

Grey Court School - Information sheet about Exam Access Arrangements

Written in conjunction with JCQ Guidance for parents, carers and students about access arrangements.

This is to be read alongside the Access Arrangements Policy 2024-2025

What are access arrangements?

- Access arrangements allow students with specific needs, such as special educational needs and disabilities, to access an external exam.
- They allow students to show what they know and can do without changing the demands of the exam.
- There are no official access arrangements at Key Stage 3 as there are no external exams.

How is the student supported at Key Stage 3?

- KS3 is about establishing a student's 'normal way of working'.
- Where a student has special educational needs, information about suggested ways of working are on student Individual Education Profiles (IEPs) under classroom strategies. For example, the IEP might state 'allow additional time or support during the longer written tasks'.
- There are other ways to support a student at Key Stage 3 who was given access arrangements as part of their KS2 SATs. Extra time doesn't always have to be extra - other ways to support include: breaking up the question/s for the student; providing sentence starters; asking the student to miss an opening question or two; reading the question for the student and marking the quality and not the quantity of work.

How will the process start?

- KS3 is about establishing a student's 'normal way of working'.
- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.

- The SENDCo and AAC will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working and concentration.
- Not all students with additional needs will require access arrangements. It depends on whether their difficulty affects their access to exams. Additional needs alone do not entitle a student to access arrangements.

Who will make the assessment?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia, dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college in advance and received the necessary access arrangements paperwork.
- Specialists (for example, a medical consultant, a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

What else needs to be done?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

Finally

Schools and colleges must follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.