



Examination Access Arrangements Policy

The Jeanne d'Arc International School Examination Access Arrangements Policy explains the actions to take in order to ensure inclusion for all students with learning needs, including those with formally diagnosed Special Educational Needs and Disabilities (SEND), during examinations.

The policy is part of our teaching and learning philosophy whereby we attempt to give every student the opportunity to fulfil their potential.

This policy was written in June 2024. It will be reviewed every year in order to ensure that it is in accordance with the current edition of the Joint Council for Qualifications publication Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.



Definitions

The definition of Access Arrangements

Examination Access Arrangements are applied for from the awarding bodies prior to a formal examination series (Cambridge Checkpoint exams, IGCSE or A Levels) They remove the disadvantages to a pupil sitting an examination caused by learning, physical, sensory, medical, or psychological difficulties. The access arrangements do not create any unfair advantage or compromise the integrity of an assessment.

These arrangements should reflect a pupil's normal way of working within the school.

Access arrangements are the foremost way in which awarding bodies conform to the duty stated in the Equality Act of 2010 to make 'reasonable adjustments'. Jeanne d'Arc International School should still follow the Equality Act as we are a BSO school entering students for British examination series.

Access Arrangements include, but are not limited to:

- A scribe - a trained adult who writes for the student. The student dictates their answers. The scribe writes exactly what they say.
- A reader - a trained adult who reads the questions and any relevant text for the student. The student then writes the answers themselves.
- ICT - access to a computer for an exam, if appropriate. Often a computer is not for subjects such as Maths so the student would possibly use a word process for their answers. Spelling and grammar checks should be disabled and a special exam account should be used with no internet access.
- Extra time - students may be entitled to an allowance of 25% if there is evidence of need.
- Supervised rest breaks where students are permitted to stop for short breaks during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- A prompter - a trained adult can prompt a student with a few permitted phrases in order to refocus or move the student on to the next question or indicate how much time is left.

The definition of Reasonable Adjustments

The Equality Act 2010 requires the awarding body to make reasonable adjustments where a disabled person would be at a substantial disadvantage when taking an examination.

A reasonable adjustment for a particular student may be unique to that student and might not be included in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- The needs of the disabled candidate
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates



An adjustment will not be approved if it:

- Involves unreasonable costs to the awarding body
- Involves unreasonable timeframes
- It affects the security and integrity of the assessment

This is because the adjustment is judged not reasonable.

There is no duty on the awarding bodies to make any adjustment to the assessment objectives being tested in any examination.

The definition of special considerations

A special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination. Special considerations are given at the discretion of the examining body.

The need for access arrangements are usually recommended by:

- Parental referral
 - Subject teacher referral
 - Information from previous schools
 - Evidence from learning needs in school
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Roles and responsibilities

The head of school and senior leaders

- The head of Jeanne d'Arc International School and senior leaders should be familiar with the entire contents of the latest Joint Council for Qualifications publication 'Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.'
- The head of the school should make certain that the examinations officer has sufficient time to meet with parents, teaching staff and possibly psychologists.
- The head of the school should also make sure that the examinations officer has enough time to prepare and submit applications for access arrangements.

Parents

- Parents are responsible for bringing the school's attention to any concerns they may have about their child's learning abilities and any problems at previous schools.
- Parents must meet with senior staff and the examination officer in order to discuss the access arrangements being applied for.
- Parents are responsible for ensuring their child meets with a recognised child psychologist and also having any reports translated into English.
- Parents are responsible for the cost of appointments with a child psychologist and also the cost of translating documents.

Teaching staff



- All teaching staff are responsible for bringing to the attention of the senior leaders and the examinations officer any students they believe have special educational needs or learning difficulties. This knowledge will assist in assessing which students would benefit from access arrangements.
- Teachers, once they are given access to the list of students with agreed access arrangements, are asked to give learning support two weeks before the examinations.
- Access to ICT can be given and practice given.
- Students who have access to a reader or scribe are shown how to work with them appropriately in exam situations. It is explained to students what they can and can't do with the reader or scribe during the exam, and how much support the adult is allowed to give.
- Students with extra time are given sessions with a teacher on how to use the additional time allowance effectively.
- Students are then able to apply the techniques and strategies given to them in internal exams and assessments.

Examinations Officer

- The examination officer must have a good working knowledge of the latest Joint Council for Qualifications publication 'Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.'
- The examination officer, supported by the teaching staff and the senior leadership, must take the lead on the access arrangements in the school.
- Teaching staff and senior leadership must support the examinations officer in the implementation of any access arrangements.
- The examination officer will hold meetings with the teaching staff to identify any examination candidates who might require access arrangements. These meetings will take place at the end of the school year prior to an examination year.
- Once students are identified as needing access arrangements the examinations officer will meet individually with the parents and the students concerned in order to explain the process and their part in the process. Access arrangement agreements with the awarding bodies generally last for 26 months so these meetings will take place at the beginning of Stages 6, 9, 10 and 12. If a student is awarded access arrangements in Stage 10 these must be reapplied for in Stage 12.
- The examination officer will complete the necessary Form 8 and then forward it to the awarding body.
- The examination officer must meet the deadline imposed by the awarding bodies for when exam access arrangements can be applied for which is 21st March 2024.
- Applications for modified papers must be made before the deadline imposed by the awarding bodies and laid out in the annual JCQ Regulations document. This deadline is usually 31st January.
- The examination officer must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service.



Clinical psychologist

- The clinical child psychologist selected by the parents of a student requiring access arrangements must work in conjunction with the examination officer in order that they have the necessary information concerning the student and also that they understand which evidence will be required by the awarding body.
- Meetings with the psychologist can be either in person or a virtual online meeting.

This policy links to the following policies and procedures:



- The JCQ publication Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments
- The Equality Act 2010