

# **Assessments for candidates with disabilities and learning difficulties**

## **Access Arrangements and Reasonable Adjustments**

### **Salendine Nook High School Academy**

**All Year 7 pupils are assessed upon entry to the school, across subjects and for chronological skills of literacy and numeracy. The tests used are approved and age appropriate for pupils. The scores and reading ages gained provide accurate profiles for pupils and the year group together as a cohort.**

**There are some pupils who need additional support and parents will be contacted to advise the support we can offer to help in learning. This is joint work with parents, pupil and staff to plan the best way forward for positive learning and possible review point for targets set, in school and at home.**

**We aim to review all needs from Key Stage 2 and put in place support which reflects pupil profiles from the extensive testing pupils have done on entry. If a pupil has been supported by additional time or a reader in SATs, or other specialist outreach support in primary school, then we share this with staff so pupils can continue to be supported in the same way.**

**In Year 8-11 the Additional Needs Team, undertake retests with those pupils who have been offered additional interventions. These assessments are done with trained staff and scores are monitored by the SENCo, Head of Pupil Support and Senior Leader responsible for Intervention.**

**Pupils who have a history of need in exams will continue to be supported to gather evidence required by the Joint Council for Qualifications during Year 9 for applications to JCQ for formal exams access arrangements.**

**With Year 9 pupils the SENCo leads a programme of exam access arrangement screening, to review which pupils may need specialist provision during exams. Before this work begins parents are written to so they can respond and have any additional information sent to the SENCo. Parents are a vital part of this process and we aim to support parents as well as pupils. Any additional information must be written by a specialist assessor and the assessor's qualifications validated by the school. This must support the pupil's history of need and on-going provision from the secondary school phase. Evidence from primary will not be accepted by JCQ for high school based formal assessments.**

**If pupils are eligible for exams access arrangements, the SENCo makes the application on-line to JCQ. Parents are informed before applications of their child's scores from screening assessments and the pupil signs a consent form. This permits the SENCo to enter the pupil's details on-line, on their behalf.**

**Applications on-line must be submitted by the deadlines as shown in the table below. It is important to be aware that deadlines are set by JCQ and not by the school: only in extreme circumstances of illness or injury would an application be attempted by the SENCo.**

## Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications

Access arrangements may cover the entire course and for GCSE and GCE qualifications should be processed using *Access arrangements online* as early as possible.

**Arrangements must be processed and approved before an examination or assessment, no later than the published deadline as below.**

Month of examination	Access arrangement	Final deadline
November 2016	Modified papers	20 September 2016
November 2016	All other access arrangements	4 October 2016
January 2017†	Modified papers	4 October 2016
January 2017†	All other access arrangements	21 October 2016
May/June 2017	Modified papers	31 January 2017
May/June 2017 (GCSE/GCE examinations)	All other access arrangements	21 February 2017

†Where GCSE specifications are available in January 2017. (This does not apply to centres in England.)

†For those candidates who decide to re-sit GCSE units in June 2017, following the publication of January 2017 GCSE examination results, orders for modified papers must be received no later than 21 March 2017.

(For unites GCSE qualifications in Northern Ireland in March 2017 please see CCEA's website for information.)

N.B. Please note that candidates may not be able to have the modified papers requested, if orders are not received by the published deadline.

**Applications for access arrangements must be processed by the respective deadline. (There are no 'soft' deadlines.) This will allow centres to make provision for access arrangements from the perspective of timetabling, logistics, accommodation and staffing.**

**Only temporary applications on account of a temporary injury or impairment are permissible after the published deadline.**

Centres should refer to **Chapter 8, pages 89-93**, for more detailed information on how to use *Access arrangements online* and the JCQ website –

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>

Where a candidate has a temporary difficulty, for GCSE and GCE qualifications, centres must process the access arrangement using *Access arrangements online* (where required).

Appropriate evidence must be held on file to support the arrangement (where required).

Pupils with colour sensitivities, known as Irlen's Syndrome or visual tracking needs are encouraged to use coloured overlays and/or tinted glasses in their classes and exam situations. The correct colour should be identified by an optician and this information shared with the SENCo. To be as independent as possible in their learning, current pupils in school now use:

reading rulers

coloured overlays

tinted glasses

magnifying tools

specified font styles

highlighter pens to focus on key words

coloured 'Post-It' notes

Pupils should be including this equipment in their everyday learning to show it as "the normal way of working". This need should be supported by a letter from the optician identifying the colour, date of the assessment and the impact of the need on learning.