

## Stoke Newington School - Access Arrangements Policy

Our approach to access arrangements at SNS is to make the best adjustments we can to support the students special arrangements and meet their needs, we pride ourselves on high quality inclusive provision. We use our resources as creatively as we can to ensure we deliver this provision however the adjustments must be reasonable and workable within a mainstream school setting. We operate a teacher referral system and we do not accept self-referrals or parent referrals.

'Access Arrangements' is the term used for special arrangements to support specific students in exams. The Joint Council for Qualification define access arrangements as follows:

**Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to:**

- **access the assessment;**
- **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 compromising the integrity of the assessment. 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.

All Students with a diagnosis of a specific learning difficulty (SpLD i.e. dyslexia/dyspraxia) on the SEN register or who have a Statement of Special Needs/Educational Health Care Plan are tested for access arrangements in KS4. In addition to this, students can be tested if they have been referred by teachers who are able to present enough evidence to suggest **a significant and persistent learning difficulty over time.**

Students are tested in the spring term of Year 10 to identify if they are eligible for access arrangements in assessments and exams by a specialist assessor. To qualify for access arrangements students require standard scores of **84 and below**, if a student has one or more standard scores below 84 than an application is made to the awarding body and you will be notified in writing if the application is approved. If the application is approved, students are covered for controlled assessments, mock exams and public exams for 26 months at which stage they will need to be re-assessed.

It is important to note that a diagnosis of Dyslexia or a learning difficulty alone does not necessarily mean a student will qualify for access arrangements from the JCQ. There must be evidence of significant and persistent difficulties with learning and below average scores in the access arrangement tests conducted by the specialist assessor. The school cannot submit private reports as evidence and the testing must be conducted by the school's nominated specialist assessor. Further information can be found on the JCQ website: [www.jcq.org.uk](http://www.jcq.org.uk)

If a student has a long term medical or psychological condition that affects their exams then please contact the school to discuss as soon as possible. Arrangements cannot be made for students with medical or psychological conditions unless those difficulties are made known to the school, are established within the school over a period of time and are supported with evidence from a specialist. We do not accept referrals from a GP.

We only process requests made with a minimum of 30 days' notice prior to an exam or the first exam of a series of exams.

## Additional regulations for Access Arrangements in KS5

Students joining SNS Sixth Form who did not sit GCSE or AS exams at Stoke Newington School may have been awarded access arrangements in their GCSE exams and it is imperative that we know what these arrangements were so we can ensure the arrangements are in place for their exams in Yr 12&13. Students need to bring proof of the arrangements to the Inclusion department as soon as they join the sixth form.

When a candidate progresses from GCSE to GCE AS and A-level qualifications the school must re-submit all applications. If the student's application has expired then an application must also be re-submitted. In some cases the student may need to be re-tested.

In rare circumstances students can be referred for testing in Year 12 & 13 by teachers who are able to present enough evidence to suggest a **significant and persistent learning difficulty over time** and in circumstances where there is a recent diagnosis. We accept very few referrals in sixth form as there must be a body of evidence to suggest a significant difficulty over a period of time throughout school and most candidates with learning difficulties have been identified by this stage in their education. We do not accept parent or self-referrals.

As previously stated, if a student has a long term medical or psychological condition that affects their exams then please contact the school to discuss as soon as possible. Arrangements cannot be made for students with medical or psychological conditions unless those difficulties are made known to the school, are established within the school over time and are supported with evidence from a specialist. We do not accept referrals from a GP. We only process requests made with a minimum of 30 days' notice prior to an exam or the first exam of a series of exams.

## Access Arrangements in KS3

All Students with a diagnosis of a specific learning difficulty (SpLD i.e. dyslexia/dyspraxia) on the SEN register or who have a Statement of Special Needs/Educational Health care Plan can be awarded arrangements to support them in formal assessments if there is evidence that they are struggling to demonstrate what they know in assessments. Please contact our SENCO, Nana Konadu-Aboagye ([Nan.Kon@sns.hackney.sch.uk](mailto:Nan.Kon@sns.hackney.sch.uk)) for further advice on this.

Please note that the arrangement in KS3 is part of our inclusive policy to support SEN students with exams and assessments before they can be formally tested but it does not guarantee they will qualify for Access Arrangements in KS4.

## Provisions for students with Access Arrangements in public exams

The students with the following access arrangements sit their exams in the main exam hall:

- 25% extra time (students remain in the hall for the extra time at the end)
- Rest breaks
- Reader pens
- Enlarged papers

Student with the following access arrangements are collected from the gym and escorted to the relevant locations:

- Reader
- Scribe
- \*Separate invigilation to the exam hall
- \*Use of a word processor

**\*Separate invigilation**

Separate invigilation may be offered to students in exceptional circumstances with a long term medical condition or social, mental or emotional health needs supported with evidence from a specialist (a letter from a GP is not accepted as evidence). These difficulties need to be established within the centre and known to the pastoral team, the SENCo and head of year. Requests for separate invigilation at short notice are not accepted.

**\*Word Processor**

The use of a word processor in exams may be offered to students with a diagnosed learning difficulty or if there is persistent and significant difficulty with handwriting legibility or accuracy. A word processor cannot be used in exams if the rationale alone is that students prefer to work this way or work faster this on a WP.

Further enquires:

Contact SENCO

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