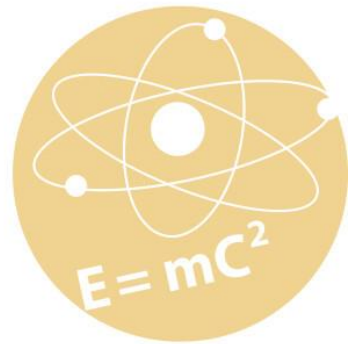




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A Parental Guide to Exam Access Arrangements (EAA)



What are exam access arrangements?



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The Equality Act 2010 requires that all students sitting formal external assessments or any coursework related to these must have equal opportunity to access the full range of qualifications on offer. In practice, this means that the majority of students complete coursework individually to a common timetable and exams will be sat in a formal setting and timing dictated by the exam board and the Joint Council for Qualifications (JCQ) that oversees them. For some students, however, these arrangements will not afford them an equal opportunity of success compared to their peers. It is for this purpose that access arrangements can sometimes be applied to ensure equity of opportunity. They allow students to show what they know and can do without changing the demands of the exam.

Examples of access arrangements include:

- 25% extra time
- Assistance with reading and / or writing (technology / human)
- A prompt
- Supervised rest breaks
- Alternative locations
- Amended papers e.g. enlarged font, coloured paper

It is important to note that the school is governed by the **Joint Council for Qualifications** regulations and guidance regarding access arrangements. We are inspected by the JCQ each year. Parents & Carers can find the regulations and guidance here:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

What is the process for securing access arrangements?



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How will the process start?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important. You can contact our SENCo and the SEND team at inclusion@parksideschool.net
- The SEND team will work with teachers and the student to identify possible arrangements. This typically takes place throughout Key Stage 3 in preparation for the start of Year 10.
- 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.

What happens once an additional need has been highlighted?

- If a student has learning difficulties, the school's appointed assessor will conduct the assessment to determine the need for access arrangements such as 25% extra time.
- 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 will decide which access arrangements a student may need for their exams through teachers providing evidence to show that it is the young person's 'normal way of working'. We record how effective the arrangement is in the classroom, in internal tests or in mock exams.
- There are specific requirements for each individual access arrangement, some which require formal assessment by a qualified assessor. Once the young person's normal way of working has been established, the school will, at the appropriate time, either submit the evidence to the assessor for further assessment or make an application to the JCQ.
- Should further assessment not support the suggested access arrangement, it is not possible for the school to grant anything different to what other students will have in any given exam.

Other information



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Young people with Education, Health and Care Plans (EHCPs)

- Although access arrangements themselves aren't special educational provision that can be secured through an EHC plan (because it is the exam awarding bodies that have the power to make an access arrangements, not the Local Authority) the usual way someone needs to be supported to work may be things that need to be thought about when specifying special educational needs and provision in an EHC plan. For example, there may be reference made to the young person to use technology to assist them with reading (such as reading pen or computer reader) or to write (such as the use of a laptop).
- Should you have concerns about your child accessing their learning and access adjustments are not specific within the EHC Plan, you should discuss this with our SEND team who will, if necessary, be able to submit evidence to the Local Authority at the point of the Annual Review. As a reminder, it is the Local Authority who have the power to amend provision within an EHC Plan, not the school.
- The EHC Plan can be provided by the school as evidence during the application process for exam access arrangements.

Who do I contact?

- You can discuss access to learning with any of your child's subject teachers if you think there is a specific difficulty in a particular subject.
- If you have an overarching concern that your child requires exam access arrangements, please contact our SEND team: inclusion@parksideschool.net