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1.0 INTRODUCTION

The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with additional learning needs (ALN). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 WHAT ARE EXAM ACCESS ARRANGEMENTS?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in a public exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- A scribe: a trained staff member who writes for students. The students would dictate their answers. The scribe would write exactly what they say.
- A reader: a trained staff member who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for students. The students would then write the answers themselves.
- A Word Processor: access to a computer for exams so that student could word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access. In some exceptional circumstances, students may be entitled to use a word processor with spelling checks enabled.
- Extra time: students are entitled to have up to 25%, 50% or 100% extra time depending on their needs.
- Rest breaks: students are permitted to stop for short breaks during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- A Prompter: a trained staff member can prompt students with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.
- Transcript: a copy of the student's script which is made after the examination has taken place and without the participation of the student.

Students may also have access to oral language modifiers, bilingual dictionaries, accommodation away from the centre and sign language interpreters depending on their needs.



When might students need to be given Exam Access Arrangements?

EEA	Where students have...
Scribe	<ul style="list-style-type: none"> • impairments that have substantial and long term adverse effect on their writing; or • difficulty writing or typing independently, or at sufficient speed even with extra time allowed, as a result of substantial and long term impairments. <p>– A word processor should always be considered before a scribe.</p>
Reader	<ul style="list-style-type: none"> • language and vocabulary difficulties which have a substantial and long term adverse effect on their ability to access written text; or • substantial and long term visual impairments and cannot read a Braille paper or a modified enlarged paper independently, or at a sufficient speed even with extra time allowed.
Word Processor	<ul style="list-style-type: none"> • improved performance when they type rather than write.
Extra Time	<ul style="list-style-type: none"> • behavioural, emotional and social development needs; or • communication and interaction needs; or • sensory and/or physical needs; <p>– Rest breaks should always be considered before extra time.</p>
Rest Breaks	<ul style="list-style-type: none"> • behavioural, emotional and social difficulties; • cognition and learning needs; • communication and interaction needs; • a medical condition; • a physical disability; • a psychological condition; or • a sensory impairment.
Prompter	<ul style="list-style-type: none"> • Little or no sense of time; or • Low level of focus and persistently lose concentration; or • obsessive-compulsive disorder which leads them to keep revising a question rather than moving onto other questions.
Transcript	<ul style="list-style-type: none"> • A temporary injury which means that their handwriting may be hard to decipher at times; • Difficulty in writing and the use of a word processor is not appropriate.

3.0 PROCEDURES

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual learners have additional learning needs.

Year 9 students will be identified for EAAs by staff referrals. This includes teaching staff as well as occupational therapists and speech and language therapists.

They are addressed to the examinations officer, who may then pass them on to the relevant therapy teams for additional assessments to be carried out, if necessary.

If assessments are necessary, they are completed within one school term, with priority given to students sitting exams earliest.

Once the assessments are complete, their results are returned to the examinations officer so that he/she may apply to the awarding bodies for the EAAs.

On approval, the examinations officer updates the EAA register and informs all staff of the updates.



EXAMS ACCESS ARRANGEMENT POLICY

POLICY FOLDER: OPTIONS AUTISM & LD – HILLINGDON MANOR SCHOOL

Teaching staff members are then responsible for ensuring that the EAAs for students they teach are their normal way of working. This applies in lessons as well as in mock exams and other internal assessments.

The responsibilities of the Examinations Officer in relation to EAAs:

- To inform and update staff about the provision of EAAs and the processes surrounding them.
- To ensure there is appropriate evidence for students' access arrangements.
- To submit completed access arrangement applications to the awarding bodies.
- To inform parents of any access arrangements concerning their child via a letter home which states what they are entitled to, why and when.
- To update the EAA register and ensure that it is accessible to all staff.
- To ensure that staff involved in the provision of EAAs are suitably trained and that they discuss the EAAs with their students, including how much support they can give them, prior to the examinations.
- To arrange staffing, invigilation and room arrangements for EAAs.