



Queen Elizabeth School

Scholarship & Care

Technical learning with local professional partners

QEStudio

Exam Access Arrangements

Information for Pupils & Parents

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Policies

The policies relating to internal and external exams are available via the school website.

Regulations

Access arrangements can only be awarded once we have evidence of a “history of need” over a considerable period of time, and appropriate medical or psychological evidence. We follow regulations set out by the Joint Council for Qualifications.

Where do AAs come from?

Access Arrangements (AAs) are based on information from a combination of sources:

- Individual Health Care Plans (iHCPs)
- Special Education Needs & Disability (SEND) information
- Pastoral issues e.g. bereavements or family illness

Teachers, Lessons & Assessments

Teachers can see pupils’ AAs on their trackers for each class.

For more detailed information they can also access Student Support Plans, Educational Health Care Plans, Special Education Provision information, and Individual Health Care Plans.

Teachers consider AAs when running internal assessments, tests etc. Where possible, they arrange for AAs to be available to pupils for these assessments, but this is not always possible. For example, it may not be possible to give extra time if that means that the assessment would run into the next lesson, or into break or lunchtime. Similarly, it may not be possible to provide a laptop for an internal assessment if the schools’ exam laptops are being used for external exams or assessments at the time. In these circumstances, teachers know to make appropriate allowances in their marking.

Losing AAs

If pupils do not use their AAs in exams, they may lose them for future exams as the exam boards require us to demonstrate that pupils use their AAs in mock exams and internal assessments.

Referring a Pupil

If you feel that your son/daughter has additional needs that are not reflected in their access arrangements, please refer them to one of:

- Mr Weston for SEND issues
- Mrs Chapman for health issues
- The pupil's Head of Year

The process of gathering evidence for an AA, and applying for permission from the exam boards, takes weeks or even months. To comply with rules for external exams, **Y10 to Y13 pupils** should be referred for assessment at the **start of their two-year course** of study, i.e. at the beginning of Y10 or Y12. Exam boards require us to demonstrate a "history of need" over this two-year period.

Pupils may need AAs as the result of a last-minute accident e.g. breaking an arm. We can do these applications in a very short space of time.

We assess pupils in every year group, so please refer **Y7 to Y9 pupils** as well, whenever an issue arises.

Evidence Over Time

Some AAs need evidence from a health care or medical professional and some need tests etc to be conducted by Learning Support or an external agency. Some AAs need to be applied for many months before the external exams to allow special papers to be prepared.

All applications take time, and cannot be left until just before an exam season. Exam boards are much more likely to reject applications that are made very close to an exam season.

Permission

To apply for AAs we need written permission from the pupil. To cater for last-minute accidents (e.g. broken arms) we ask all Y10 to Y13 pupils for permission to make applications on their behalf in advance.

Details of AAs

Bilingual Dictionary	Pupils for whom English is an additional language may be entitled to use a bilingual dictionary in exams. These are not the dictionaries you would use in a languages lesson. We have approved bilingual dictionaries for the languages required. Some pupils who are entitled to a bilingual dictionary may also be entitled to 10% extra time to use the dictionary.
Colour Naming	Pupils who are colour blind can ask the invigilator or teacher to identify colours in diagrams, photographs or charts. The invigilator or teacher may state the name of a colour when the pupil points to that colour. The invigilator or teacher may not make connections between colours in a diagram and a key, but may name the colours in both the diagram and the key.
Coloured Paper	Pupils may benefit from exams printed on non-white paper. In external exams we are not permitted to do this until just before the exam, which means that if there are any problems with photocopiers etc there may be a short delay before starting the exam.
Diabetes Equipment	Pupils who need equipment for diabetes (e.g. blood glucose meter, emergency sugary snack such as dextrose tablets or GlucoGel, and a long-acting snack e.g. banana or biscuit) should put these items in a named clear plastic bag, and give it to the invigilator at the start of an exam. If the pupil needs the equipment during the exam they then collect the bag from the front of the room. Pupils may also have a small supply of dextrose tablets in their pencil case at the exam desk, in a clear bag with no packaging materials. In internal assessments, teachers allow pupils the usual access to equipment for diabetes that would be allowed in a lesson.
Enlarged Paper	Pupils who are entitled to an enlarged paper will be given A3 versions of the exams. Pupils may choose to read the A3 version and write answers in an A4 version, or just use the A3 version.
Extra Time	The pupil is allowed 25% extra time in the exam, e.g. 75 minutes for a 60 minute exam. If a pupil does not want to use their extra time, they may choose to finish at the normal time. Otherwise they must remain until the end of the extra time.
Live Speaker	Pupils who have “persistent and significant difficulties in following speech at normal speed” are entitled to a live speaker e.g. for language listening examinations.

Overlay	Pupils who are entitled to a coloured overlay in exams are responsible for bringing their overlay to each exam or assessment. The invigilator or teacher may inspect the overlay before the assessment.
Prompter	A pupil who has been given an AA of a prompter may fixate on a single question in an assessment and be unable to move on to the next question. If the pupil seems to be stuck on one question, the invigilator or teacher may point to the next question. They will not speak to the pupil.
Reader	Pupils who are awarded a Reader for an exam should ask the invigilator, teacher or reader if they would like a question or their own answer to be read to them. Pupils may ask for all, or just parts of the question or answer to be read. Some exams do not permit the use of a reader, e.g. in the reading section of GCSE English Language.
Rest Breaks	Rest breaks may be given to a pupil for medical reasons. The pupil must tell the invigilator when they are starting a rest break, and when they are ready to re-start the exam. During that period the pupil may not have access to their script. In general, rest breaks are limited to 25% of the length of the exam unless agreed otherwise.
Scribe	Pupils who need a scribe (and who cannot word process the answers) will sit their exams and assessments in a separate room from other candidates, and with support from the Learning Support department. Pupils can ask the scribe to write answers for them. The pupil must dictate word-for-word exactly what they want to be written. Pupils will only be entitled to marks for grammar and punctuation (where relevant) if they dictate exactly what punctuation to use. Similarly, pupils can only be awarded marks for spelling (where relevant) if they dictate spelling for all words.
Weight	If a pupil has a broken non-writing arm (for example) and finds it difficult to steady their paper while working, we can provide a weight to hold the paper in one place.

Word Processing The schools have a set of laptops that are used in exams. When both internal and external exams are on at the same time, the external exams take priority. Pupils are logged on as Exams users, and not as themselves. They may choose to word process all their answers, or they may write some on the script, or they may choose to write all their answers. Word processing is not provided for Maths exams. We train pupils in the use of word processing for exams as there are some rules (such as not including tables) that they need to be aware of. Pupils sitting language exams are advised to learn keyboard shortcuts for accented letters. These shortcuts are included in the word processing training.