Access Arrangements FAQ

What are Access Arrangements?

Access arrangements are special arrangements that can be applied to allow candidates/learners with special educational needs, disabilities or temporary injuries to access public examinations without changing the demands of the assessment. Access arrangements are reasonable adjustments, as defined by the Equality Act (2010) and are specific to each candidate. As well as reasonable adjustments in the classroom, schools must put in place Exam Access Arrangements, which are reasonable adjustments for candidates who have the required knowledge and skills, but who can't demonstrate this knowledge or skills due to their disability. These arrangements must not affect the integrity of the examination or give the learner an unfair advantage and therefore must be based upon a thorough evaluation of need and are regulated by the JCQ (Joint Council for Qualifications) and the Exam Boards themselves. Access arrangements must be based upon the identified need and normal way of working of the candidate/learner. Each application must be considered carefully and individually and may vary from exam to exam.

What are the most common access arrangements?

-Extra time

-Human Reader/Reading Pen/Computer Reader/Reading aloud

-Human Scribe/Computer Scribe

-Supervised rest breaks

-Word processor

-Modified - Enlarged paper

-Separate invigilation

-Prompter

-Bilingual Dictionary

<u>All Access Arrangements must reflect the candidate's normal way of working!</u>

Who is eligible for access arrangements?

Anyone with a special educational need, disability or with a temporary injury **may** be eligible for access arrangements in public exams.

Can my child have access arrangements without a diagnosis?

Yes. However, there must be evidence of need and normal way of working in addition to other criteria's, such as below-average performance (below standardised score of 85) for certain access arrangements. This is determined through the assessment that would have been carried out by the specialist assessor.

Can I have my child privately assessed for access arrangements?

No. The candidates considered for access arrangements **must** be assessed by a specialist assessor (OCR level 7) arranged by your child's school.

How can I get my child assessed for access arrangements through BWSfB?

Your child's teachers know your child at school best, and therefore in year 10 the Access Arrangement Co-ordinator will send out a questionnaire to all teachers. On the back of that and on medical and SEN information that BWSfB holds on your child, the Access Arrangement Co-ordinator and/or the SENDCO will make their recommendation for access arrangements.

My child has ASD/ADHD/a medical need or a sensory impairment, does my child automatically get access arrangements?

No. If a candidate has a specific diagnosis, there is still a requirement to provide evidence of need and normal way of working before an application can be made. **There is no automatic entitlement to access arrangements for a student who is disabled or diagnosed with special educational needs.**

My child has Dyslexia and/or dyspraxia, does my child qualify for 25% extra time?

No. Specific learning difficulties such as dyslexia and dyspraxia, do **not** automatically qualify your child for access arrangements; this includes 25% Extra time. To qualify for access arrangements such as 25% Extra time, a human/computer reader or/and a scribe, the candidates must be assessed by a specialist assessor (OCR level 7) arranged by the school.

Can my child use a word processor for their exam with spell check-OFF?

Using a word processor during their exams must reflect the candidate's normal way of working. Your child's teacher will give their recommendation for the use of a word processor to the Access Arrangement Co-ordinator and/or the SENDCO who will then put in a request to the Exam's Officer.

My child has dyslexia and wants to use a word processor. Can my child use the word processor with spell check-ON?

If our level 7 specialist assessor has assessed your child and qualifies for a scribe your child **may** use the word processor with spell check-on instead. However, in exams where spelling and punctuation are assessed, there will be a high deduction of points which will affect your child's end grade. For example, English language has a deduction of marks around 20%. The amount of actual mark deduction is set out by the exam board and cannot be altered by BWSfB.

Can my child use a word processor with spell check-OFF for their exam, if my child does not have additional needs?

Using a word processor during their exams must reflect the candidate's normal way of working. Your child's teacher will give their recommendation for the use of a word processor to the Access Arrangement Co-ordinator and/or the SENDCO who will then put in the request to the Exam's Officer.

Finally!

BWSfB must follow the rules set out by JCQ (Joint Council for Qualifications). We are regularly inspected and if we are found to be breaking the rules, this will be malpractice. If you have any questions about access arrangements, please contact office@bwsboys.org.