

ACCESS ARRANGEMENTS FOR EXAMINATIONS POLICY

The school is committed to providing equal opportunities for all pupils. Where pupils have a need which prevents them from accessing examinations, provision will be made. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a person with a disability or a Special Educational Need would be at a substantial disadvantage in undertaking an assessment.

Access Arrangements are modifications made in examinations and assessments taken under controlled conditions for pupils with evidence of a defined need. They allow pupils with a defined need to access an assessment and to show what they know and can do without changing the demands of the assessment. There are many different Access Arrangements and pupils may be granted one or more of these depending on their needs. Supporting evidence is required as stated in the guidance and regulations laid down by examination boards and the Joint Council for Qualifications (JCQ).

The school takes into account any information received from previous schools and also conducts its own tests to establish which pupils may need Access Arrangements for examinations. Access Arrangements are reviewed annually. However, if a pupil receives support in any one year it does not automatically mean they will receive the same support in later years.

KEY STAGE 3

On entry to school in Y7 all pupils have their SATs results analysed and take the GL Reading Test. Pupils with a Standard Score of less than 100 will work on the GL Reading Age Programme. Where their reading age is 2 years below their chronological age additional support and intervention will be put in place and monitored.

Throughout KS3, staff who have any concerns about a pupil who may need Access Arrangements should liaise with the Assessor for Access Arrangements, Mrs Campion, and or the SENCo, Mr Ward. Wherever possible they should provide evidence of need.

When pupils reach the summer term of Y9, those who have had Access Arrangements applied in internal assessments, and any newly identified pupils, will have their needs reviewed by the Assessor for Access Arrangements. Mrs Campion will ascertain whether any formal testing needs to be administered to determine any specific or additional needs. Permission will only be granted where arrangements:

- are the pupil's normal way of working with history of evidence of need
- meet the conditions set out by the examination boards and the JCQ
- are backed by information and evidence clearly demonstrating the extent of the disability/SEN and the need for additional support. This information and evidence must be recorded and noted as the pupil's normal way of working on Sections 1, 2 and 3 of the JCQ Form 8, Application for Access Arrangements

It is important that any pupil with a possible disadvantage is identified during KS3 and referred to the Assessor for Access Arrangements/SENCo before the end of Y9. Arrangements cannot be submitted for consideration by the JCQ without evidence of a history of need.

KEY STAGE 4

By this stage a history of need will have been established. If new concerns are raised the same process will be followed as for KS3. The Assessor for Access Arrangements will then decide if formal testing for Access Arrangements is required. Any new pupil transferring to Wombourne High School from another school who has previously been given Access Arrangements must present the following evidence:

- test data
- supporting evidence of need and provision from their previous school
- a fully completed and signed copy of all sections of Form 8
- a copy of the Assessor's Level 7 qualification certificate

It is the responsibility of the parent/carer to obtain these documents on transfer and to present them to the Assessor for Access Arrangements on entry to the school.

OTHER CONSIDERATIONS

Those pupils with a Statement of Special Educational Needs/Education Health and Care Plan will automatically be considered for possible Access Arrangements (following the rules and guidance set out by the JCQ).

Independent reports (e.g. those commissioned by parents through private arrangement) cannot be considered in isolation but will be looked at by the school. Reports from Primary Schools are not eligible as evidence for examination Access Arrangements in a secondary school setting. Access Arrangements can only be considered alongside school data, history of need and the pupil's normal way of working, which must be demonstrated over a significant period of time. There are time restraints for some Access Arrangements which will be reviewed as appropriate.

Medical emergencies do occur and will be dealt with immediately and on an individual basis as to whether Access Arrangements will be required for exams.