



# Campion School

## Exam Access Arrangements Policy

Policy Reviewed: March 2025  
Next Review Date: March 2027

## Exam Access Arrangements Policy

As at March 2021

### Rationale

The Examination Access Arrangements Policy explains the actions taken to ensure reasonable adjustments are made throughout the school for all students with special educational needs and Disabilities (SEND) including those with a formal diagnosis. The policy forms an integral part of our teaching and learning philosophy, which seeks to create an inclusive learning environment.

### Definitions for the purpose of this policy

#### Access Arrangements

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has reasonably-adjusted access to the exam. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.

Access arrangements are agreed before a test/exam. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the test/exam. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the test/exam.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

### Disability and Special Educational Needs

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'.

A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

### Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the test/exam objectives being tested in a test/exam.

### 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. Further information about this can be obtained from the exams office.

### Access Arrangements at Campion School

At Campion School we aim to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND which fall into the following four categories: -

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/ or physical needs.

Access arrangements must reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.' The intention behind access arrangements is that they 'level the playing field' for students who are sitting exams but do not give any unfair advantage over other students.

We do this by applying the rules for Access Arrangements as set out in the most recent JCQ (Joint Council for Qualifications) guidelines. These are updated every year on the 1st September and run through until 31st August. The currently released document will always be the first reference point in determining the correct access arrangement for a student. It is important to abide by the JCQ regulations, so that there is consistency in how access arrangements are awarded throughout a student's secondary schooling. In addition to this, during the exam inspector's visit, access arrangements are scrutinised. In order to pass the inspection, and maintain our exam centre status, we must be adhering to the regulations.

The table below details the exam access arrangements currently in use at Campion.

There are other access arrangements available but these are very exceptional, such as a practical assistant for a physically disabled student.

Evidence is gathered by various means. Teachers provide work completed by pupils - for example assessments and completed mock exam papers. These are kept in the pupil's individual exam folder. Teachers also provide comments prior to an application for an access arrangement, which details a student's difficulties and how these difficulties impact on teaching and learning and performance in exams. There may also be a timed assessment depending on the access arrangement.

Access Arrangement	How it works	Criteria
Scribe	<p>A trained adult writes for the student. The student dictates their answers. The scribe writes exactly what they say.</p> <p>Candidates do not qualify for spelling marks but can be awarded punctuation marks if they dictate punctuation and will be awarded grammar marks as they have selected their words and word order.</p>	<p>A physical disability that renders the candidate unable to scribe or use a word processor independently for the duration of the exam.</p> <p>A temporary injury that renders the candidate unable to scribe or use a word processor independently for the duration of the exam.</p> <p>A special educational need that means the candidate has difficulties with writing. i.e., a very slow writing speed (Must have a standardised score of below 85 on a nationally recognised test of free writing) as well as a below average spelling ability</p> <p>(Must have a standardised score of below 85 on a nationally recognised single word spelling test)</p> <p>Use of a scribe must be the candidate's normal way of working for longer written tasks in class and in timed test conditions.</p>
Reader/Computer Reader	<p>Human reader to read instructions, questions and information at candidates request. Can also read back what candidate has written, at their request.</p> <p>Computer reader (Ipad or C-pen) to read questions and text in English language papers where a human reader is not allowed.</p>	<p>Support with reading must be the candidate's normal way of working in class and in timed test conditions.</p>
25% Extra Time	Up to 25% additional time added to the normal exam time.	<p>Candidate has difficulties with processing. The candidate must have two below average standardised scores of 84 or</p>

		<p>less; or one below average standardised score of 84 or less and one low average standardised score (85-89).</p> <p>In either scenario, the two standardised scores must relate to two different areas of speed of working as below:</p> <ul style="list-style-type: none"> <li>• speed of reading and speed of writing; or</li> <li>• speed of reading and cognitive processing/fluency; or</li> <li>• speed of writing and cognitive processing/fluency; or</li> <li>• two different areas of cognitive processing/fluency which have a substantial and long-term adverse effect on speed of working.</li> </ul> <p>Candidate has a written diagnosis of a disability that can affect speed of working such as autism, ADHD or DCD which requires 25% extra time. It must be substantiated by a consultant's letter/report.</p>
Small room	Candidate sits exams in a small room away from the main hall.	<p>If a candidate has a scribe, reader, extra time or a laptop they are accommodated in other rooms.</p> <p>If a candidate has SEMH we can, as a centre, decide that they are better accommodated in a smaller room to help them to feel more settled. A statement has to be written by a member of staff who works with them in a pastoral capacity to substantiate the need.</p> <p>It may not be possible to accommodate candidate in rooms on their own due to availability of rooms and staffing.</p>
Supervised rest breaks	Candidate is able to have the clock stopped to give them a break. Clock resumes when they restart working. Rest break can be taken in the exam room or a supervised break outside of the room.	These are centre delegated but candidate must have a need for the rest breaks such as SEMH, ASC, ADHD or medical need.
Laptop	Candidate is able to type their answers on a laptop instead of hand writing them.	Centre delegated arrangement but candidate must meet one of the following criteria:

	<p>This needs to be their normal way of working.</p>	<p>1). A high degree of illegibility/incomprehensibility in their writing that could mean an examiner would not be able to read the candidate's written responses.</p> <p>2). DCD type issues, including fine motor difficulties.</p> <p>3). A temporary/long term injury that renders the candidate unable to write at their usual pace.</p> <p>4). A very slow writing speed of below 15 words per minute.</p>
Bi-lingual dictionary	<p>Bi-lingual dictionary for students whose first language is not English.</p> <p>A bilingual translation dictionary with 25% extra time is available to candidates entered for the following Entry Level, Level 1 and Level 2 qualifications,</p>	<p>Candidate's first language is not English</p> <p>Dictionary must not give definitions or contain pictures.</p> <p>Dictionary cannot be used in English Language or Literature, MFL, Geography, History or RE.</p> <p>An online application for a bilingual dictionary with 25% extra time must only be applied for by the EAL Co-ordinator or the SENCo where all of the following exist:</p> <ul style="list-style-type: none"> <li>• the candidate's first language is not English, Irish or Welsh;</li> <li>• the candidate entered the United Kingdom within three years of the examination(s), is new to learning in English and does not have sufficient prior and current knowledge of academic English. The candidate may have been assessed on arrival as being new to English (Band A on the DfE scales) or in the early acquisition stages of language development (Band B on the DfE scales).</li> <li>• English is not one of the languages spoken in the family home†;</li> </ul> <p>Prior to their arrival in the United Kingdom the candidate was not:</p> <ul style="list-style-type: none"> <li>• educated in an international school where some or the entire curriculum was delivered in English;</li> </ul>

		<ul style="list-style-type: none"> <li>• prepared for or entered for IGCSE qualifications where the question papers were set in English;</li> <li>• prepared in English for other qualifications, e.g. IELTS qualifications, Preliminary English Tests;</li> <li>• the candidate has to refer to the bilingual translation dictionary so often that examination time is used for this purpose, delaying the answering of questions;</li> <li>• the provision of 25% extra time reflects the candidate's normal way of working with the dictionary. (A definition of normal way of working is provided)</li> </ul>
Bilingual Dictionary without extra time	Bi-lingual dictionary for students whose first language is not English	A bilingual dictionary is not to be used where the ability to read English is being tested.
Read aloud	Candidate is accommodated separately to allow them to read their paper out loud to themselves to assist with processing the information.	<p>Centre delegated arrangement.</p> <p>Can be used for candidates that do not qualify for a reader.</p> <p>Candidate must be accommodated separately.</p> <p>Must reflect their normal way of working.</p>
<p>Coloured/enlarged paper</p> <p>Coloured overlay</p>	Candidate can have exam paper printed on to coloured or enlarged paper or use a tinted overlay to put on top of the paper to assist with accessing the text.	<p>Centre delegated arrangement.</p> <p>Can be used for candidates with SpLD, visual impairments, processing difficulties.</p> <p>Must reflect their normal way of working.</p>
Prompter	Candidate can have a specified phrase said to them or given on a piece of card to bring them back on task if they lose focus.	<p>Centre delegated arrangement.</p> <p>Can be used for students with little or no sense of time, students with OCD who remain fixed on a question and don't move on and students who lose concentration very easily and need to be brought back on task.</p> <p>Prompt to be decided upon, agreed with the student and documented before any exams take place.</p>

Listening to music/white noise due to a substantial impairment	A candidate with social, emotional and mental health needs or a candidate with a sensory impairment such as tinnitus or misophonia or autism. Formal evidence must be available from a specialist to confirm the candidate's medical condition.	The candidate will provide their own music player such as MP3 this device must not be internet connected  The playlist must be placed on the player in good time for the exams officer or other delegated member of staff to listen to the content in its entirety. The played must be handed into the exams officer in between exams to ensure integrity of the content.
Fidget Toy (Regulation Tool)	A candidate may have access to small fidget toy that does not make a noise	The candidate will provide the regulation tool. Appropriate use of this regulation tool remains with the candidate if an exam invigilator feels that the regulation tool is impacting on the environment this tool may be removed from use for subsequent exams.

### How are Exam Access Arrangements applied for?

Students need to be -assessed at each Key Stage for AA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3, KS4 or KS5 (Sixth Form).

Campion currently uses a Specialist Access Arrangements Assessor who holds the CPT3A Level 7 qualification.

The specialist assessor uses a variety of nationally recognised tests such as:

SPaRCS Test that tests speed of processing, spelling, reading comprehension and speed.

Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)

Wide Range Achievement Test (WRAT4)

Detailed Assessment of Speed of Handwriting (DASH)

York Assessment of Reading Comprehension (YARC)

This is not an exhaustive list, and is subject to change, as the assessments are replaced/updated periodically in line with current practice. The test that the assessor uses depends very much upon the type of barrier to learning that the student may have. Following a report produced by the assessor an application is made to the Awarding Bodies for permission to implement the specified arrangement(s).

*Candidates with medical, physical, sensory, behavioural or complex need:.*

Where Access Arrangements are requested due to medical or physical difficulties, a letter from a consultant or a written diagnosis is required.



Year 7	<p>Data gathered about KS2 access arrangements from primary.</p> <p>Reading Tests undertaken and scores recorded.</p>
Year 8 and 9	<p>Records updated.</p> <p>Year 8 Reading Tests undertaken and scores added.</p> <p>Any additional students identified by teaching staff as needing additional support, who were not already identified in Year 7, and potentially needing access arrangements listed and any relevant scores added.</p> <p>Any pupils being entered for BTEC exams identified and tested for Access Arrangements by Specialist Assessor. (These applications will expire before Year 11 exams and will need to be reapplied for. ) Any student who is not entered for an exam in year 9 will continue to trial access arrangements.</p>
Year 10	<p>Records updated.</p> <p>Students showing a continuing need for support are tested for Access Arrangements by specialist assessor.</p> <p>Teaching staff of every subject the student is going to use Access Arrangements in, to provide a questionnaire response to show need in that subject, and evidence given to show normal way of working e.g .Colour photocopy of work with any work completed in extra time written in a blue pen</p> <p>Data Protection notices signed by students who qualify for access arrangements and applications made online.</p> <p>Data protection notice signed by SENCo or Access Arrangements Coordinator</p> <p>Teaching staff to be informed as to who qualifies.</p> <p>Data protection notices, signed Form 8s and form9s, teaching staff questionnaires, subject evidence, test papers, JCQ applications and BTEC/VCERT applications, where applicable, added to student files.</p>
Year 11	<p>Up to date access arrangements list sent out to teaching staff as a reminder.</p> <p>Teaching staff to ensure students with access arrangements are given them in test conditions so that it continues to be their normal way of working.</p> <p>Students receive their access arrangements in their mock exams to become used to the arrangement and to demonstrate normal way of working.</p>
Year 12/13	<p>Information on new 6<sup>th</sup> formers who had access arrangements at GCSE collated and recorded.</p> <p>Students who were already tested for level 2 qualifications will need retesting for level 3 qualifications.</p>

	<p>Teachers informed of up-to-date access arrangements list.</p> <p>Evidence collected from teaching staff about a continuing need for access arrangements.</p> <p>Data Protection notices signed by students who qualify for access arrangements and applications made online.</p> <p>Data protection notices, signed Specialist Assessor/SENCO letter detailing evidence of continuing need, teaching staff questionnaires, test papers, JCQ applications and BTEC applications, where applicable, added to student files.</p>
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