

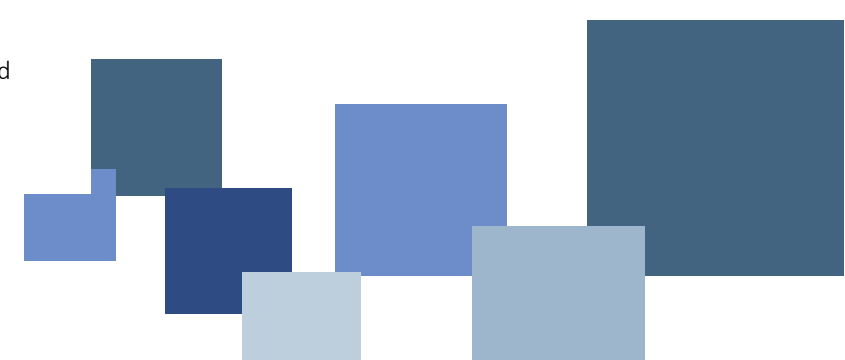


WHAT ARE THE MAIN TYPES OF ACCESS ARRANGEMENTS?

There are a wide range of access arrangements which must reflect the student's normal way of working. The main types of arrangements are as follows:

- Extra time: for slow rate of working, reading or writing
- Separate invigilation or small group room: for candidates who are easily distracted, poor concentration or high anxiety
- Word processor: for illegible or slow handwriting, where typing is proficient
- Reader: for very poor reading accuracy and decoding skills
- Rest break: for candidates with concentration difficulties or extreme stress
- Prompt: for candidates who struggle to stay on task or with poor time concepts
- Read aloud or a reading pen: for candidates with weak reading comprehension
- Coloured overlay or colour modified papers to reduce visual stress

LESS COMMON ARRANGEMENTS:

- Practical assistant: for visually impaired candidates
 - Scribe: for illegible handwriting
 - Alternative site
- 

Special Educational Needs and Disability Independent Support Service



www.sendiss.co.uk

For further details about access arrangements in your child's setting, please contact the Senco

pearl@sendiss.co.uk



EXAM ACCESS ARRANGEMENTS

Concessions and special arrangements in public examinations for students with special educational needs and/or disabilities

INFORMATION FOR PARENTS

Information for Parents

fff

WHAT ARE ACCESS ARRANGEMENTS?

Access arrangements are special concessions in external examinations, which can be applied for by the school. They enable a level playing field for students who would otherwise be placed at a substantial disadvantage.

They are usually considered for students who have special and/or additional educational needs and/or a disability and who usually receive additional help or support in class or in support groups. They must also reflect the normal support provided on a day-to-day basis.

There are a number of different types of concessions which can be applied for to reflect the different types of need.

The process of application for access arrangements is rigorous and must follow a set procedure, which is outlined in the JCQ (Joint Council of Qualifications) Regulations. Evidence of need must be collated by the setting before an application can be made, which is obtained from the candidate's teachers, internal exams, and specialist services involved, and, where necessary, a specialist assessment.

MOVING FROM Y11 TO Y12

All settings must re-apply for access arrangements based upon new evidence of current need. If your child changes setting, there may be a requirement for a reassessment. There is no automatic entitlement to access arrangements in the 6th Form; new evidence must be obtained.

WHAT TO LOOK OUT FOR:

There are a number of access arrangements which can be applied for according to the needs of the candidate. Here are some difficulties to be aware of, which might indicate a need for access arrangements in exams:

- Rarely finishes exams in the time allowed;
- Reads far more slowly than peers;
- Struggles to internalize information when reading;
- Struggles to read with accuracy and may have difficulty decoding unknown words;
- Slow, illegible or incomprehensible handwriting;
- Requires support to maintain concentration and stay on task;
- Appears forgetful with weak short-term memory;
- Experiences language difficulties which are not associated with EAL;
- Struggles with coordination which impacts upon using a ruler and interpreting graphs and charts;
- Needs regular breaks to maintain concentration or due to fatigue;
- Takes language literally;
- May become extremely anxious under exam conditions;

WHAT TO DO NEXT:

If you think that your child might require access arrangements in public exams, you should contact the SENCO working within the Centre. Applications must be made after the start of Year 9 and before the exams begin.

OTHER AREAS TO CONSIDER:

The process of applying for access arrangements varies according to the need of the candidate. For some candidates, a specialist assessment is required. This is usually where the candidate's difficulties related to specific learning difficulties, such as dyslexia or dyspraxia.

In some instances, further information from specialists is required, for instance, where there is a diagnosis of ADHD or Autism Spectrum Conditions. Where there is clinical or multiagency involvement, evidence is usually required from those specialists who work closely with the candidate, such as a speech and language

FREQUENTLY ASKED QUESTIONS:

Does an EHC Plan automatically qualify for access arrangements?

No. The access arrangement must be outlined in the EHCP and evidence of need must be collated before an application online is made.

Do all candidates require a specialist assessment?

No, only those with specific learning needs require an assessment. Where there is a medical or physical condition, there is a requirement to obtain evidence from the appropriately qualified professional involved.

When is the best time for the application to be made?

The specialist assessment must occur after the start of Year 9.

Can I have my child independently assessed?

Parents are advised that settings cannot accept independent assessments and reports. The JCQ stipulate that only specialist assessors who are either employed, or work closely with the setting are allowed to conduct the specialist assessments.

Does a diagnosis automatically qualify for access arrangements?

No. There must always be evidence of need and normal way of working. There is often a requirement for a specialist assessment, or the professional opinion of specialist agencies; equally, a diagnosis is not necessary.

