

Examination Access Arrangements Policy – December 2024 update

EAA Process at Penistone Grammar School

At PGS, we aim to ensure that all students have equal access to examinations and are neither advantaged, nor disadvantaged, over their peers.

In order to ensure a fair and equitable assessment experience for all students, we will be screening identified students in year 7 using GL Exact tests. This test flags which pupils could qualify for additional arrangements, enabling staff to monitor and build a picture of need to use as evidence at the end of Key Stage 3 (year 9). Any access arrangements used in Key Stage 3 are provisional and not guaranteed in Key Stage 4.

We will screen students who have been identified as requiring EAA in Y6 SATs, students with SEND who do not have an EHCP or ASD/ADHD diagnosis. We will not be able to build an accurate picture of need for students who are not accessing the school's core offer in terms of attendance and effort; this may lead to a delay in any EAA being put in place.

We will then build a picture of need with the support of teachers and formally assess students for access arrangements in the summer term of year 9 so that we can implement them from the start of their GCSE course in year 10. Any EAA **must** be a student's normal way of working for approval from JCQ.

Please note: we are unable to formally assess students before the end of year 9 as any recommendations from the tests would expire before the end of year 11.

In some cases, students with a specific SEN need or disability may have alternative evidence as part of a diagnosis that negates the need to be formally tested by an access arrangements assessor. Specialists are responsible for providing a formal diagnosis; they are **not** responsible for decisions about EAA and this decision lies with the centre.

In line with JCQ regulations for processing applications for EAA, we will be unable to process anything after the December of year 11 as this would not be considered a student's normal way of working. In rare and exceptional circumstances, such as a temporary injury, emergency EAA may need to be put in place for exams.

If a candidate progresses to post-16, EAA will need to be reprocessed. We do not need to retest students; however, as a school we need to continue to monitor and demonstrate evidence that the EAA is still required and is still a student's normal way of working.

Definitions

Joint Council for Qualifications (JCQ)

The Joint Council for Qualifications is a membership organisation which provides regulations and guidance on examination administration, qualifications and wider education policy. As a school, we are bound by their regulations.

Examination Access Arrangements (EAA)

These are pre-examination adjustments for candidates based on evidence of need and normal way of working. EAA allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. EAA allows a particular need to be met and reasonable adjustments to be put in place, without compromising the integrity of the assessment.

Reasonable Adjustments (RA)

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled candidate would be at a substantial disadvantage in undertaking an assessment. These reasonable adjustments may be unique to individuals and may not appear on the list of standard **EAA**. However, an adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. The Awarding Bodies do not have a duty to make adjustments to the assessment objectives being tested in an assessment.

Special Consideration

Special Consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Normal Way of Working

This means that the appropriate EAA should be taken into consideration in class, in assessments and in examinations. An EAA must be the student's normal way of working in order for the application to comply with regulations. If it is not their normal way of working, a student will not be eligible for the EAA.

Examination Access Arrangement	What is it?	Evidence of the following is needed to qualify
<p>Word Processor</p>	<p>Access to a word processor if appropriate (e.g. this may not be appropriate for subjects such as maths).</p> <p>Spelling and grammar checks are disabled, and a special exam account used with no internet access.</p> <p>Please note: if a word processor is not having a positive impact on student progress and attainment, this EAA will be removed.</p>	<ul style="list-style-type: none"> - Recommendation for a scribe or dictation software from an appointed or external assessor but the student feels more confident using a laptop OR - A diagnosed learning difficulty which has a substantial and long-term adverse effect on the candidate's ability to write legibly OR - A diagnosed disability, known to the school which affects gross motor skills OR - Speed/legibility of handwriting as confirmed by the relevant professionals in school OR - Planning and organisational problems when writing by hand
<p>JCQ regulations on word processors: <i>The use of a word processor cannot simply be granted to a candidate because they would prefer to type in examinations, or can work faster on a keyboard, or because they use a laptop at home.</i> If a student qualifies for extra time due to a low score in a speed of writing assessment, the student may no longer qualify for this when using a word processor.</p>		
<p>Scribe</p>	<p>A trained invigilator writes for the student. The student would dictate their answers and the scribe write exactly what is said by the candidate.</p> <p>A scribe is not a prompter, a reader or a practical assistant.</p>	<ul style="list-style-type: none"> - Recommendation for a scribe or dictation software from an appointed or external assessor within 26 months of the examination completion OR - A diagnosed learning difficulty which has a substantial and long-term adverse effect on the candidate's ability to write legibly OR - A diagnosed disability, known to the school which affects gross motor skills
<p>JCQ regulations on scribes: <i>A scribe must only be used where a candidate is not sufficiently competent in using a word processor. Some candidates will be able to use a word processor in most of their subjects but may require a scribe in subjects such as maths and science.</i> <i>A scribe will not be allowed in MFL examinations unless the candidate can dictate foreign words letter by letter.</i></p>		

Examination Access Arrangement	What is it?	Evidence of the following is needed to qualify
Reader	<p>A trained invigilator reads the instructions of the question paper and questions to the student. This may involve reading the whole paper, or several words on request.</p> <p>A reader is not a Communication Professional prompter, a scribe or a practical assistant.</p> <p>Readers may work with more than one candidate in circumstances such as a group of students who all use a reader for reading the occasional word.</p> <p>JCQ regulations on readers: <i>A human reader cannot be used to read questions or text in papers (or sections of papers) testing reading – for example: English Language GCSE</i></p>	<ul style="list-style-type: none"> - Recommendation for a reader from an appointed or external assessor within 26 months of the examination completion OR - A diagnosed learning difficulty which has a substantial and long-term adverse effect giving rise to persistent and significant reading difficulties OR - A diagnosed disability, known to the school which affects reading ability e.g. visual impairment OR - Is deemed to be at a substantial disadvantage when reading due to English being an additional language
Reader pen	<p>A computerised pen that can read aloud individual words for a student.</p> <p>Examination reader pens do not have an in-built dictionary, or thesaurus, or data storage facilities</p>	<ul style="list-style-type: none"> - A diagnosed learning difficulty which has a substantial and long-term adverse effect giving rise to persistent and significant reading difficulties OR - A low reading age from in school testing AND the school deems there to be a genuine need for the arrangement based on evidence from teaching and learning

Examination Access Arrangement	What is it?	Evidence of the following is needed to qualify
<p>Supervised rest breaks</p>	<p>Students are permitted to stop for short breaks during the exam. The time stopped is then added at the end of the exam, with the effect of elongating the exam but not using any extra time. The amount of rest breaks and approximate length will be determined throughout KS4 based on usage in trial exams: this may vary between subjects based on the student's individual needs.</p> <p>Students should not leave the room during a supervised rest break, nor are they allowed to have exam materials during this time.</p> <p>Supervised rest breaks are not to be used for thinking time or toilet breaks.</p>	<ul style="list-style-type: none"> - A diagnosed learning difficulty, medical condition or disability which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties <p>And</p> <ul style="list-style-type: none"> - The school deems there to be a genuine need for the arrangement based on evidence from teaching and learning
<p>Extra time</p>	<p>Students may be entitled to an allowance of up to 25% extra time.</p> <p>In extraordinary circumstances, students may be granted 26%-50% extra time.</p> <p>JCQ regulations on extra time: <i>Supervised rest breaks must be trialled and explored before an application for extra time can be made. (This is not the case for students who have been assessed by an access arrangements assessor and qualifies for extra time.)</i></p> <p><i>Extra time will not be granted in examinations testing the time in which a skill is performed such as expressive arts.</i></p> <ul style="list-style-type: none"> - <i>Candidates may not require extra time for every subject as methods of assessment vary so the demands on the candidate will vary.</i> 	<ul style="list-style-type: none"> - When assessed by the school's appointed specialist assessor, the candidate qualifies based on average standardised scores <p>OR</p> <ul style="list-style-type: none"> - When assessed by a private specialist assessor in liaison with the school, the candidate qualifies based on average standardised scores <p>OR</p> <ul style="list-style-type: none"> - An EHCP or diagnosis of a complex need which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties with centre-based evidence from teachers supporting the need for extra time and evidence of supervised rest breaks being unsuitable <p>Please note: <i>Students with a dyslexia diagnosis will need to be re-assessed.</i></p>

Examination Access Arrangement	What is it?	Evidence of the following is needed to qualify
Alternative rooming *	<p>A room separate to the main cohort.</p> <p>This does not mean a student will be in their own room. There may be up to 20 students in a smaller room.</p> <p>A classroom is considered a smaller room and in-class assessments would still be conducted in the classroom.</p>	<ul style="list-style-type: none"> - A diagnosed learning difficulty, medical condition or disability which has a substantial and long-term adverse effect that would cause a student to be disadvantaged by being with the main cohort <p>Please note: for anxiety or mental health conditions, we require evidence from a consultant or agency such as CAMHS; we are unable to accept a GP letter.</p> <p>JCQ regulations on alternative rooming <i>Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.</i></p> <p>*At the discretion of the Head of Centre, arrangements may be made for seating candidates in a smaller room separate to the main cohort in other circumstances. This will be decided on a case-by-case basis and based upon availability. For example:</p> <ul style="list-style-type: none"> - Students accessing the bridge who are unable to access the curriculum in mainstream school - School refusers who have persistently been unable to attend school
Toilet pass	<p>A pass allowing students to leave the exam room to use the toilet.</p> <p>They will be escorted by an invigilator.</p> <p>This time will not be added on to the end of the exam.</p>	<ul style="list-style-type: none"> - A diagnosed medical condition by a medical professional
Modified papers	<p>Enlarged papers and papers in braille.</p> <p>Coloured papers – exam papers/resources printed on a different colour paper.</p> <p>Students will also receive a copy of the exam paper on white to support with coloured pictures/graphs/diagrams that may be distorted by being printed on a different colour.</p>	<ul style="list-style-type: none"> - A diagnosis of a severe visual impairment AND evidence from the VI team. - Students must have a visual stress test identifying a need for a specific colour - Overlays will be allowed in exams for students who use them in school without the need for a visual stress test. We must have a record in school that a student uses an overlay before Christmas of year 11 <p>Please note: students using coloured paper at PGS on or before July 2024 are unaffected by this change as coloured paper is their normal way of working.</p>