EXAMINATION AND ACCESS ARRANGEMENTS POLICY

POLICY	PROCEDURE	REFERENCE	FORMS
SSPo2 Child Protection and Safeguarding Children Policy and Procedure		SSR6 – Special Educational Needs and Disability Code of Practice: 0-25 Years	Form 8
SSPo9 Equal Opportunities Policy		Children & Families Act (2014)	Form 9
SSPo7 SEND Policy		Equality Act (2010) and Disability Discrimination	Form 4
SSPo11 Inclusion Policy		Statutory Guidance on Supporting pupils at school with medical conditions April 2014	
SSPo48 Accessibility Policy and Plan		Removing Barriers to Achievement 2004	
		JCQ CIC Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'	
		JCQ CIC Access Arrangements regulations	
		JCQ Instructions for conducting examinations	

INTRODUCTION

This is intended as a guidance document with teachers and parents being the target audience.

The Examination Access Arrangements (EAA) Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs and Disabilities (SEND).The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual pupil may fulfil their potential.

DEFINITIONS

The term Additional Learning Need is used as an umbrella term to incorporate ALL pupils known to be receiving intervention Learning Support provision including those pupils identified as having SEND.

> **DISABILITY. 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'.
>
> **SPECIAL EDUCATIONAL NEEDS** 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.

WHAT ARE ACCESS ARRANGEMENTS? Access arrangements are agreed before an assessment. They allow pupils to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a 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'.

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. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend upon several 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 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 requiring authoritative support and at the discretion of the examining body.

Access Arrangements at Langley Hall Arts Academy (LHAA) aims to ensure that all pupils have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN 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.

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ CIC) 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 pupil. We believe it is important to abide by the JCQ CIC regulations, so that there is parity in how access arrangements are awarded throughout a pupil's secondary schooling.

Centres should note that any reference to 'JCQ CIC' or 'Joint Council for Qualifications' within this document should be read as JCQ CIC or the Joint Council for Qualifications CIC.

We will use every opportunity to identify pupils' needs from their first contact with the school. Professional reports are requested that demonstrate a SEND/ALN and a recommendation for a reasonable adjustment to be made to meet the pupil's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the pupil in the classroom (within reason), internal exams and mock examinations. This is commonly referred to as 'normal way of working'.

Access arrangements may include:

- Supervised rest breaks.
- Extra time of up to 25%.
- Extra time of up to 50%.
- Extra time of over 50%.
- Reader/Computer reader.
- Read aloud.
- Scribe/Voice Activated software.
- Word processor.
- Transcript.
- Prompter.
- Oral Language Modifier.
- Live speaker for pre-recorded examinations components.
- Sign Language Interpreter.
- Practical Assistant.

- Alternative accommodation away from the centre may be made for him/her.
- Other arrangements for candidates with disabilities:
- amplification equipment; Braillers; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation with the centre

Qualifications Offered:

The qualifications offered at this centre are decided by the Head of Centre/Principal.

The qualifications offered are: AQA GCSEs, AQA GCE A Level (Music), ABRSM, LAMDA

It is the responsibility of the subject Leads to inform the Examinations Officer of changes to a syllabus.

Decisions on whether a pupil should be entered for a particular subject will be taken in consultation with the subject Lead, SENCO, Principal and parents/carers

When might pupils need to be given Exam Access Arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a pupil (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the pupil has appropriate access to the exam.

What evidence is needed to apply for EAA?

There are several pieces of evidence that can be used to apply for EAA to the Joint Council for Qualifications (JCQ CIC):

- Form 8 report from a Specialist Teacher or Specialist Assessor completed no earlier than the beginning of year 9 (or the year before the GCSE/GCE program begins if an early entrant)
- Previous EAA from Primary Schools/other education providers (please note a Form 8 will still need to be completed for GCSE and A-level examinations)
- Subject teachers – examples of work as appropriate
- Results of baseline tests e.g. reading/comprehension age, writing tests, standardised psychometric testing

Private Educational Psychologists' Reports

A growing number of parents have their children assessed by private educational psychologists and submit the reports to the SENCO as evidence that their child should be awarded extra time, or an additional form of EAA. However, the JCQ CIC Regulations in relation to Access Arrangements states that such reports may not be used as evidence in applications for Access Arrangements unless there is a prior relationship/link with the school. This link with the school is important in avoiding a situation whereby a report recommends that children should receive EAA which can be in conflict with the history of need seen in school, or which would not be considered as reasonable adjustments given the nature of the child's SEND/ALN.

It is the responsibility of the Principal to decide whether a report may be accepted.

The school will consider accepting private assessments provided that:

a) the parents have informed us that a private assessment is taking place

b) the details of the private assessor, including details of their appropriate qualifications, have been passed on to the school

c) the private assessor makes formal verbal or written contact with the SENCO to discuss the pupil and the school's perspective of their potential needs.

A private assessment, even if it meets the criteria outlined above, will only be accepted as an application for an internal investigation into an access arrangement, and the existence of such an assessment does not constitute a guarantee that an access arrangement will be granted, especially if it conflicts with the stipulation for normal way of working.

If the advice of the private assessor for EAA conflicts with the centre tester (a member of staff holding a current formally recognised qualification enabling them to assess for EAA) then the recommendations of the centre tester will take precedence.

Procedures

Identifying the need for access arrangements within LHAA for pupils who may qualify for formal access arrangements during GCSE and GCE A Levels are identified early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments. Formal assessments for Access Arrangements take place in the summer of the year before the program starts, or at latest during the first half of Autumn Term. Students who have had EAA at KS2 are screened for EEA at this stage.

How pupils would be identified for Exam Access Arrangements:

- They have had EAA at KS2 for their SATs
- They received EAA for the Entrance Examination based upon evidence received by and accepted by the school
- Baseline screening in the September of Year 7 using CAT4 testing
- Parental referral
- Subject teacher referral
- Information from previous school/education provider

An important principle is that just because a pupil has received EAA in the past, it does not necessarily follow that they will continue to receive EAA as their needs may very well have changed. For example, pupils for whom baseline testing at KS2 shows a reading speed score below the threshold required for EAA may not qualify for the EAA at KS4 as their reading speed may have improved to the extent that it no longer meets the exam board criteria.

Baseline Testing in Year 7

All pupils in Year 7 are tested using CAT4, which provides standardised and UK-normed scores for vocab, non-verbal, skills and maths. These tests can help identify pupils with weakness in one or more areas. If a major concern is uncovered at this stage, the SENCO will, in discussion with the Form Tutor and Principal, contact the parents and obtain permission for further testing.

Parental Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCO will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a pupil.

Parents must declare at the time of enrolment and when completing the school application form if their child has any medical or psychological condition, SEND needs, previous EEA at another educational institution or any other issues that may require an EEA. This will enable Access Arrangements to be put in place, where appropriate, for any admission assessments and internal exams, to build evidence of 'normal way of working' for future external exams. Failure to disclose this negates LHAA from their responsibilities in this process. A meeting can be held prior to entry to discuss needs and support provision.

Teacher Referral

As with Parental Referrals, teachers can refer a pupil to the SENCO where they have concerns about the learning and progress of a pupil in their class. All of the pupil's current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a pupil for EAA. Teachers are asked to refer pupils to the SENCO initially if they feel a child may be dyslexic rather than contacting the parents about their concerns. The SENCO will then contact the parents if the concerns are founded, following the LHAA SEND Policy procedures (SSPo7).

How do staff and parents know whether a pupil has EAA?

- Teaching and support staff can access the Learner Support/SEN list on the staff shared area, under the Learning Support directory. The information about results of assessments for EAA are kept confidentially in line with school policy and are shared only on a need-to-know basis.
- Staff are informed of changes to the Learner Support/SEN Register list via email.
- Pupils and parents will be informed of the assessment outcomes detailing what the pupil is entitled to, why and when the application to the Awarding Body will be made. A meeting may be held to discuss individual cases further, as required.
- Pupils who have been granted EAA are placed on the Exam Concession list which is shared with staff.

Non-Examination Assessments

At the beginning of the academic year, the Examinations Officer will distribute the current JCQ cic regulations on Non-Examination Assessment. It is the responsibility of Subject Leads to familiarise themselves with these documents.

Internal Examinations

The overview of the organisation of access accommodations and invigilation for these exams will be the responsibility of the Examinations Officer in collaboration with the designated member of the Senior Leadership Team.

The Examinations Officer will issue, at the start of the academic year, a handbook with details of the procedure for setting, marking and invigilation of internal examinations.

The school is under no general obligation to provide end-of-term assessment materials to parents or guardians. Such assessments are internal academic records used to inform teaching, evaluation, and quality assurance, and they are not routinely disclosed outside the school. Disclosure will only be considered in exceptional circumstances, such as where required as part of a formal investigation, in response to a lawful request, or where a specific and justified need has been identified by the school. Any decision to release assessment information will be made at the school's discretion and in accordance with applicable data protection, safeguarding, and confidentiality obligations.

How are Exam Access Arrangements applied for?

Pupils need to be tested at each Key Stage for EAA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3, KS4 or beyond.

The member of staff suitably qualified (at Level 7) to assess for access arrangements will use a combination of nationally recognised tests from a variety of sources, such as:

- Comprehensive Test of Phonological Processing 2nd Edition (CTOPP2)
- The WIAT-II UK
- Lucida EXACT
- Detailed Assessment of Speed of Handwriting (DASH)

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 pupil may have. Should the pupil need further testing to assess for other learning issues or further EAA, the SENCO and Principal will liaise with parents for the commissioning of an external professional who has an established association with the school to undertake this, as outlined in the SEND Policy (SSPo7) . Following a report produced by the assessor an application is made to the Awarding Bodies for permission to implement the specified arrangement(s).

There are some considerations with this access arrangement application:

- Access arrangements/reasonable adjustments should be applied for at the start of the course, so they may cover the entire course. Authorisation must be granted by the Awarding Bodies before an examination or assessment, no later than the published deadlines for the November, January and May/June series of examinations (updated annually).

- Approval lasts 26 months, therefore it is prudent to assess and apply for EAA in the summer term of the preceding year that the course commences. For example if the permitted exam access arrangements are required for the full GCSE period of both Year 10 and 11, then assessing should take place in the summer term of Year 9.

- Early entrants of a GCSE course commencing in Year 7 with Examination in Year 8 (i.e. Music GCSE), would necessitate assessing to take place in the summer term of Year 6 or just before the start of Year 7, in order for application to be made early September of Year 7, in line with the published deadlines.

- Repeat reapplications must be made every 26 months after any previous application. Per the current JCQ CIC guidelines, it is possible to "roll forward" the application for EAA, however the pupil should be re-assessed to provide up to date information for the SENCO, to be held alongside the evidence for history of need when considering the case for reapplication. Individuals entering early for GCSE in Year 7/ 8 may find that they need to be assessed immediately in Year 7, Year 8 and Year 10 to ensure access arrangements remain active throughout the Early entrant GCSE and the normal scheduled GCSE and proposed early entrant GCE A Level. The published JCQ CIC guidelines in the year of reapplication should be adhered to.

- There is a final deadline imposed by the Awarding Bodies for when exam access arrangements can be applied for. This date can move between February and March, therefore all determinations of EAA to cover any external examinations taken in the summer of that year should ideally be completed in the previous Autumn term and before the Christmas holiday.

- Where an Awarding Body is not regulated by the JCQ CIC, their criteria and deadlines relating to access arrangements must be adhered to. For example, the ABRSM awarding body state that all applications for Access Arrangements and Reasonable Adjustments must be selected at the time of entry and before the entry closing date.

- "Normal way of working" is a very important principle, sometimes even considered the most important. An application for EAA made at a late stage in the GCSE or A Level course lacks validity as there is little evidence of whatever EAA is granted being the "normal way of working". However, within this concept, Langley Hall Arts Academy does recognise that the atypically high ability profile of our pupils, in terms of the national context, does mean that many learning difficulties can be far less apparent, and significant concerns raised late in the course will still be investigated. In these situations, greater weight will be given to in-school evidence such as Teacher Referrals and academic and EAA assessment results. While Parental Referrals are valuable, the phenomenon of issues being suddenly and unexpectedly raised in the weeks and months before external examinations is a valid concern, and it is highly likely that EAA will not be granted at such a late stage.

What are the procedures for processing an application?

Once the tests have been conducted and there is a recommendation from the tester for EAA, the Examinations Officer then applies to the Awarding Bodies using the online process where required. The feedback is instant at this point, the EAA is added to the SEN list and the parents are informed of the EAA.

The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice. This can include:

- Recommendations by teachers
- Educational psychologists' reports
- Level 7 Specialist Teacher reports

- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
- Statement of Education Need or Education, Health and Care Plans (EHCP)

Failure to comply with the regulations contained in the JCQ cic document (**'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments')** have the potential to constitute malpractice which may impact on the candidate's result(s). Failure to comply is defined as putting in place access arrangements that are not approved or permitting access arrangements within the centre which are not supported by appropriate evidence.

Permission from the Awarding Bodies for the arrangement(s) requires:

- A signed copy of the Form 8 report by the designated tester
- For Extra Time – history of evidence of need in the form of copies of work where a pupil has regularly used more than the allotted time.

Exam Fees

There is no charge for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the Awarding Bodies.

There will be a fee applied for a change/amendment if this occurs once the deadline for change without charge has passed. If the request for change came from a parent/carer an invoice will be raised as appropriate. There will also be a fee applied for late entries and Re-sits.

Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE, GCE and GCE (A Level) qualifications

Access arrangements may cover the entire course for the above qualifications and must be processed using access arrangements online **as early as possible.**

The dates are set by the JCQ CIC and we will endeavour to test pupils even after the dates published but they will not receive dispensation for that period. This is due to allocation of time to test late entries.

The deadline set by the JCQ CIC is final, late entries may incur further inspections by the JCQ CIC.

The decision to apply for access arrangements is based upon evidence of a history of need, history of provision and a specialist assessor access arrangements report.

Policy written by: Ursula Andrew SENCO, 2025

Approved by: Claudio Di Meo, School Principal, 2025

Reviewed annually by: School governors.

APPENDIX 1 : Pre-exam procedures and information for more common access arrangements

Invigilation

The Examinations Officer will ensure the correct number of competent and fully-trained invigilators are available for each exam session. Invigilators will receive annual training led by the Examinations Officer. A list of areas covered at the training will be recorded in a logbook alongside the checklist required by JCQ cic and kept by the Examinations Officer.

Preparation for students

Examination Officer issues all pupils information on the JCQ cic controlled assessments/coursework/non-examination assessments and ensure they are aware of the contents of the JCQ cic warning and mobile phone posters. In particular pupils will be made aware that they must not plagiarise other materials and how to reference information from published sources.

JCQ cic guidelines will be strictly adhered to for all external exams and these are detailed in the information provided by the Examination Officer in advance of the public exams. Guidelines will make clear that mobile phones or any electronic devices are not allowed in the exam rooms and there are penalties for failure to adhere to the guidelines. The information provided will also give guidance regarding informing the Examination Officer if a pupil is ill, later or has other concerns. Pupils will also be made aware of the dates results will be published.

Seating – generally pupils with access arrangements are seated at the back of the main examinations room or in a separate room. This ensures minimal disruption at the end of the main examination, as the rest of the pupils are dismissed towards the front of the room. Some pupils, who do not have access arrangements, may be seated strategically at the back, but this is rare. Pupils with rest breaks will be seated close to a door in case they need to leave and stand out in the corridor.

Separate invigilation – the pupil is invigilated separately from the rest of the pupils sitting the exam. While it is very common for educational psychologists to recommend this, it is viewed as a “last resort” option, due to the impact upon rooming and staffing. Pupils who have been granted this arrangement have received it due to medical issues (e.g. visual impairment requiring specific environmental adjustments), and specific learning needs (e.g. complex combinations of multiple severe learning needs such as ADHD, ASD and OCD). Separate invigilation will not be considered in the vast majority of cases as very often the

pupil will be sitting normal internal assessments with their classmates, and therefore the evidence of need and evidence for "normal way of working" is not there. The case for separate invigilation can only be accommodated in highly exceptional circumstances and will require medical evidence of need from a consultant or specialist (not from a GP). This must be dated within one year of the exam to be taken and must be for a serious, acute and/or chronic medical or psychological condition.

An explanation of assessment scores - In the following arrangements, when scores are referred to, these are the standardised scores from testing for access arrangements. They are standardised to 100 being the average for the age group of that pupil, with a standard deviation of 15. In other words, 67% of pupils will have scores from 85 to 115, with approximately 84% of pupils scoring 85 or above.

Access arrangements are considered for pupils in the 16 percentile with a score of 84 or below.Where possible, these scores will be obtained and put onto Form 8 via testing in school from a qualified assessor teacher. The school will also accept scores from external assessors, provided they have been correctly obtained and the assessor has maintained contact with the school as outlined in the main SEND Policy (SSPo7).

Where possible the scores should have confidence intervals. For example, a score of 89 may have an interval from 83 to 95. This would imply that on a "bad day" the pupil will experience difficulties similar to someone with a score of 84 or less, but the majority of the time we would not expect to see this. These scores must be presented as a 95% confidence interval i.e. we are 95% confident that the true score for the pupil lies in that range.

The below summary of access arrangements must be read in conjunction with the full JCQ cic Regulations and guidance booklet. Permission for any access arrangements will be granted in accordance with the JCQ cic Access Arrangements Regulations.

- **Rest breaks** –

> *There **is not** a requirement to process an application for supervised rest breaks using *Access arrangements online*. However, for GCSE and GCE qualifications the SENCo **must** produce a short concise file note on centre headed paper, signed and dated, confirming the need for supervised rest breaks to a JCQ Centre Inspector upon request. This **must** confirm the nature of the candidate's impairment and that supervised rest breaks reflect his/her normal way of working within the centre. JCQ cic p35

- these are 'in centre' adjustments, not requiring online application. The pupil is allowed to "pause" the exam for brief periods of time. This is often to compensate for physical issues (e.g. a recently sprained wrist causing discomfort when writing), calming down (e.g. if the pupil is prone to panic attacks, or suffers from ADHD and needs to re-focus) or extreme cases of exam anxiety. Generally the school will limit the pupil to 6 minutes every half an hour of the exam, but this is adaptable to the pupil's needs. This access arrangement is discretionary, is based on the pupil's normal way of working and can be withdrawn at any time. Strict procedures must be

adhered to when giving a rest break. A concise file note must be kept on file as evidence of need.
"The SENCo must have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time."(JCQ cic)

- **Extra Time (subject to certain restrictions set out in the JCQ cic regulations.**
  - **25% Extra Time** – the pupil is granted an additional 25% extra time for the examination, usually to compensate for a below average processing, reading or comprehension speed (a score of 84 or less in appropriate standardised testing). This is evidenced by Form 8 (carried out no earlier than the start of Year 9 [or the year before the GCSE course begins, if taking early]) and work gathered in school to demonstrate the normal way of working. This arrangement can also be granted by medical evidence or other evidence from appropriate third parties, such as CAMHS or an Educational Health Care Plan. In these cases, the pupil does not require the Form 8, but does require a signed, authorised letter (i.e. on headed paper) from the representative of the agency making the request.

> For the overwhelming majority of candidates with cognition and learning needs who require extra time, 25% will be sufficient. If more than this is needed, there **must** be a strong justification as to why more than 25% extra time is required, including a **substantial body of centre-based evidence.**
>
> JCQ cic

  - **50% Extra Time** – the pupil is granted an additional 50% extra time for the examination, to compensate for very low standardised scores (69 or less) in two or more different assessed areas of speed of working. This is evidenced in the same manner as 25% extra time. "The pupil will have been assessed with current editions of nationally standardised tests conducted within 26 months of the final examination." (JCQ cic). There may be other qualifying reasons for 50% extra time (e.g. Medical), but there must be strong evidence of difficulites being very persistent ad significant. This is a highly unusual access arrangement for pupils at LHAA and as the regulations change and increase the requirements to qualify for it, it will become rarer.

  - **100% Extra Time** – the pupil is granted 100% extra time for the examination under very exceptional circumstances, where there is a very substantial impairment. This is exceptional and used primarily where a medical need that significantly impacts the examination exists, e.g. visual impairment, where the pupil is very slow in reading a modified enlarged or Braille paper and cannot access an electronic paper. This requires substantial evidence provided directly to the relevant awarding body. Applications will be supported by specialist evidence e.g medical information.

> Extra time **will not** be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

- **Use of assistive technologies**

  In all cases, the pupil must be used to using the assistive technologies, and must ideally have started no later than the beginning of Year 10 or start of the GCSE progam if other than Year 10. It is envisioned that where possible, the provision for the use of assistive technologies is in place from Year 9 onwards, or from the year before the start of the GCSE/GCE program. Restrictios on use apply and must be adhered to in accordance with JCQ cic regulations.

  1. Reader Pens - if “reader pens” are to be used, they must be of a type approved by the JCQ CIC (must not have an in-built dictionary or thesaurus, or data storage facility). Currently the preferred option is the “C-Pen” reader. The reading pen will be provided by the centre. Pupils using this are allowed to plug headphones in so that the pen “reads” the words to them without disturbing others. A pupil using the reader pen cannot additionally be granted extra As such, they are allowed to use it in the main exam room..
  2. iPads – these are allowed for use on a case by case basis and permission must be sought from the Awarding Bodies. The iPad must be locked into Guided Access Mode, preventing the pupil from accessing anything outside of the specific app required for the exam (normally iBooks or an equivalent PDF reader). The iPad must be placed in Airplane Mode (i.e. all radios switched off) and the Guided Access Mode will be PIN-locked by the SENCO. This PIN will be made known to the Exams Officer, and the ICT staff.
  3. Laptops – if a pupil uses a laptop in their day to day lessons then it is their normal way of working and they may be allowed the use of one in an examination. The laptop will not be their “usual” one and will be provided with a “clean” image, with external communications disabled, and spelling and grammar checking disabled. Please see “Appendix 2: Usage of Laptops”.

  A computer reader/reader **will not** be allowed if a candidate’s literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language.

  JCQ cic

- **Scribes and Readers** – these are very often recommended by external educational psychologists, however, they are increasingly being discouraged as an examination access arrangement. Both arrangements require a degree of familiarity between the pupil and the scribe/reader and need to be in place from Year 9 (or the year before the GCSE/GCE progam begins) onwards at the very latest in order to be effective. There is also the concern that there is an implication for marks that are based on quality of communication, which are generally not attainable for the users of these arrangements. Regulations and restrictions relating to the use of each arrangement must be strictly adhered to.

  The recommended alternative to a scribe arrangement is the use of a laptop/speech recognition technology, and the recommended alternative to a reader arrangement is the use of a reader pen. These must represent the pupil’s normal way of working, as appropriate to their needs.

- ***Read Aloud*** *– This may be awarded to a pupil who persistently struggles to understand when reading silently and needs to read aloud to work more effectively. This must reflect the pupil's normal way of working and they will need to be accommodated in a separate room, away from the main examinations room. This arrangement may also be used for a pupil awarded a reader but not permitted this in specific papers (or sections of a paper) alongside their award for extra time (Up to maximum of 50% extra time).*

APPENDIX 2 : Usage of Laptops

Introduction

This appendix to the Examination Access Arrangements policy on the use of word processors/laptops in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ CIC regulations and guidance contained in the publications "Access Arrangements and Reasonable Adjustments" (AA) and "Instructions for Conducting Examinations" (ICE).

Throughout this Appendix, the

Principles for using a word processor

Langley Hall Arts Academy complies with AA Chapter 5 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

> *There **is not** a requirement to process an application for a word processor using *Access arrangements online*. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury.)
>
> JCQ cic

- Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disables (switched off), where it is their normal way of working within the centre. (This also extends to the use of electronic braillers and tablets).
- The use of word processors in non-examination assessment components will be considered standard practice uness prohibited by the specification.
- It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- For the regulations on the use of word processors in written examinations, please see the JCQ publication *Instructions for conducting examinations* (JCQ 'ICE' booklet - : http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations)
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments and completion of a word processor cover sheet may be required.
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
    - in the classroom (where appropriate); or
    - working in small groups for reading and/or writing; or
    - literacy support lessons; or
    - literacy intervention strategies; and/or

- in internal school tests/examinations
- mock examinations

The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

The use of a word processor

Langley Hall Arts Academy complies with AA chapter 5 Access arrangements available as follows:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 5.8.1 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand) (The above also extends to the use of electronic braillers and tablets)
- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- Does not simply grant the use of a word processor 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

Word processors and their programmes

Langley Hall Arts Academy complies with ICE 14.25 Word processors instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff

- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

Langley Hall Arts Academy further complies with ICE 14.21 to 14.24 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page

- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Centre specific processes

- Laptops uses a local user account with no network access, and are blocked from accessing the internet via the school's network firewall.
- Microsoft Word is used, with spelling and grammar checking fully disabled. Font size is set to 12 and double spacing is enabled (this latter option is unavailable through WordPad).
- Headers and footers are pre-written by the SENCO/Exams Officer and the file is pre-saved with an appropriate name into the Documents folder on the laptop e.g. "[Pupil name] English Paper 1 – 22-05-2018.docx". This is done immediately before the exam starts.
- Autosave is set to 2 minutes.
- At the end of the exam the laptop is taken by either the SENCO or the Exams Officer to a network-isolated printer at the front of the hall, directly connected via USB cable, and the pupils work printed. This printout will then be shown to the pupil so that they can ascertain and confirm it is their own work.

Criteria used by Langley Hall Arts Academy to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre/Principal, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be awarded the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCO and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 6.4 of ICE.