

Access Arrangements

Information Evening

Access Arrangements

Access arrangements are agreed before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment

Purpose

- Access arrangements are not there to give students an unfair advantage, but to give all students a level playing field in which to demonstrate their skills, knowledge and understanding.
- To reflect the student's normal way of working.

'Normal Way of Working'

The arrangement(s) put in place must reflect the support given to your child in school, e.g.

- in the classroom
- working in small groups
- literacy support lessons
- literacy intervention strategies
- in internal school tests/examinations
- mock examinations

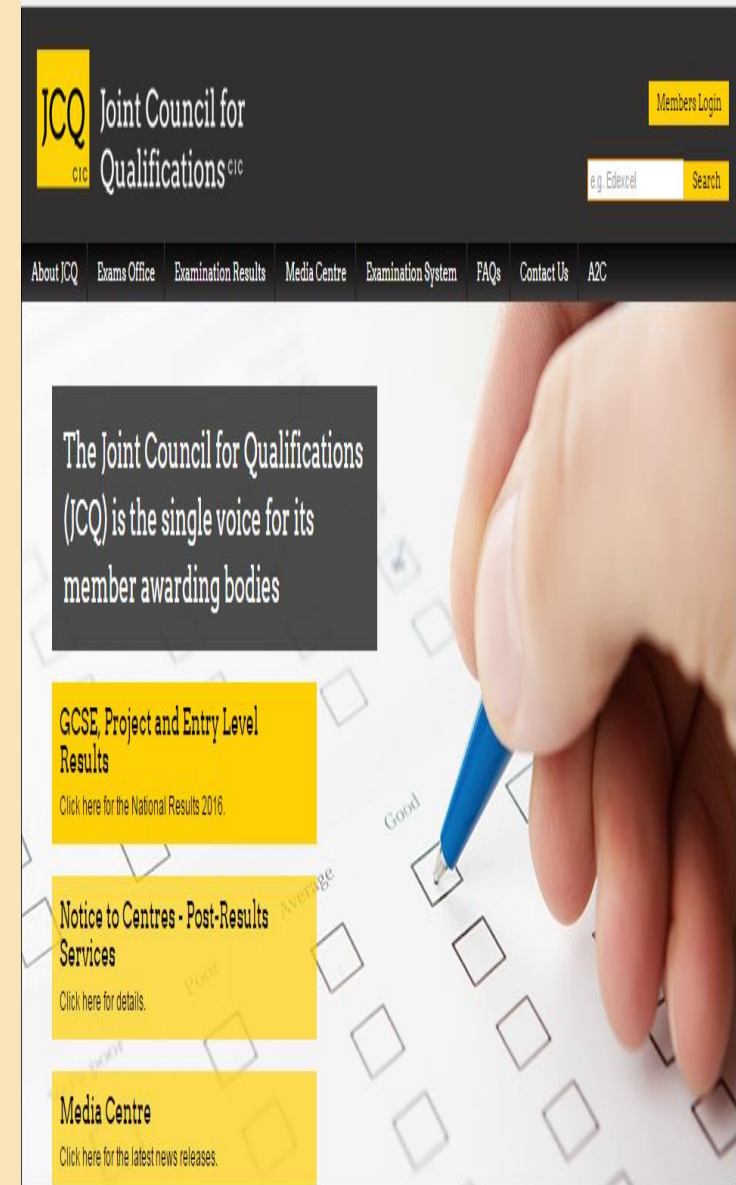
Permission

- **Schools have to apply for permission for students to have access arrangements.**
- **Applications are made online to JCQ.**
- **Applications need to be made in time for deadlines, which are up to three months before the exam.**

Who are JCQ?

The Joint Council for Qualifications, is a council acting as a single voice for the six largest qualification providers in the UK offering GCSE and GCE qualifications.

The JCQ closely monitors examination administration, invigilation of exams at individual schools and activities of exams officers.



The screenshot shows the homepage of the Joint Council for Qualifications (JCQ). The header features the JCQ logo and the text "Joint Council for Qualifications" with a "Members Login" button. A search bar is located in the top right corner. Below the header is a navigation menu with links for "About JCQ", "Exams Office", "Examination Results", "Media Centre", "Examination System", "FAQs", "Contact Us", and "AZC". The main content area includes a large image of a hand writing on a document with checkboxes. Overlaid on this image is a dark grey box with the text: "The Joint Council for Qualifications (JCQ) is the single voice for its member awarding bodies". Below this are three yellow boxes with links: "GCSE, Project and Entry Level Results" (with a sub-link "Click here for the National Results 2016."), "Notice to Centres - Post-Results Services" (with a sub-link "Click here for details."), and "Media Centre" (with a sub-link "Click here for the latest news releases.>").

Types of Access Arrangements

- **Extra Time**
- **Reader or Computer Reader**
 - **Read Aloud**
- **Examination Reading Pen**
 - **Word Processor**
 - **Scribe**
 - **Practical Assistant**
- **Braille or Enlarged Papers**
 - **Supervised Rest Breaks**

Reader

- **A reader is a responsible adult who reads the questions to a student.**
- **This may involve reading the whole paper or the student may request only some words to be read.**
- **A reader or computer reader will not be allowed in sections of papers testing reading such as reading the extract for English Language.**
- **Other students must not be able to overhear the reader as this would distract them from the exam.**
- **If several students require only occasional reading assistance, they may be accommodated as a separate group with a reader and an invigilator.**

A reader must...

- read accurately and at a reasonable rate
- only read the instructions of the question paper(s) and questions and must not explain or clarify
- repeat instructions given on the question paper only when specifically requested to do so by the student
- abide by the regulations.

A reader must not...

- advise the student regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered
- decode symbols and unit abbreviations (e.g. if the symbol $>$ is printed, it should not be read as 'greater than' but simply pointed to by the reader).

A reader may...

- read back, when requested, what has been written in the answer.
- if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given."

Exam Reader Pen

An Exam Reader Pen can read single words or lines of information to you. It may increase the independence of students who needed a reader for accuracy rather than comprehension.

An examination reading pen may be used in papers (or sections of papers) testing reading.



25% Extra Time

25% extra time will be added on to the end of an exam or assessments, which will be calculated for students.

Example History - 2 hours

With extra time 2 hours 30
mins (**150 minutes**)

Word Processor

- **Word processors are used as a type-writer and not as a database and any other facility**
- Word processors have been cleared of any previously stored information
- **An invigilator will provide candidates with a memory stick, which has been cleared of any previously stored data**
- Word processors will be in good working order at the time of the exam
- Word processed scripts are attached to any answer booklet which contains the candidates answers
- **Word processors are not connected to an internet or any other means of communication**
- You will not be given access to other applications such as a calculator, spread sheets etc., when using a word processor
- **Predictive text software or an automatic spelling and grammar check is disabled unless you have been allowed a scribe or are using voice recognition technology**

Scribe

- A scribe is a responsible adult who in an examination writes down or word processes a student's dictated answers to the questions.
- A scribe will not be allowed in subjects testing writing, such as MFL writing papers, unless the student can dictate foreign words letter by letter.
- A scribe will not be allowed if a student's literacy difficulties are primarily caused by English, Irish or Welsh not being their first language.
- Scribes should only be requested for students who cannot produce written communication by any other means, e.g. by word processor.

A scribe must...

- **write down or word process accurately what the student has said, except in an examination requiring word processing, in which case a scribe will not be permitted.**
- **write or word process a correction if requested to do so by the student.**
- **immediately refer any problems in communication during the examination to the invigilator.**
- **draw or add to maps, diagrams and graphs strictly in accordance with the student's instructions (except for Design papers).**

A scribe must not...

- give factual help to the student or indicate when the answer is complete.
- advise the student on which questions to do, when to move on to the next question, or on the order in which questions should be answered.

A scribe may...

- at the student's request, read back what has been recorded.

Prompter

- **A prompter is a responsible adult who may sit beside the student in order to keep his or her attention on the task in hand.**
- **A prompter is not a reader, a scribe or a practical assistant, but the same person may act as such, as long as permission has been given for any or all of these arrangements.**
- **The invigilator may act as a prompter. If the prompter is acting as a reader or scribe, different invigilation arrangements will apply.**

A prompter must not...

- advise the student regarding which questions to do, or on the order in which questions should be answered.
- give factual help or offer any suggestions or communicate in any other way than those listed below.

A prompt may...

- may use the following prompts whether vocally or written on a flash card:
‘focus on the question’; ‘move onto the next question’; ‘there are X minutes left.’
- tap on the desk or on the student’s arm, depending on what is normal practice, in order to remind the student that he or she must pay attention to the question.
- use the student’s name as an appropriate prompt during the examination.

Supervised Rest Breaks

Rest breaks take place in the exam room.

Rest breaks can take place outside of the exam room if supervised.

Pupils and invigilators should not discuss the content of the exam during a rest break

We will add the time taken during a rest break to the end of the exam

Teaching Assistants Role

I am a different person in exams

- I can only help in certain ways
- I can't give you clues like I do in lessons
- I can't give you examples like I do in lessons
- I can't tell you if your answers are right or wrong
- I can't check your work to see if you have understood

Student's new role

You are a different person in exams

- You can't walk around or go to the toilet
- You can't use the computer to check things
- You have to leave your bag outside
- You can only take what you need for the exam (such as a pen or pencil)
- No books or mobile phones
- You must be quiet and put your hand up if you need help
- You might need to stay until everyone has finished

How can parents help at home?

- Encourage your child to read anything, fiction and non-fiction
- Read their work and homework with them and look for any common mistakes
- Encourage them to proof read their work
- Look for any subject specific technology – ask them to explain and spell these words

Parents can help reinforce minimum expectations

- Spell simple words and common homophones correctly
- Use full stops and capital letters correctly
- Paragraph correctly
- Present work with pride and neat handwriting
- Proof read their work

Offer Support & Encouragement

- Encouraging them to eat well
- Encouraging them to sleep well
- Encouraging them to drink water every day
- Help them to identify what is actually causing the stress (and seek support where necessary)
- Acknowledge difficult times but remind them that they can cope
- Encourage them to work to a weekly timetable or plan around managing out of school time
- Encourage them to schedule breaks – resting, walking, listening to music

Q & A