



Bristol Brunel
Academy

Access Arrangements Policy

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1. History of recent policy changes

Date	Page	Change	Origin of Change (e.g. TU request, Change in legislation)	Actioned By
Jan 2019	Whole Document	Formatting of policy into BBA House style Ensuring most recent JCQ regulations are taken account of		Ian Garforth Vice Principal
July 2020	Whole Document			Lou Coles Associate Assistant Principal – SENDCo Victoria Boynton Vice Principal
June 2021	Whole Document	Updates in line with JCQ changes: centre note for readers.		Lou Coles Associate Assistant Principal – Learning Support

2. Legislative compliance

‘Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments’ - JCQ

This policy has been written in line with the Joint Council for Qualifications, Guidance (JCQ) with effect from 1 September 2020 to 31 August 2021. Full details can be found using this [link](#)

3. Aims and Objectives of this Policy

Introduction and purpose

Bristol Brunel Academy is committed to providing equal opportunities for all students. Where students have a need which prevents them from accessing examinations, provision will be made.

Access Arrangements are modifications made in examinations and assessments taken under controlled conditions for students with evidence of a defined need in line with the **Joint Council for Qualifications (JCQ) Regulations document: ‘Adjustments for**

candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments’.

The adjustments allow students with a defined need to access an assessment and to show what they know and can do without changing the demands of the assessment.

Aims

This policy aims to detail the processes followed within the academy to ensure that students are offered equal opportunities through robust examination access arrangements. There are various Access Arrangements and students may be granted one or more of these depending on their needs. Supporting evidence is required as stated in the guidance and regulations laid down by examination boards and the Joint Council for Qualifications (JCQ).

4. Identifying needs

Key Stage 3

On entry to the school in Year 7 all students have their abilities in Reading and Spelling assessed. These initial results are used to identify students who may need additional support. If required, support or intervention will then be put in place and monitored. This history will be recorded and noted as the student’s normal way of working.

Throughout Key Stage 3, staff who have any concerns about a student who may need access arrangements should liaise with the Special Educational Needs and Disabilities Coordinator (SENDCo). Wherever possible, they should provide evidence of need by completing the teacher referral form.

Permission will only be granted where:

- There is evidence of a substantial and sustained need
- Arrangements are the student’s normal way of working and reflects the support provided by the Academy:
 - 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 exams.
 - Meet the conditions set out by the examination boards and JCQ;
 - Backed by information and evidence clearly demonstrating the extent of the disability and the need for additional support.

It is important that any student with a possible disadvantage is identified during Key Stage 3 and referred to the SENDCo for assessment before the end of Year 9.

Applications for Access Arrangements cannot be submitted for consideration by JCQ without evidence of a history of need.

Key Stage 4

By this stage a history of need will have been established. If new concerns are raised the same process will be followed as for Key Stage 3. The school will then make a decision if testing for Access Arrangements is required and arrange for the students to be tested by a Specialist Assessor with the appropriate qualifications as specified in the JCQ regulations.

Exam access arrangements last for 26 months from the date of the online application to JCQ.

Any new student transferring to Bristol Brunel Academy from another school who has previously been given access arrangements must present the following evidence:

- Test data;
- Supporting evidence of need and provision from their previous school;
- A copy of Access Arrangements online 'Application Approved' (Form 8) or Centre Note for a Reader / Computer Reader.
- A copy of the on-line approval from form from JCQ

It is the responsibility of the parent/carer to obtain these documents on transfer and to present them to the SENDCo on entry to the school.

5. Evidence required

What evidence is needed to apply for exam access arrangements?

There are a number of pieces of evidence required to apply for EAA to the Joint Council for Qualifications (JCQ):

Form 8 report or Centre Note to be completed by the SENDCo and Specialist Assessor with the appropriate qualifications detailing the following:

- Previous EAA from Primary School and history of need/s.
- Subject teachers referrals detailing usual way of working and adaptations.
- Results of baseline tests e.g. reading/comprehension age, writing tests.

The SENDCo will retain copies of evidence each time a student is referred to record a possible need for support.

6. When access arrangements for public examinations are granted

Students granted Access Arrangements will be given guidelines on how to use them and parents are informed by letter from the SENDCo. The student is responsible for using their Access Arrangements correctly during controlled assessments and examinations.

Other Considerations

Those students with an EHCP (Educational Health Care Plan) of Special Educational Needs will automatically be considered for possible access arrangements (following the rules and guidance set out by JCQ).

Independent Reports (e.g. those commissioned by parents through private arrangement) cannot be considered in isolation but will be looked at by the school. Access Arrangements can only be considered alongside school data, history of need and the student's normal way of working, which must be demonstrated over a significant period of time.

Regulations have changed in the last few years, and a diagnosis of dyslexia is no longer sufficient to allow a candidate extra time. The Awarding Bodies now require 'evidence of need in the normal working arrangements', i.e. the candidate uses extra time in class and for tests and internal exams.

Reports from Primary Schools are not eligible as evidence for Exam Access Arrangements in a secondary school setting but provide a picture of historic needs and adaptations.

There are time restraints for some Access Arrangements which will be reviewed as appropriate. Medical emergencies do occur and will be treated urgently as to whether Access Arrangements are required for exams.

Extra time/Rest breaks

Supervised rest breaks are now considered before permission to allocate extra time is requested from JCQ. Rest breaks may be more appropriate than allowing extra time for students with certain conditions. Formal assessment by the SENDCo is required before rest breaks can be allowed.

Extra time is allocated according to need, and with the explicit permission of the exam board. It is the student's responsibility to ensure that this time is used effectively.

Word Processors

The use of a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the Academy and be appropriate to the candidate's needs. Formal assessment by the SENDCo is required before a word processor can be allowed.

Scribe

If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working within the centre, then it should be used in examinations in order to encourage independent working and access to marks awarded for spelling punctuation and grammar. A word processor (with the spelling and grammar check enabled) can be allocated

according to need and with the explicit permission of the exam board). A human scribe should only be used where a candidate cannot use a word processor with the spelling and grammar check enabled or the candidate is not competent or confident in using a word processor.

Reader / Computer Readers

Some students are entitled to a reader to read the exam paper for them. A computer reader will be allocated according to need and with the SENDCo completing a Centre Note evidencing this adjustment. The software the Academy uses is called, "Read Write Gold". A human reader will only be allocated if a student is unable to use the computer reader and is allocated according to need.

Exam Pens

The Academy maintains a set of 'Exam Pens' which read sentences, phrases or individual words of an exam paper to a student through headphones. Formal assessment by the SENDCo is required before the use of an Exam Pen can be allowed and it must be the student's usual way of working in internal tests and mock examinations.

7. Roles and responsibilities

Academy Council will regularly review the Policy which the Principal must consider, in ensuring students have appropriate and reasonable adjustments made.

The Vice Principal has responsibility for maintaining the policy and ensuring the regular reviewing process continues to enable the policy to access examinations in as fair a manner as possible.

The **Assistant Principal for Outcomes** has responsibility for the implementation of the policy on a strategic level.

The **SENDCo and Exams Officer** has responsibility for the implementation on an operational level.

The **student** is responsible for using their Access Arrangements correctly during controlled assessments and examinations.

8. Monitoring

The SENDCo and the Assistant Principal will monitor the policy to monitor its effectiveness.

The Academy also, as an exam centre, has an annual visit from a JCQ representative to ensure that its process and policies are fit for purpose and effective.

9. Supporting Organisations and Guidance

[Joint Council for Qualifications - Access Arrangements and Reasonable Adjustments 2020-21](#)