



The Sutton Academy

Examinations Access Policy

Status	Statutory
Responsible Trustees' Committee	Standards & Curriculum
Date first approved by TB	12/12/2023
Responsible Person	Mrs A Herron
Review Date	December 2025
Last Amended Date	December 2023

What are Exam Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working.

The Joint Council for Qualifications (JCQ) publishes the regulation and guidance that all centres must comply with when applying for access arrangements.

Access Arrangements fall into two distinct categories:

- some access arrangements are centre delegated arrangements which means that the examination centre (school) can decide an EAA without applying through Access Arrangements Online (AAO). Centre delegated arrangements must still be based on evidence of need and normal way of working
- other access arrangements require prior approval from the JCQ by applying through AAO

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it is not evidenced as normal working practice for an individual.

Identifying the need for access arrangements within Sutton Academy

Students who may qualify for formal Access Arrangements during KS4 and 5 are identified early in KS3 (in most instances Y7). At this stage needs are screened and identified, rather than formally assessed. Screening and monitoring takes the form of: teacher assessment, reviews of interventions, EP reports, mock exam analysis and invigilator's log, biannual NGRT -Literacy Screening, Numeracy Screening and CATs. Adjustments to quality first teaching within lessons are then made, according to need, to enable a student to access their learning and make progress (in-line with the SEN Code of Practice 2014). All staff are involved in monitoring the adjustments.

Formal assessments for Access Arrangements take place during the last term in Y9. Historic screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidance, by the in-house specialist assessor. Formal Access arrangements expire after 26 Months, after this period the student may be re-tested. The most recent testing is binding and determines any subsequent Access Arrangements (AA).

Where formal AA are determined and agreed these become part of 'normal practice'. This means that appropriate AA should be taken into consideration through Quality First teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements, either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed by the centre (SENCo and/or Principal).

Access Arrangements for examinations

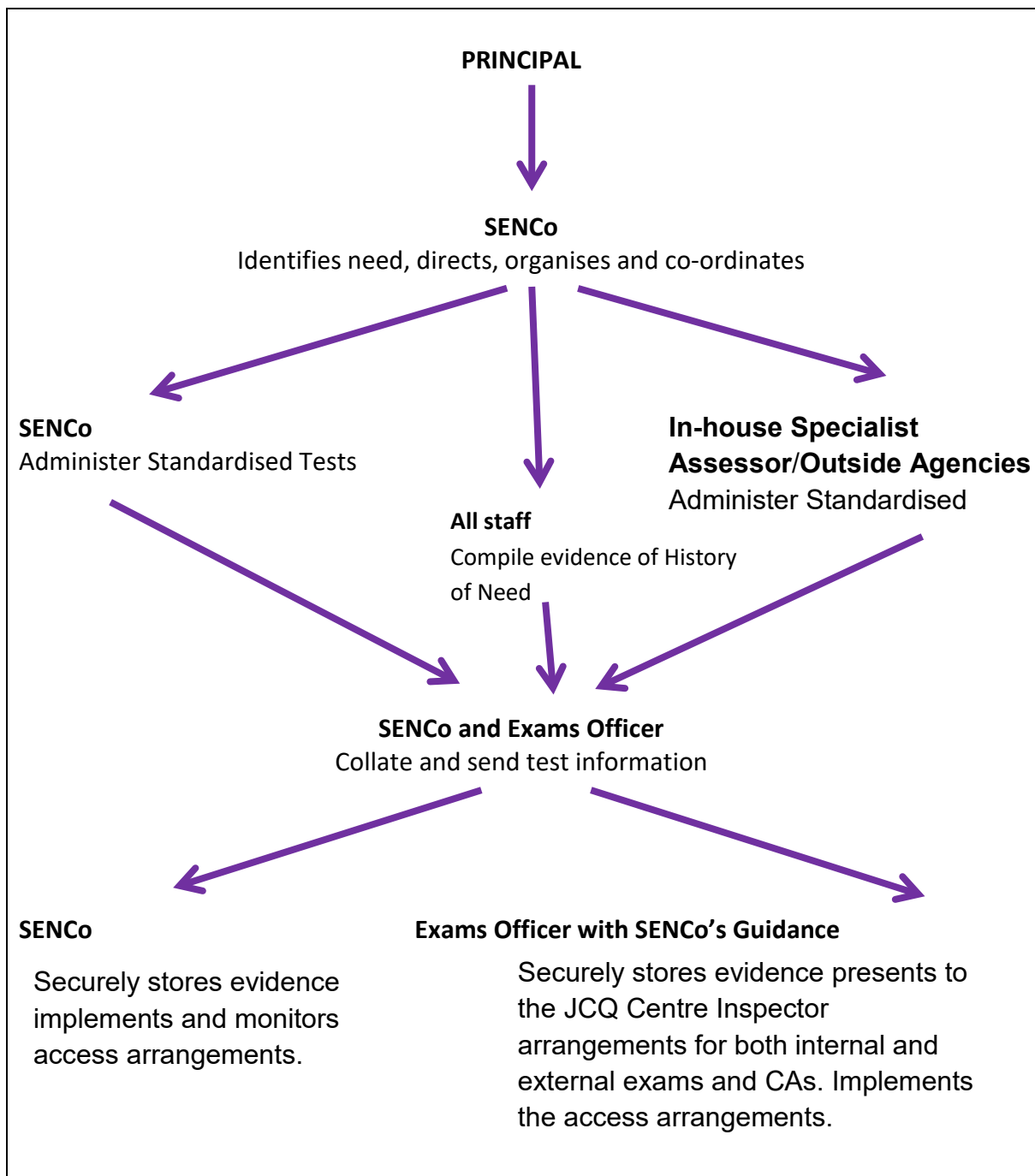
Centre delegated arrangements	Arrangements requiring JCQ approval
Supervised rest breaks	25% extra time
Word processor	Computer reader/ reader
Propter	Scribe/ Speech recognition technology
Coloured overlays	Language modifier
Examinations on coloured / enlarged paper	Practical assistant
Fidget Toys / stress balls	Bilingual dictionary with 10% extra time
Non electronic ear defenders / ear plugs	Extra time between 26% and 50%
Separate invigilation within the centre.	Extra time over 25%
Bilingual dictionary (without 10% extra time)	
Squared paper for visual spatial difficulties	
Low vision aid	
CCTV	
Live speaker	
Communication professional	
Amplification equipment	
Colour naming by the invigilator	
Optical character reader (OCR)	
Braille transcript	

Responsibility

It is essential that the SENCo, Assistant SENCo, Examinations Officer and all relevant staff work in collaboration to ensure that a clear process is in place, that timely applications for Examination access Arrangements are made and that the planning of EAAs in all examinations is in place.

At The Sutton Academy the Assistant SENCo takes the position of specialist assessor to support applications for EAA and holds the relevant qualifications (Certificate in Psychometric Testing, Assessment and Access Arrangements - CPT3A). The SENCo and Assistant SENCo can direct appropriate staff (with relevant qualifications) to be part of the assessment process.

Some advanced screening, those that do not require CCET qualifications, can be administered by teachers and TAs/support staff. Advanced screening, to build a picture of need, can and will be completed by other suitably qualified members of the Academy's staff. This gives a profile and can help to determine more specific assessment requirements, before the formal assessments, Form 8 and JCQ Application On-Line are completed.



PROCEDURE

All students complete CATs, NGRT screening assessments when they arrive at the Academy, then NGRT annually. This data, combined with information gathered during transition, flags students in Y7 who may need intervention and future monitoring. All teaching and TA support staff are involved in this early identification process. Throughout KS3 all staff are responsible for implementing recommended adjustments to QFT and EAA. All staff are involved in the

monitoring of these adjustments. Students who require SEN support will be tracked and monitored by their Key Workers in the SEN team.

Needs of students not identified in Y7 may become apparent at any point during KS3. All staff are responsible for reporting any concerns to the SENCo who can then arrange for further screening to be carried out. For example if a student requires a significant amount of differentiation to access work, reduced quantities to keep up with the rest of their class, additional time to complete work in line with their peers, and/or printed notes and resources not distributed to the rest of the class.

Formal Access Arrangement testing

Formal assessments are conducted in the summer term of Y9, and at the latest in the autumn term that the exam course starts (Y10 and Y12) – the deadline for applications to JCQ for May/June 2023 exam series is 31st March 2023 (modified papers: 31st January 2023). Students qualifying for these formal assessments are determined by specified indicators following screening.

Students with an EHCP would automatically qualify for a need matched Access Arrangements Screening. However, having SEN Support status (K) will not mean a student automatically qualifies to be assessed.

	about to the SENDCo.		<p>all students that need JCQ approval and specialist assessment.</p> <p>Ensure all students that require testing are assessed.</p> <p>Following testing Form 8s should be completed and finalised ready for the start of Key Stage 4. For centre delegated arrangements and students with EHCPs, Form 9s should be completed.</p>	By the end of Year 9.
Year 10 & Year 11	<p>Know which students in their class have access arrangements in place. Record whether students use / need the arrangements during core exams.</p> <p>Teachers should refer any students they have concerns about to the SENDCo.</p>	<p>Before all core exams.</p> <p>Submit to SENCo following core exams.</p> <p>When the concern arises.</p> <p>After each mock examination series.</p>	<p>Share Access Arrangements list with teachers.</p> <p>Collate evidence of NWoW from teachers.</p> <p>Collate evidence of NWoW from Mock Examinations.</p>	

	Invigilators should record Access Arrangement use during mock exams.			
Post 16			Form 8s should be sent to Post 16 provider.	When requested
Year 12 & Year 13	<p>Know which students in their class have access arrangements in place.</p> <p>Record whether students use / need the arrangements during core exams.</p> <p>Teachers should refer any students they have concerns about to the SENDCo.</p> <p>Invigilators should record Access Arrangement use during mock exams.</p>	<p>Before all core exams.</p> <p>Submit to SENDCo after each subject exam.</p> <p>When the concern arises.</p> <p>After each mock exam series.</p>	<p>Applications for post 16 qualifications should be made at the start of Year 12 using documentation from Key Stage 4 or previous setting.</p> <p>Share Access Arrangements list with teachers.</p> <p>Collate evidence of NWoW from teachers.</p> <p>Collate evidence of NWoW from Mock Examinations.</p>	<p>Start of Year 12</p> <p>Start of Year 12</p> <p>After each subject exam</p> <p>Following all mock exams</p>