

Gordano School Exam Access Arrangements Statement

Rationale:

This Exam Access Arrangements (EAA) is a guide for teachers, parents and students to understand the procedure for the identification and support of students who may require EAA.

This document should be read in conjunction with Gordano School's SEND Information Report, SEND Policy, Gordano School's Teaching and Learning Policy and Gordano School's Dyslexia Statement.

What is the definition of Special Educational Needs & Disabilities (SEND)?

'Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority' (SEND Code of Practice 2014).

What are EAA?

Access arrangements are agreed before an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'. (JCQ, 2019, p3)

Who is the JCQ?

The Joint Council for Qualifications, (JCQ) is a council acting as a single voice for the six largest qualification providers in the UK offering GCSE, GCE, and vocationally related qualifications. JCQ annually publish strict regulations, which schools have to abide by when deciding if a student is eligible for EAA.

Who is eligible for EAA?

'The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not “reasonable”.’ (JCQ, 2019, p3)

Identifying the need for EAA at Gordano School

Students who may qualify for formal EAA during KS4/KS5 are identified early in KS3 (Y7). At this stage, needs are screened and identified rather than formally tested. Adjustments to Quality First teaching within lessons are then made according to need to enable a student to access their learning and make progress. These are called Access to Learning arrangements and are aligned with our SEND Policy, Dyslexia Statement & Teaching & Learning Policy.

Students who continue to have ‘significant and persistent’ difficulties and for whom this is affecting their ‘normal day to day activities’ will undertake formal assessment during Year 9. Screening and ongoing monitoring determines the level of specific assessment required. Assessments are carried out in accordance with the current JCQ guidelines.

A picture and history of need is also required in order to apply formally with JCQ for EAA and, on approval, are valid for 26 months. After this period, a candidate may need to be re-assessed. The most recent testing is binding and determines any subsequent EAA arrangements. Parents are informed in writing of any assessment & agreed EAA.

Using EAA at Key Stage 4 & Key Stage 5

Where EAA have been applied for and approved by JCQ, these become part of a candidates ‘normal way of working’ in a classroom setting and in any exams/coursework or controlled assessments. Student will be supported in how to use arrangements by the Student Support Team and they will have a keyworker who will support them, where needed.

If a student chooses continually not to use the agreed EAA in an exam type setting, then the EAA may be withdrawn. Parents are informed in writing of any assessment & agreed EAA.