



St George's College

W E Y B R I D G E

ACCESS ARRANGEMENTS POLICY 2016-2017

Access arrangements allow students with special educational needs and or disabilities (SEND), additional learning needs (ALN) or temporary injuries to access an assessment. Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

The College aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/ or physical needs

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1/09/2016). We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling. For every exam concession, five conditions have to be met (please see below).

We will use every opportunity to identify students' needs from their first contact with the College. Professional reports are requested that demonstrate a SEND/ALN and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working'.

The decision to apply for access arrangements is the College's based on evidence of a history of need, current need, history of provision, a student being disadvantaged compared to his/her peers and a specialist teacher's access arrangements report. Subject teachers are also involved in the decision as to whether an exam concession is necessary.

Use of a laptop

The use of a laptop in exams reflects the student's normal way of working at the College and has been agreed as appropriate to the student's needs. The use of a laptop cannot be granted to a student simply because this is their preferred way of working. As with every other exam concession, the provision to use a laptop is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory

impairment, planning and organisational difficulties or poor legibility. The spellcheck and punctuation and grammar check will be turned off in line with JCQ advice.

Rest Breaks/Separate Room

The exam concessions of rest breaks can be awarded to students, in line with the advice above. Rest breaks are a suitable concession for a student with a medical condition, this can include mental health. A specialist doctor's report or letter would be required to award a concession of rest breaks. A student can take exams in a separate room (not necessarily alone but in a smaller room than the main hall) but this has to be backed up by evidence that the five conditions are being met (please see above).

25% extra time

25% extra time is an exam concession that can be granted for learning needs. It is not a concession that can be granted for medical reasons. Please see the section on rest breaks above.

Five Conditions

1. The candidate continues to have persistent/significant difficulties and is disabled within the meaning of the Equality Act 2010.
2. Evidence of current difficulties and how they substantially impact on teaching/learning in the classroom.
3. Show the involvement of teaching staff in determining the need.
4. Confirm that without the arrangement the candidate would be at a substantial disadvantage when compared with non-disabled candidates.
5. The arrangement continues to be the candidate's normal way of working as a direct consequence of their disability.
6. The candidate is not competent in using a laptop (for the exam concession of scribe/voice activated software).

Date: September 2016

Review Date: September 2017