read the '*Appeals against Decisions for SEN Access Arrangements*' guidance note which can be found on the school website.

You should note that appeals can only be accepted against decisions made by the Specialist Teacher / Assessor for Access Arrangements on the grounds of need and the student's normal way of working.

Appeals may be accepted where there is concern about the decision made by the Specialist Teacher / Assessor for Access Arrangements.

In order to make an appeal you should write to the school SENCO within 7 working days of receiving an official decision from the appointed Specialist Teacher.

Please see the '*Appeals against Decisions for SEN Access Arrangements*' for an illustrated guide of the processes involved from start to finish.

Please note that only the SENCO can approve / initiate an appeal once the written request has been received. Please do not approach other members of centre staff as they will not be able to assist with an Appeal against decisions previously made and you will be re-directed back to the Learning Support Department.

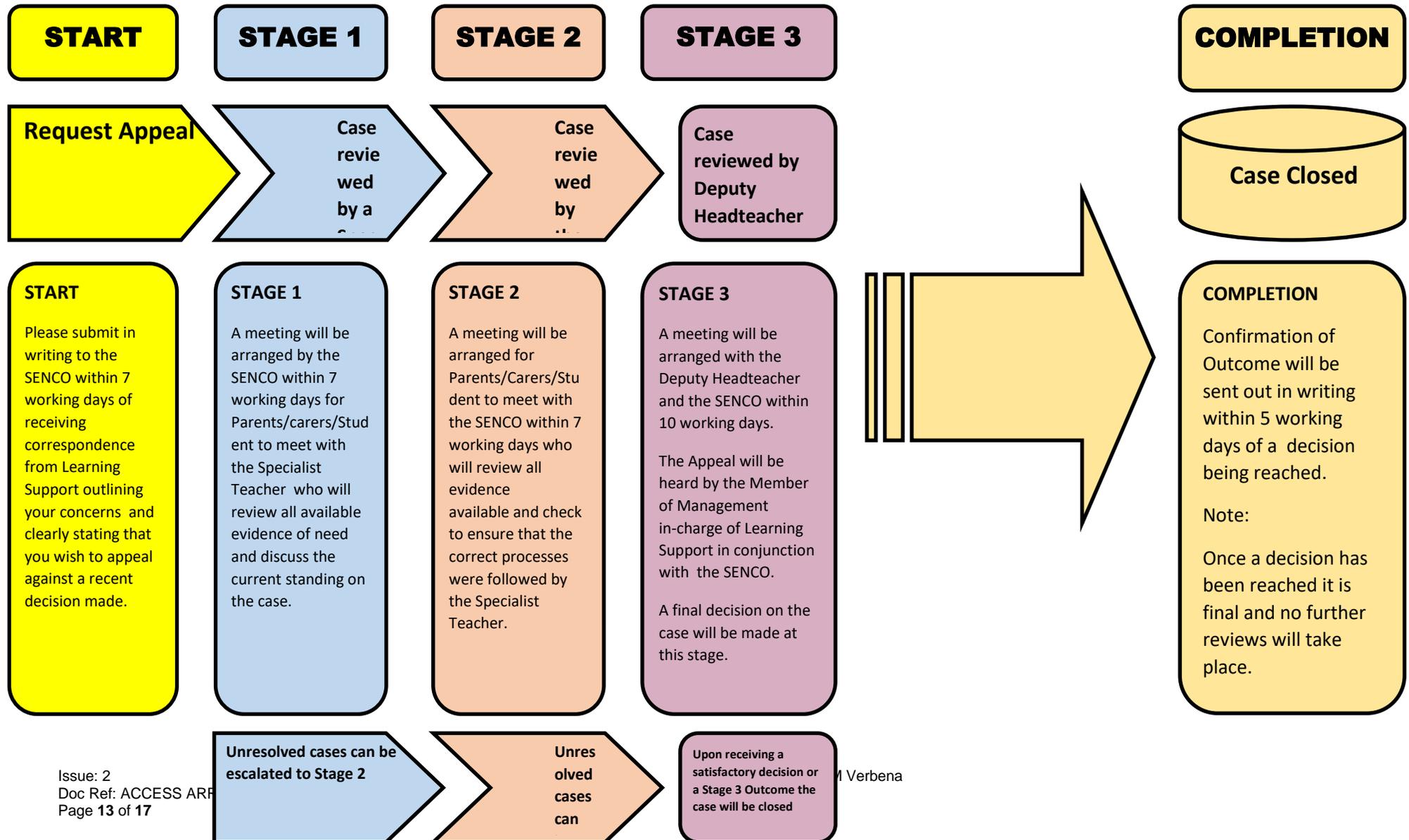
Full Details of Internal Processes

For further information on the internal processes followed by Learning Support please visit the school website and refer to the document labelled '*Access Arrangements for Examinations Policy*' which includes an '*Identification of Need for Access Arrangements*' flow chart.



Appealing Against Decisions for SEN Access Arrangements

Process Overview (Please reverse side for more information)

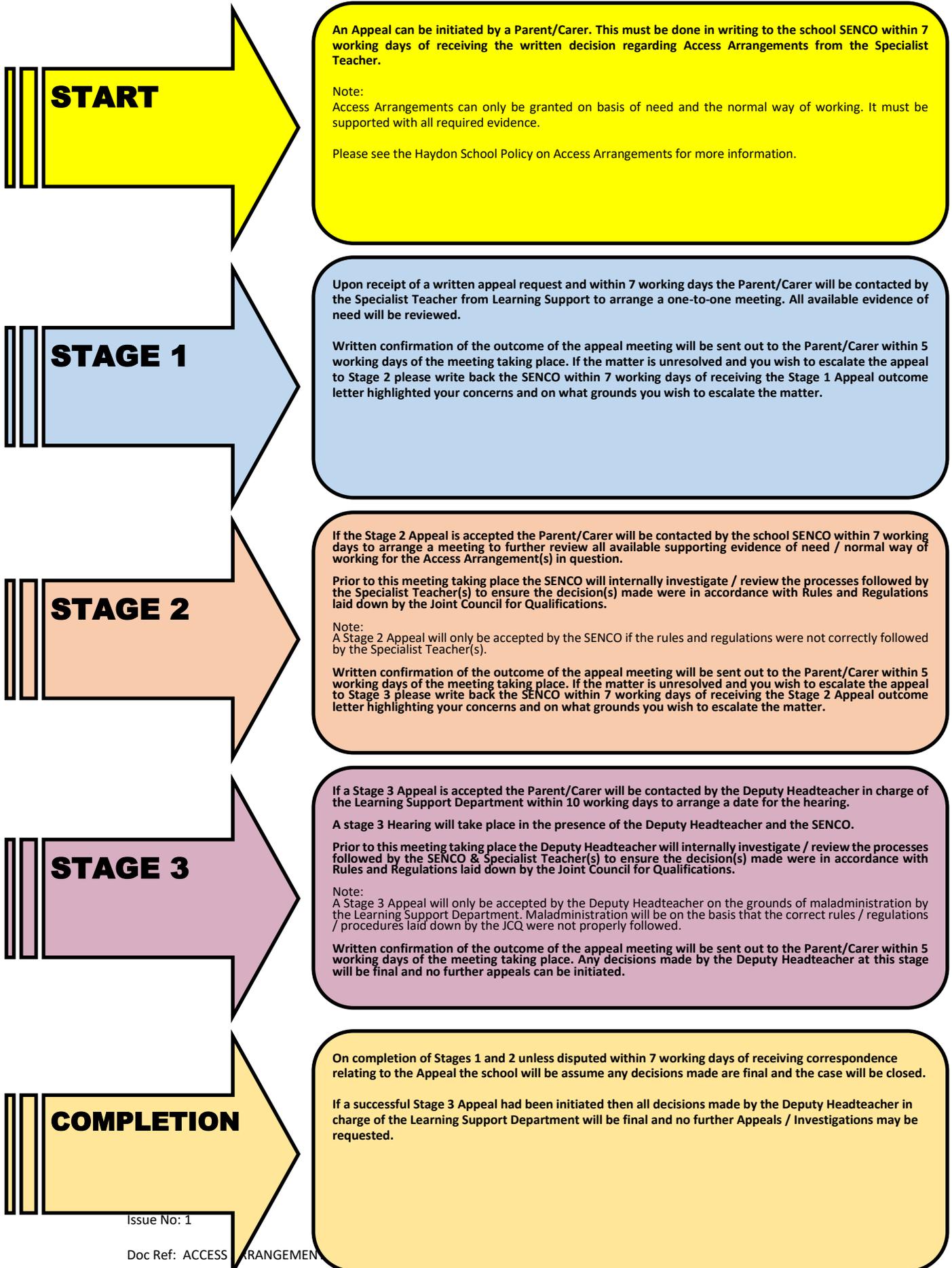




Appealing Against Decisions for SEN Access Arrangements

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Guidance Notes



Appendix 3

Parental Guidance regarding Access Arrangements

The school receives a number of requests for each year regarding Access Arrangements for pupils in public examinations. Over the last year the Joint Council for Qualifications has changed both the requirements for, and the evidence needed in order that Access Arrangements can be granted. The guidance the school received is in excess of 200 pages so we have created this document in order to try to give parents a useful brief outline as to what is required for Access Arrangements to be granted and the evidence the school needs to provide to the Examination boards in order to support this claim.

Access Arrangements

When applying for Access Arrangements we are obliged to work within the framework laid down by the Joint Council for Qualifications (JCQ).

These regulations are very complex, and these change every academic year. The current guidance can be viewed at www.jcq.org.uk

In particular, some parents choose to provide the school with either a private report from an educational psychologist or/and a letter from a GP. It should be noted that neither of these on their own is a guarantee that a student will receive the Access Arrangements requested. We can only accept private reports as part of the wider school evidence.

In particular when looking at any student's needs the school must always consider granting supervised rest breaks before making a request for extra time, as the former will often be a more appropriate response. Extra time can never be given if there is any possibility that the student would thereby be given an unfair advantage over other students.

An outline of evidence needed for the most common request of Extra Time

As extra time is the Access Arrangement requested most often we will look at some of the associated regulations here. JCQ lay down similar guidance for each of the other possible arrangements.

Extra time with a private report

The school has to present a 'compelling' case that the student's learning difficulty has 'a substantial and adverse effect' on the student's performance in exams.

This will generally require statements from subject staff that a student is underperforming in classroom tests, as well as evidence in the form of incomplete mock examinations or similar. The student must have a history of support intervention in school.

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The student must also have made use of extra time over a substantial period of time in both classroom tests and mock examinations before the arrangement can be used in external examinations.

Extra time with a letter from a GP

In order for a student to be granted extra time on medical grounds, the school has to:

- Show that a student has **an impairment** which has **a substantial and long term adverse effect on his/her speed of processing**
- Confirm that he or she has **persistent and significant difficulties when accessing and processing information**
- Show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time of up to 25%
- Confirm that without the application of extra time of up to 25% the candidate would be at **a substantial disadvantage**
- Confirm that extra time of up to 25% is the candidate's normal way of working within the centre **as a direct consequence of their disability**.

A letter from a GP on its own is not sufficient. In addition to the evidence listed above, the school must also be able to show at least one of the following:

- A letter from CAMHS, a clinical psychologist, a hospital consultant or a psychiatrist
- A letter from the Local Authority Educational Psychology Service or Local Authority Sensory Impairment Service
- A letter from a Speech and Language Therapist (SaLT)
- A Statement of Special Educational Needs relating to the candidate's secondary education **which confirms the candidate's disability**

The second most common request is for the use of a word processor.

An outline of evidence needed for the use of a word processor (laptop)

Under certain circumstances a student may be allowed to use a word processor in exams. This will normally be a laptop with spellcheck disabled, unless the student is also entitled to a scribe, in which case they will have the choice of using a laptop with spellcheck enabled. Note that in the latter case marks available for spelling, punctuation and grammar (SPaG) in certain papers will not be given if spellcheck is used.

The principal criteria when the school is deciding whether to grant the use of a word processor are that it should be **the candidate's normal way of working** and that it should be **appropriate to their needs**.

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In assessing the latter, the school will need to have observed that the candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- poor handwriting
- planning and organisational problems when writing by hand

This list is not exhaustive.

Working in Partnership

It is helpful for parents to consult with school ahead of privately commissioning external health/educational professionals. Working in partnership helps us to build a better understanding of a student's profile but does not guarantee that the student meets the JCQ criteria for Access Arrangements.

For further information please contact Judith Evans, School SENCO.