

## Access Arrangements for GCSE exams

### Access Arrangements Regulations

Guidance and regulations on the assessment and allocation of Access Arrangements is provided by the Joint Council of Qualifications (JCQ).

Access Arrangements are agreed in the summer term of Year 9 through an application to JCQ by the Special Educational Needs Coordinator (SENCO). Access Arrangements allow candidates with 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 or giving them an advantage over other students. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

To support an application to JCQ for access arrangements (other than a temporary injury) the SENCO (Rebekah Brumby) **must** be able to provide evidence of:

- persistent and significant difficulties
- substantial and long term adverse impact in school
- a pupil's normal way of working

### The process for collecting evidence

Evidence collection begins in Year 6 at the time of transition when evidence of need and support is provided by primary schools. Throughout Year 7 -9, staff at St. Crispin's send evidence of continuing need and support to the SENCO to build the picture of need required by JCQ. New referrals are made by staff where they feel a need has developed and additional support is provided to demonstrate a normal way of working. Parents can also make the SENCO aware of a new difficulty and request assessment for access arrangements.

### Assessing the need for Access Arrangements

The SENCO holds a Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) including 100 hours related to individual specialist assessment which qualifies her to assess pupils using standardised tests that are approved by JCQ to provide standard scores. The average score for these tests is 85-115. To be eligible for access arrangement below average scores (84 and below) are needed. In line with JCQ regulations, privately commissioned assessments carried out without prior consultation with the SENCO cannot be used to award access arrangements or process an application. Furthermore, if the standardised tests used in the private assessment are the same as that used by the SENCO to assess needs, she will be unable to use the same tests for one calendar year which will result in a delay in assessment of the eligibility of access arrangements.

Where there is a medical need or diagnosed disability (as described by the Equality Act 2010), evidence is sought from relevant healthcare professionals, e.g. Child and Adolescent Mental Health Service (CAMHS), hospital consultant, sensory impairment service, Speech and Language Therapist (SaLT) or local authority special educational needs department.

The following access arrangements can be considered by the SENCO where sufficient evidence is available:

- supervised rest breaks
- extra time
- a reader
- exam reading pen
- a scribe
- a word processor
- a prompter
- a practical assistant
- coloured overlays
- coloured/enlarged papers
- modified language papers
- a live speaker
- braille paper
- colour identification

Each application is considered by JCQ for each subject individually in light of the pupil's needs.

**If a candidate does not make use of the arrangement granted to them in Year 9 and/or 10, then it is not his/her normal way of working and the SENCO will withdraw the arrangement for Year 11.**

Should you have any questions about access arrangements, please contact Miss Brumby via the school reception.