



Together in Love, Faith and Hope

Policy for Access Arrangements

Introduction

Access Arrangements are pre-examination adjustments for small numbers of pupils based on evidence of their need and normal way of working for individual pupils. This enables the Awarding Bodies to comply with the duty of the **Equality Act 2010** in making reasonable adjustments if a pupil would be at a substantial disadvantage in undertaking an assessment. Included in this would be pupils with a Disability and/ or Special Educational Needs (SEN) or with temporary injuries to enable access to the assessment without changing the demands of the assessment. For example the use of Readers, Scribes or Braille question papers.

Reasonable Adjustments differ with the unique needs of individual pupils. How reasonable the adjustment will depend on a number of factors in relation to the identified Disability or Need. An adjustment may not be considered reasonable on the basis of unique needs if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Aims

- To meet the statutory requirements of the **Equality Act 2010** to seek permission to make reasonable adjustments to ensure a pupil with Disability and/or SEN is not significantly disadvantaged in an examination context.
- To ensure that all pupils have equality in an examination context.
- To make Reasonable Adjustments to the environment, individual, group and whole class teaching and learning contexts to enable every child to achieve their potential in learning.

Objectives

- Teachers are responsible for teaching every child in their class without discrimination. This universal provision encompasses the learning needs of all pupils to be reflected in planning, teaching strategies, use of visual supports, classroom organisation, additional provision and resources in class, adjustments to the environment and levels of support.
- Pupils are to have equal opportunities to teaching and learning and in test situations.
- A pupil's normal way of working in school, taking account of identified additional needs, have equal opportunities in a test situation.

Identifying the need for Access Arrangements for Exams

The Deputy Head Teacher (Assessment Co-ordinator) and Class Teacher in consultation with the Special Educational Needs Co-ordinator and Head Teacher must make an application for Access Arrangements prior to the pupil sitting the examination. These arrangements should primarily be based on normal classroom practice for pupils with identified needs.

They must never give the pupil an unfair advantage. The support given must not change the test questions and the answers must be the pupils' own.

Additional Needs could be individual physical Disabilities or identified SEN which may include factors associated with a diagnosis of an **Autistic Spectrum Condition** or ADHD. Also, **Vision and Hearing Impairments** or **Dyslexia**.

A pre-examination application for Access Arrangements will always be made by school in response to a pupil's **individual profile**.

Examples of Adjustments

- Use of an adult scribe.
- Use of a reader.
- Additional time.
- Provision of a withdrawal room with an adult for the test to be undertaken.
- Rest breaks
- Strategies for Prompting pupils who can't concentrate
- Modifications to test papers (photocopying onto coloured paper)
- You can also order modified or braille papers if there was a vision issue.

Roles and Responsibilities

The commitment to educational inclusion will be an integral part of every aspect of the school's life and work. It will be marked by the child centred approach to all we do to ensure that the needs of each individual are met.

Deputy Head Teacher/Class Teacher and SENCo

To identify children and adjustments required in response to their individual needs.

Applications for adjustments will be submitted by the Deputy Head or SENCo in consultation with identified pupils and their families.