



TUDOR GRANGE ACADEMY

National Teaching School & National Support School

Exams Access Arrangement Policy

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This policy will be brought to the attention of staff, students and parents at least once a year.

TGAS Examination Access Arrangements Policy

The Academy's Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments', applicable from 1st September 2019 to 31st August 2020.

Overview

Exam Access Arrangements (EAAs) and Reasonable Adjustments are tightly governed by the Joint Council for Qualifications (JCQ). Arrangements are put in place to ensure a "level playing field" for all students – they are there to remove barriers to learning and access put there by a long term (12months +) substantial disability or learning disability as defined in the Equality Act 2010. They are not there to add knowledge or give an advantage for academically weak students or students with poor exam technique. At all times, the academy must comply with the rules outlined in the guidance provided by JCQ and ensure that in implementing EAAs the academy is not affecting the integrity of the assessment.

Rationale for Access Arrangements

- Access Arrangements are intended to facilitate students with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment due to a difficulty or disability, to access the exam without changing the demands of the assessment.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled (within the definition of the Equality Act 2010) would be at a substantial disadvantage in comparison to someone who is not disabled.
- Access Arrangements are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Access Arrangements are not intended to give an unfair advantage.
- Access Arrangements may vary between subjects because different subjects and methods of assessments may have different demands.
- Access Arrangements should reflect a student's normal way of working, unless such arrangements would compromise the integrity of the assessment.

Eligibility

Students with a medically diagnosed condition for which there is formal diagnosis paperwork and students who have a learning disability and are disabled within the meaning of the Equality Act 2010 will be assessed for EAA in year 10. Please be aware that a diagnosis or a learning difficulty alone is not enough to warrant EAAs; the centre must also be able to provide JCQ (when inspected) with evidence of a comprehensive "history of need" and established "normal way of working". In accordance with JCQ recommendations, EAA assessments are carried out by an external qualified assessor appointed by the centre. We do not accept independently obtained Educational Psychologists reports for this reason.

Transition points

For students transitioning from one phase of education i.e. KS2 students, post-16 students and students joining the academy in year, we cannot guarantee that students will continue to receive the same EAAs that they had at their previous provider. However, if the relevant information and evidence as outlined above is provided, we will seek to request a continuation of their EAAs, for the duration of their studies at TGAS. Whilst every effort is made to ensure all relevant documentation pertaining to EAAs is transferred successfully between providers, please ensure that you advise the academy if you are aware that your child has had EAA in the past.

Painting a picture of need

For medical evidence of need the academy can **only** accept the following:

- A letter from SOLAR / CAMHS
- A letter from a HCPC registered psychologist
- A hospital consultant
- A Psychiatrist

A letter from a GP is not sufficient. All letters must be dated within a year of the examination series that the student is sitting.

Evidence of “normal way of working” and “history of need” will be collated from a range of sources within the academy such as:

- Teacher observation and feedback
- Internal trial examination papers showing the application of extra-time
- Pupil profiles
- SENCo file note
- College Leader file note
- Reports from in-house providers of support / intervention
- Reports from external providers of support / intervention

Without the appropriate medical evidence or evidence of “normal way of working” and “history of need”, the academy is unable to implement any EAAs.

Once the appropriate EAA assessment has been undertaken or the appropriate medical evidence received and a clear “history of need” established, a formal application will be made online to JCQ. Once confirmed, EAAs will be implemented in all internal and external examinations. Parents / Guardians will be notified of EAAs via letter at the earliest opportunity. JCQ update their regulations for EAAs annually and the academy must adapt its criteria and methodology for assessing student entitlement to ensure compliance, at least annually.

Last reviewed: 05/05/2019

Ratified by Local Governing Body