

## Harlington Upper School Additional information on access arrangements

### **What are access arrangements?**

Access arrangements are agreed before an assessment, usually at the beginning of a course. They allow candidates with specific needs, such as special educational needs or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment.

They are agreed when a candidate would be at a **substantial disadvantage** in comparison to someone who is not disabled. They should also reflect the student's normal way of working within the school.

Access arrangements are designed to support students with genuine need to access exams. They must not give students an unfair advantage over other students. They are governed by strict regulations which can be found here: <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

### **What access arrangements might be in place?**

Access arrangements will only be granted for students based on:

- Whether they have a substantial and long-term impairment which has an adverse effect
- It being their normal way of working

There are a range of access arrangements which can be implemented to enable students to equitably access exams. These might include:

- Extra time (up to 25%)
- Supervised rest breaks
- Use of reading technology
- Use of overlay
- Word processor
- Scribe
- Prompt

### **Additional guidance for accessing a reader:**

The SENCo must be satisfied that 'the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act); and there is a genuine need for the arrangement.

Typically, we would expect students accessing support with reading to have a standardised score of below 84 in assessment of reading (for example single word or comprehension).

### **Additional guidance for access a smaller room:**

The SENCo must make decisions regarding access to a smaller room based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect; and
- the candidate's normal way of working within the centre.

Please note that we do not accept GP letters as evidence of needing to sit an exam in a smaller room. As with all other access arrangements the requirement to sit an exam in a smaller room will usually be determined at the start of the course and the student in question will have a history of need.