THE PRIORY CofE SCHOOL

Examinations Policy

Adopted by the Governing Body on:	2021
Review cycle:	Annually
Review date:	2022
Updated by:	LAT

Access Arrangements Policy

The Priory School Access Arrangement policy follows the regulations and guidance which are issued annually by the Joint Council for Qualifications for Access Arrangements and Reasonable Adjustments.

These are adjustments for candidates with substantial disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

Access arrangements are agreed before an assessment (examination or coursework). They allow candidates with special educational needs, disabilities or temporary injuries to:

• access the assessment;
• show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual 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'.

Reasonable Adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille.

The disability must be substantial, persistent and long term, unless it is a temporary injury.

Access Arrangements

All arrangements must be processed and approved before an examination or assessment and before the published deadline apart from applications due temporary injury or impairment.

Access Arrangements can only be applied for if the candidate meets all of the following criteria:
- They must be disabled within the meaning of the Equality Act 2010
- The Access Arrangement/s being applied for must be their normal way of working
- Their disability is persistent and significant
- There must be evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom

Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom, to meet the candidate's needs, due to their disability. Written confirmation must be provided to say that without the Access Arrangement applied for the candidate would continue to be at a substantial disadvantage.

How Access Arrangements are managed at The Priory School

Responsibilities

Access Arrangements are overseen by the SENCO

Access Arrangement Assessments are carried out by our Specialist Assessor

Access Arrangements are processed and implemented by the the Deputy SENDCo and the Exams Assistant

Teaching Assistant support and Technology required for examinations is co-ordinated by the Deputy SENDCo and the Exams Assistant.

The Access Arrangements Process

Years 7 and 8

- All students who have been identified as having Special Educational Needs or a disability at their primary school or who have been identified during years 7 and 8, will be monitored to build up a history of need and provision.

Year 9

- We send letters to parents/carers of students who have a history of persistent and significant need in the spring term to let them know that their child may be included in the group of students to be formally assessed. This will either be later that term or in the summer term. Students involved with Outside Agencies such as the Autism or Speech and Language Teams may have additional assessments.

Year 10

- If there is sufficient evidence and history of need, an application for Access Arrangements will be made in the autumn term, in consultation with the student and parents/carers
- Parents/carers and the student will be informed as to whether or not the application has been approved.
- All students with Access Arrangements will, apart from those with some sensory or physical disabilities, will be designated as having special educational needs
- Students will be issued with a card showing which Access Arrangements they are entitled to.

Year 11

- Students with Access Arrangements will practice using them in examination situations during Mock Exams in Year 11
- All students with Access Arrangements must continue to be in need of the arrangements and use it for the duration of the examination series otherwise it may be withdrawn.

Concerns about your child

It is important that if you think your child may have special educational needs or a disability that you talk to their teachers and the SENCO as early as possible in order for us to provide suitable support and build up a history of need.

Private Assessments

Prior to commissioning a private assessment which may potentially be used for Access Arrangements a private assessor must contact the school **before the assessment is undertaken**. The Joint Council for Qualifications states:

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. <u>This must take place before the candidate is assessed.</u> p84(1). Failure to do this may lead to us being unable to use the report

Priory 6

If a student had Access Arrangements in Years 10/11 then they can be re-applied for providing there is evidence from teachers that the student continues to need and use them. There will be a review of the students with previous Access Arrangements moving into Priory 6 to decide how they will have their Access Arrangements reviewed. Students moving to other colleges can request copies of their Access Arrangement evidence to take with them.

(1) Adjustments for candidates with disabilities and learning difficulties (Access Arrangements and Reasonable Adjustments : 1 September 2016 to 31 August 2017)

Word Processing guidance

This guidance is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

At The Priory School students who require a word processor for their examinations are provided with laptops which comply with JCQ regulations:

"Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs"

This procedure details how the School manages and administers the use of word processors in examinations and assessments.

Principles for using a Word Processor

· The use of word processors is allowed in order to remove barriers for candidates who would otherwise be placed at a substantial disadvantage as a consequence of persistent and significant difficulties
· The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate
· The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands on our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework

Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:

4

· in the classroom; or
· working in small groups for reading and/or writing; or
· literacy support lessons; or
· literacy intervention strategies; and/or
· in internal school tests and mock examinations.

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

Particular types of candidates may benefit from using a word processor, for example a candidate with:

· a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
· a medical condition
· a physical disability
· a sensory impairment
· planning and organisational problems when writing by hand
· poor handwriting (this list is not exhaustive) It is our policy that candidates must show proficiency in the use of a word processor before using it for examinations, except in in the case of temporary injury or impairment at the time of the examination. The use of a word processor

We will:
· provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
· only grant the use of a word processor to a candidate where it is their normal way of working within the centre
· only grant the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand) (The above also extends to the use of electronic braillers and tablets)
· provide access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) as standard practice unless prohibited by the specification
· allow candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers

In all cases, ensure that a word processor cover sheet (JCQ Form 4 for AQA, Edexcel and OCR exams and CIE Form 5 for Cambridge exams) is completed and included with each candidate's typed script We are aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen A word processor will not be granted to a candidate simply because he/she prefers to type rather than write or can work faster on a keyboard, or because the student uses a laptop at home

Word processors and their programmes

The school will ensure that:
· word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
· word processors have been cleared of any previously stored data, as must any portable storage medium used
· unauthorised memory sticks are not used by candidates
· where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff, usually the EO

· word processors are in good working order at the time of the examination
· word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen (normal procedure is for exam candidates using laptops are seated at the back of the exam venue to ensure that their screens cannot be overlooked)
· where a candidate using a word processor is accommodated separately, a separate invigilator is used
· word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
· documents are printed after the examination is over
· candidates are present to verify that the work printed is their own
· word processed scripts are inserted in any answer booklet which contains some of the answers
· word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
· word processors are not used to perform skills which are being assessed
· word processors are not connected to an intranet or any other means of communication
· candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
· graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
· predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
· voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software

Word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

At the end of the examination:
· The EO/EA in Exams/Senior Invigilator will provide the laptop user with a memory stick to save his work. The candidate, together with his laptop and memory stick, is taken to the laptop/printer room by the EO/EA
· Documents are printed by the EO/EA with the candidate present, and the candidate is supervised whilst signing each printed page to verify that the work printed is his
· Laptop cover sheets are signed as appropriate
· The candidate is allowed to leave and the laptop and memory stick are cleared of all work by the EO/EA
Candidates using laptops are seated close to wall sockets and their laptops are plugged in for the duration of the exam. These candidates are seated in the main examination hall and do not therefore require separate invigilation. Software installed with the spellcheck and grammar check functions will be disabled.

Candidates will be reminded to:
· insert their details on in a header or footer on each page – i.e. Name, Candidate Number, Centre Number (64080) and the examination unit/component code
· appropriately number each page
· use a minimum 12pt font and double spacing Accommodating word processors in examinations Candidates using laptops are internally accommodated in the following manner:
· Candidates are seated at the back of exam venues
· Power connectors are set up by the EO for each laptop before the start of an exam
· Where necessary additional space/extra desk will be provided if required (e.g. candidate with broken arm or wrist; candidate with enlarged examination paper) Invigilation arrangements relating to the use of word processors include the following:
· Invigilators will assist or summon help from the EO in the case of a technical fault
· Invigilators are instructed to record stop times for a laptop candidate in the case of a technical fault and to adjust the candidate's finish time in such instances; candidates will be clearly informed of the new finish time

Other arrangements relating to the use of word processors include:

· Exam-ready laptops are stored for the duration of the exam series in the exams office so that replacement laptops are immediately available in the case of a technical fault
· A small number of exam-ready laptops are kept securely by the EO in case they are needed at short notice in any other exam venues