



ABINGDON

Abingdon School Exam Access Arrangements Policy

This policy should be read in conjunction with 'Abingdon School SEND and Learning Support Policy', which sets out the School's procedures for identifying SEND, making and evaluating provision for pupils with SEND, and monitoring the pupils' needs for access arrangements.

The School recognises that some pupils will meet the criteria for access arrangements in exams, due to specific difficulties which result in having below average processing speed or working memory, slow or poor handwriting, below average literacy skills or difficulties in attention. In putting access arrangements in place, the School is bound to comply with the Equality Act 2010 and with JCQ Regulations.

The School is therefore only able to put access arrangements in place, where these arrangements are specifically recommended in a formal report carried out by an Educational Psychologist or by a Medical practitioner, within the time frame stipulated by JCQ. Assessments must demonstrate in quantitative and qualitative measures, that the pupil meets JCQ criteria for access arrangements as set out in the JCQ 'ICE' booklet.

JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations. The Head of Learning Support attends training on a regular basis, to ensure she is appraised of the JCQ regulations for each academic year.

As advised by JCQ, the School will exercise its judgement regarding a pupil's eligibility for access arrangements. Privately commissioned reports will only be accepted by JCQ - and therefore by the School - if they are written to the required standard and demonstrate the pupil's need in quantifiable terms. In addition, the School is also required to gather qualitative evidence that the access arrangements reflect the candidate's needs and their normal way of working within school.

To this end, the School will permit access arrangements as above, for pupils in curriculum year 9 (3rd year) and above. Following internal exams, the Learning Support Department will conduct exam reviews with each pupil who has access arrangements, in order to gather the evidence that the arrangement was needed and used. A selection of the pupil's exam scripts

will be kept in the Learning Support Department files as evidence of need and use, should JCQ inspectors request this.

For pupils in Lower School, the Learning Support Department will carry out exam reviews following exams, in order to monitor the pupil's need for future access arrangements and begin the process of gathering evidence for these. Due to the JCQ stipulation that assessments must be carried out after curriculum year 9, pupils in Lower School can only be granted extra time in exams in very exceptional circumstances, where a valid assessment demonstrates evidence of need. There will need to be a new assessment during curriculum year 9 (3rd year) if access arrangements are likely to be needed at GCSE.

Use of extra time

In compliance with JCQ Guidelines:

The School will permit the use of up to 25% extra time under the following conditions:

There must be evidence of a substantial and long-term disability (as defined in the Equality Act 2010), which places the candidate at a substantial disadvantage when working under timed conditions.

Examples of this would include an identified specific learning difficulty resulting in below average scores for speed of writing, speed of reading, processing speed, working memory or spelling. JCQ defines 'below average' as a standard score of 84 or below, or two standard scores between 85 - 89.

There must be evidence of this need in the form of an up to date medical or educational psychologist's report, or a report by an appropriately qualified professional holding a current practising certificate and using JCQ approved standardised tests.

In compliance with JCQ regulations, this report must have been carried out during or after 3rd Year (curriculum year 9). Reports that are out of date will not be accepted as evidence of need. The School will comply with JCQ regulations in reviewing the need for, and use of, extra time at GCE AS levels and A levels.

The School will agree to apply for extra time for public examinations on the basis of the evidence above, and provided there is also evidence that this is the candidate's normal way of working in exams and timed tests. To this end, the School will collect evidence of the need for, and use of, extra time in internal exams.

Use of a word processor

In compliance with JCQ guidelines:

The School will permit the use of a word processor in examinations, where this is the candidate's normal mode of working within the school. The spell check facility must be disabled and the arrangement can only be put in place if:

He has difficulty writing legibly

He has poor handwriting

He has identified specific learning difficulties resulting in planning and organisational difficulties when writing*

He has a medical condition affecting handwriting*

He has a physical disability*

He has a sensory impairment*

In all of the instances asterisked*, there will need to be evidence of need in the form of a medical or educational psychologist's report, or a report by an appropriately qualified professional.

The School will collect evidence of the candidate's need for, and use of, word processing in lessons and in exams.

Candidates will not be permitted to word process their exams simply because they:

Prefer to type

Can work faster on a word processor.

Other Access Arrangements

The School will consider the need and eligibility for other access arrangements on a case-by-case basis, according to the need for and appropriateness of the arrangement.

Celia Collins

Head of Learning Support

Last internal review: May 2018

Last governor review: May 2018

Next governor review: May 2019