

Examination Access Arrangements

Information for students and parents

Access arrangements are 'reasonable adjustments' for students who have a disability or a special educational need that significantly affects them in lessons as well as exams.

Access arrangements:

- do not change the skills or knowledge being tested;
- must not give a student an unfair advantage; but
- do give a level playing field so students can show their knowledge.

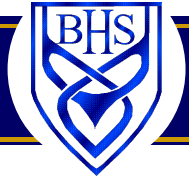
There are a variety of access arrangements that can be provided, including:

- Support for reading (e.g. a computer/human reader, a reading pen)
- Support for writing (e.g. a scribe, a word processor)
- Support for working to time (e.g. 25% extra time, rest breaks)

Any arrangements that are used in exams are based on the student's normal way of working in the classroom and in tests and exams (for 25% extra time, the student needs to meet additional criteria following a formal access arrangement assessment). Wherever possible, access arrangements that enable a student to work independently are encouraged.

Evidence is needed for exam access arrangements and these need to be applied for and approved before they can be used in external exams. This sometimes means that a formal access arrangement assessment needs to be carried out. Assessing takes place in school. Strict rules must be followed so that the test scores can be used as evidence for access arrangements.

Please note: assessments that have been carried out by external parties without prior contact with the school cannot be used for access arrangements.



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When awarded to a student, exam access arrangements are subject specific and not automatically given across the full curriculum. What this means in practice is, if there is evidence (mock exams, teacher feedback) that a student uses an access arrangement in a particular subject's area then they will be able to use the arrangement in that subject's formal exam. If there is no evidence for a particular subject then they will not be able to use the arrangement in that subject's formal exam (e.g. a student with evidence of using 25% extra time in English, but not Geography, would be able to have 25% extra time in their English exams, but not their Geography exams).

When formal exam arrangements are to be put in place, parents/carers will be informed in writing. We will always seek to work with students and parents/carers to ensure the most appropriate outcome for all students.

Further details can be found in the school Exam Access Arrangements policy.