

Access Arrangements.

In Year 10, students can be assessed to formally confirm their eligibility for Access Arrangements by a qualified access arrangement assessor. In order for the Access Arrangements to remain in place, JCQ the overarching body in charge of examinations, state that the access arrangements given need to be your child's normal way of working.

JCQ guidelines are very precise and require schools to monitor the use of Access Arrangements in the run-up to formal examinations, through end of term or year examinations, or mock examinations in Years 10 and 11. Schools must keep records of the use of Access Arrangements. Students are encouraged, by all their teachers, to use their Access Arrangements, at all times, through the supportive term, 'Use it or lose it!' to evidence their 'normal way of working' and have sufficient supporting evidence for JCQ applications and Inspectors.

Access Arrangements include:

Scribe	Where there is a physical disability where their writing <ul style="list-style-type: none"> ● Is illegible and may hamper their ability to be understood ● speed is too slow to be able to complete the exam in the allotted time
Reader	Where there is a standardised score of below 85 in a test delivered by a qualified assessor (100 is the average).
Word Processor	Where there is a physical disability their writing would be <ul style="list-style-type: none"> ● illegible and may hamper their ability to be understood ● speed is too slow to be able to complete the exam in the allotted time
Extra Time	Where a student's ability to process information is slower than average.
Rest Breaks	Where a student has a physical disability, which prevents them from concentrating for long periods of time. This is now the recommended option from the exam boards before considering extra time.
Prompter	For a student who loses concentration/focus and is not aware of time.
Separate Room	For a student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room. Medical evidence and history of need to be evidenced in the form of an external professional/medical note explaining how the medical condition is disabling within the means of the Equality Act 2010 and why without the arrangements be at a substantial disadvantage.

Within all schools, the SENCO has overall responsibility for access arrangements.

At Cottenham Village College we allow Access Arrangements from Year 7 onwards as explained below.

CVC AA Procedures

Yr6 – Liaise with Primary through the Transition process to see what Access Arrangements were used in SATs and within the classroom environment for test. This starts our evidence gathering.

Yr7 – Start using the same Access Arrangements as in Yr6 and add any that are felt to be needed following initial assessment and teacher/TA observation in the classroom. Evidence will be collated from all tests/exams.

Yr8 & 9 – Further evidence will be collected as to Access Arrangements used within the classroom & during tests/exams. All access arrangements are still fluid at this point.

Yr10 & 11 - Our proposed timeline is below.

Yr10	September	Lucid (Online Screener) Screening	
	October		
	November	Testing by a Level 7 Qualified Assessor	
	December		
	January	Students to sign documentation Assembly on how to use Access Arrangements Letter home to confirm results of testing	Collation of evidence of Normal Way of Working

Yr11	February			
	March			
	April			
	May			
	June	Send JCQ Collation Doc to Teacher (1)		
	July			
	September			
	October			
	November	Yr11 Mocks Send JCQ Collation Doc to Teacher (2)		
	December	Review Normal Way of Working		
	January	Letter home confirming AAs		
	February	Yr11 Mocks Send JCQ Collation Doc to Teacher (3)		
	March	Review Normal Way of Working		
	April	Letter home confirming AAs		
	May	Exam Season		
	June			