

## Access Arrangements

What they are, the criteria for them and how to use them:

Access Arrangement	What is it?	Criteria
<b>Alternative Site</b>	<p>Student will take his/her exams at a residential address or at a hospital which is a <u>non-registered</u> exam centre.</p> <p><b>NB</b> <i>It is imperative that health professionals confirm that the student is fit and able to take the examinations and that the Awarding Body approves the venue.</i></p>	<p>For a student with a medical condition or social, mental and emotional needs that prevents him/her from taking his/her exams in school.</p> <p>The student has either:</p> <ul style="list-style-type: none"> <li>• An impairment which has <u>a substantial and long term adverse effect</u> giving rise to</li> <li>• <u>Persistent and significant difficulties</u>; or</li> <li>• A temporary illness or injury at the time of the exams.</li> </ul> <p>Other than for temporary injuries or illness, there must be a history of need and provision, long-term knowledge of the student's situation and it is the normal way of working.</p>
<b>Bi-lingual Translation Dictionary</b>	<p>Only to be used by students whose first language is not English, Irish or Welsh.</p> <p>The dictionary must be a direct word to word translation dictionary and <u>not give any definition</u> of the words. It must not have any notes or handwriting inside and <u>cannot be used in English Language or Literature, Languages, History, RS or Geography exams.</u></p>	<p>The dictionary <u>must</u> be supplied by the student and <u>must remain in the exams office</u> throughout the exam period, to ensure that no unauthorised information is enclosed or written inside; it will be given to the student for each exam by an invigilator.</p> <p><b>NB</b> <i>Students in GCSE exams who have been resident in the UK for less than 3 years <u>may</u> also have 10% extra time, though note that this is only in rare and exceptional circumstances.</i></p>
<b>Exemption</b>	<p>An exemption is an agreement reached by an Awarding Body before the exam, for a disabled candidate to miss a component or components.</p> <p>The eventual certificate will be annotated to show that not all of the assessment objectives were completed.</p>	<p>For students who have a particular disability which means that they cannot access part of the exam assessment objectives. This is a rare and seldom granted arrangement</p> <p>An exemption will not be approved if an alternative and accessible route is available to the candidate.</p>
<b>Extra Time</b>	<p>Students have 25% extra time which is in addition to the normal exam time.</p> <p>Students continue working when the end of normal exam time is called; invigilators know in advance who has this arrangement and will not tell students to stop until the end of their extra time allowance. A note is placed on their exam desk giving them their individual finish time for reassurance.</p> <p><b>NB</b> <i>Students do not have to take the whole amount of extra time, but can stop at any point they wish between the end of normal time and the end of extra time. S/he should alert an invigilator who will collect the work.</i></p>	<p>This arrangement is granted for a variety of reasons.</p> <p>The student has met the JCQ threshold through specialist assessor testing, there is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> <i>Students should note that it is not always possible to guarantee silence during the extra time because other students may be leaving venues or invigilators may have to prepare for the next session. We try our best to keep things as quiet as possible but some disruption may occur.</i></p>

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<b>Laptop / Word Processor</b>	<p>Student can type their answers on a word processor, usually a laptop. Access to the internet, predictive text, spelling and grammar checks are all disabled.</p> <p><b>NB</b> <i>The student will need to wait at the end of each exam for his/her work to be printed so that s/he can confirm it is all present to be attached to his/her main answer script.</i></p>	<p>For a student who has an underlying difficulty such as: physical disability; speed of handwriting; sensory impairment or poor legibility.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> This <u>cannot</u> be granted to a student just because it is their preferred way of working.</p>
<b>Live Speaker</b>	<p>A live speaker for pre-recorded exam components such as MFL listening examinations. The live speaker will read aloud the contents of the CD or tape in a Listening exam.</p> <p><b>NB</b> <i>This is not available in Music listening exams.</i></p>	<p>For students who have persistent and significant difficulties in following speech at normal speed.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
<b>Modified Papers</b>	<p>Individually prepared exam papers for candidates. Modifications vary from the size of the print, the size or colour of the paper or transcribed into Braille.</p> <p><b>NB</b> <i>These papers are specific to an individual student and must be ordered at least 4 months prior to each exam.</i></p>	<p>For students who have a particular need, such as a visual impairment for the exam paper to be presented to them in a format that enables them to access it.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
<b>Oral Language Modifier</b>	<p>A trained adult who may clarify the language used in the exam paper to a student. This does not include technical or subject-specific terms as the ability to understand these terms is part of the assessment.</p>	<p>For students whose disability has a <u>very substantial and long term</u> adverse effect resulting in very persistent and significant difficulties in accessing and processing information.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> <i>This is a <u>very rare and exceptional</u> arrangement, seldom approved by Exam Boards.</i></p>
<b>Practical Assistant</b>	<p>A trained adult who can assist the student in turning pages, holding rulers etc., to enable the candidate to access the exam and demonstrate their knowledge.</p>	<p>For students with poor motor co-ordination and / or severe vision impairment.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
<b>Prompter</b>	<p>A trained adult who can prompt a student to refocus and move on to the next question if they become distracted or fixed on one question.</p> <p><b>NB</b> <i>A prompter can tap on the desk, quietly speak to the student to refocus him/her or another method acceptable to the student. The method needs to be agreed before the exam season begins.</i></p>	<p>For a student who <u>persistently</u> loses concentration / focus, and is not aware of time.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>

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<b>Quiet Space or Small Venue</b>	<p>Student will be seated in a smaller room with fewer candidates than the main exam venue.</p> <p><b>NB</b> <i>This will <u>not</u> be a separate room.</i></p>	<p>For students with a long standing, severe medical or psychological condition where it is not appropriate for them to site their exam in the main hall.</p> <p>There is a history of need and provision and it is the student's normal way of working; the arrangement <b>must not</b> be put in place just for exams.</p>
<b>Read Aloud</b>	<p>Some students find it more effective to read if they read aloud to themselves.</p> <p><b>NB</b> <i>Students who are reading aloud will be seated separately (but in the same venue) from other students.</i></p>	<p>For a student who <u>persistently</u> struggles to understand what they have read, but who does not qualify for a reader.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p>
<b>Reader</b>	<p>A trained adult who reads the questions and any relevant text (<b>but not exam papers testing reading</b>) for the student. The student then writes the answers him/herself.</p> <p><b>NB</b> <i>A reader can read instructions and questions to the student, read the whole paper if necessary or just specific words if the student prefers. The student decides.</i></p>	<p>For a student with a low reading speed.</p> <p>The student has met the JCQ threshold through specialist assessor testing, there is a history of need and provision and it is the student's normal way of working.</p>
<b>Reading Pen</b>	<p>A reading pen is a device that resembles a pen but has a built in scanner which the student "draws" along a line of text. The words are then spoken out loud to the student. Ear-phones are provided so that other students are not disturbed.</p> <p><b>NB</b> <i>Reading pens can be used in exams testing reading.</i></p>	<p>For a student with a <u>specific reading difficulty</u>.</p> <p>The student has met the JCQ threshold through specialist assessor testing, there is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> <i>The pens are expensive, take much time to learn to use effectively and are only suitable for a few students who have a particular difficulty.</i></p>
<b>Rest Breaks</b>	<p>Students will be permitted to stop for a short break of <b>up to 5 minutes in every 1 hour</b> of exam time (pro rata for other exam lengths) in order to rest from the exam.</p> <p>They will be escorted from the room with an invigilator and then be required to engage in a mundane conversation with the invigilator to ensure that they are not using the rest break time to think about and consider / plan their exam answers.</p>	<p>For a student who has a substantial disability which prevents them from concentrating <u>for long periods of time</u>.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> <i>This <u>cannot</u> be granted to a student because of exam stress – there <u>must be a substantial, long-term need</u> which is known to Head of Year.</i></p>

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<b>Scribe</b>	<p>A trained adult who writes the answers that the student gives. The student dictates their answers and the scribe writes, or types, exactly what the student says.</p> <p><b>NB</b> In subjects where marks are given for SPaG (spelling, punctuation and grammar), the student <u>must dictate the punctuation and every word letter by letter otherwise they forfeit the SPaG marks.</u></p>	<p>For a student whose writing speed is either too slow or whose writing is illegible.</p> <p>The student has met the JCQ threshold through specialist assessor testing, there is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> In MFL exams, the student <u>must dictate every word in the target language and must do so letter by letter.</u></p>
<b>Sign Language Interpreter</b>	<p>A trained adult who presents the questions in a different language without:</p> <ul style="list-style-type: none"> <li>• Changing the meaning;</li> <li>• Providing any additional information; or</li> <li>• Providing an explanation as to what the question requires of the candidate.</li> </ul>	<p>For use by students whose 'normal way of working' requires sign language interpretation.</p> <p>There is a history of need and provision and it is the student's normal way of working.</p> <p><b>NB</b> <i>There are many regulations which must be adhered to if this arrangement is granted.</i></p>

**In the case of all arrangements, the following criteria must be adhered to for all students:**

- The student must be disabled within the meaning of the Equality Act 2010
- The student must have a substantial and long term impairment,
- There must be a history of need,
- There must be a history of provision,
- The access arrangement must reflect the student's normal way of working in class, internal tests and mock exams.

We are not allowed to put access arrangements in place just for exams, there must be evidence of the history of need and provision. For some arrangements, students will have to be tested by a specialist assessor in order to obtain standardised scores for a particular skill; the score is then measured against the test and JCQ thresholds to ascertain if the student is eligible for an access arrangement or not.

Contact the Exam / SEN team for more advice or for definitions and explanations of the requirements.