

ACCESS ARRANGEMENTS AND THE ROLE OF TEACHERS

It is essential that all teachers within the setting are aware of their role when making applications for access arrangements.

Failure to provide access arrangements for students who need them is a failure in duty of care under the Equality Act (2010), as the School will be placing the student under a substantial disadvantage.

All teachers must be involved in the collation of evidence in order for applications for access arrangements in public exams to be made.

Key Responsibilities:

- Identification of pupils
- Providing additional help and support for pupils who need it
- Referral to the SEND team, where appropriate
- Ensure knowledge is up-to-date
- Providing supportive evidence

Key Duties:

- To identify pupils who might be struggling to perform to the full and refer to the SEN department for further investigation
- To ensure appropriate evidence is provided at time of referral
- To provide additional help and ongoing support within the classroom when needs have been identified, such as extra time to complete work
- To work with the SENCO in collating evidence of need and normal way of working by completing any questionnaires and checklists
- To understand the differences between the access arrangements provided
- To provide subject-specific strategies for pupils in use of exam concessions, such as extra time
- To ensure knowledge of current regulations is updated