

Timeline for Examination Access Arrangements

MONTH	TASKS
September	Organise testing priorities/audit current list & changes
October	Set provisional Mock EAA list & address sixth form testing
November	Continue individual testing priorities & Y11/13 exam feedback
December	Mocks for Y10/12 – check on usage
January	Y10/12 exam feedback & others /Modified papers deadline
February	All paperwork to be completed/consent forms
March	21 st Deadline for AAO applications: AAO Useful Information - JCQ Joint Council for Qualifications
April	Review student usage/ check Exam officer monitoring & support
May	Exams/ other testing
June	Exams/ other testing
July	Year 9 concerns – screening

Transparency & portability

- To justify further testing for EAA, we collect evidence and feedback from all teachers to support the student's needs and final application for access arrangements.
- Parents will be notified if testing is required and consulted for a background of the student's needs.
- When testing is complete, parents will be notified, why the student may or may not qualify for EAA. This should be supportive and sensitive to the individual needs.
- The applications available are extra time 25% (or more) and/or scribe.
- EAL learners are now allowed 25% extra time with a bilingual dictionary (> under 3 years in the UK).
- [Regulations and Guidance - JCQ Joint Council for Qualifications](#)



Administration

- Students with EHCPs and / or medical diagnosis can apply for access arrangements using Form 9
- Other support is called 'reasonable adjustments' such as using a laptop; reading software or pen; being prompted to remain focused; or a short rest break are possible if there is evidence that this is a '*normal way of working*' and requires a form 9 to be completed
- New students in year 12 to be identified/ checked for prior EAA.
- To ensure we provide the fairest opportunities for our learners, these adjustments should be offered in all formal and informal assessments in year 10 and 11.

7.1 Appendix A: Draft Infographic to explain access arrangements to students



WHAT ARE ACCESS ARRANGEMENTS?

1 What are access arrangements?



Access arrangements, or exam accommodations, are reasonable adjustments designed to give equal opportunities to all students to demonstrate their skills, knowledge or understanding in exams.

2 Do access arrangements give an advantage?



Access arrangements do **not** give the learner an unfair advantage. They are intended to help students complete a task or exam to their full potential.

3 What kinds of access arrangements are there?



There are different kinds of access arrangements and not everyone will benefit from the same access arrangement.

4 Types of access arrangements



The most common types of access arrangements are:

- extra time
- separate invigilation/small group room
- word processor/laptop
- reading pen
- human or computer reader
- supervised rest breaks
- prompt
- modified papers
- human scribe
- Assistive technology such as voice-to-text software

WHO MAY QUALIFY FOR AN ACCESS ARRANGEMENT?

1 Who is eligible for an access arrangement?



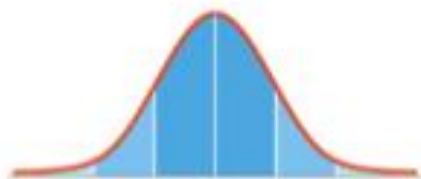
Any student can be considered but teachers and the learning support team will consider areas of need to make decisions on who may be identified for an access arrangement.

2 Do I need a diagnosis to get an access arrangement?



A diagnosis or a learning difficulty is not necessary to qualify for an access arrangement. In fact, a diagnosis does not mean you automatically get an access arrangement.

2 Do I need to be assessed?



You may need to be assessed for an access arrangement by a qualified assessor. The learning support team will coordinate the assessments.

An independent assessment carried out without prior consultation with the school cannot be used to award access arrangements.

3 What else is needed to qualify?



Access arrangements must be based upon identified need and your normal way of working in your classroom. For example if you usually use a laptop instead of handwriting in class.

Your teacher or other school staff may provide this evidence of how you usually work in a classroom.

HOW CAN I USE MY ACCESS ARRANGEMENT?



1

Understand why you qualified

It is important to find out why you qualify for an access arrangement so that you know when to use it and how to use it effectively. Ask your learning support team why you qualified.



2

Talk to the SENCO at your school

Find out who your Special Education Needs Coordinator (SENCO) is at your school. They will have the most information about access arrangements and can help give you strategies on how to use your access arrangement.



3

Take initiative!

If you are given an access arrangement, be sure you use it! It is important that you continue to use your arrangement and reflect on how it is helping you with your work. Be assertive and let your teachers know what you need.

Parent Enquiry for Access Arrangements

- Please complete the linked form for Access Arrangements enquiries:

<https://forms.office.com/e/TYatqmcP42>

