

## Statement regarding Examination Access Arrangements - The Chalfonts Community College 2017

Examination Access Arrangements (EAA) are the principle way in which awarding bodies comply with the duty stated under the Equality Act 2010. Schools are required to make 'reasonable adjustments' where assessment arrangements would put a candidate with a learning difficulty or disability at a substantial disadvantage, in comparison with a candidate who does not require special educational provision to be made for them.

During Year 7 and 8 exams EAA are put in place to support students at the discretion of the Learning Support staff and teaching staff. During this time the use of additional support in tests and examinations is monitored to provide the required evidence for possible later use in public examinations. A student's normal way of working within lessons is also monitored.

In addition to the evidence gathered in Year 7 and 8, the Year 9 cohort is screened using the Lucid Exact tests for anomalies which could put a student at a disadvantage in tests and exams compared to other candidates. If required, based on this screening data, the student is assessed by a school based specialist assessor using an appropriate up to date nationally standardised test. Appropriate EAA may then be considered and the use of such additional support will be monitored in line with the Joint Council for Qualifications (JCQ) recommendations to provide further evidence for possible use of EAA for future public examinations.

Examination support is provided for learners with individual learning needs in internal school examinations, end of key stage examinations, GCSE's and A Levels , in accordance with the latest examination board guidelines. These guidelines can be found on the JCQ website - "Adjustment for candidates with disabilities and learning difficulties". The guidelines are updated each year.

JCQ rules stipulate that evidence be kept that the candidate should have substantial and long term impairment that impacts on their ability to perform in exams. Schools are required to provide evidence that candidates have persistent and significant long term difficulties for EAA to be granted. Teachers play a key role in providing appropriate evidence and evidence of a candidate's normal way of working within their lesson. If a student does not

make use of the EAA that has been offered then the JCQ rules outline that the EAA should no longer be made available to the student and will be removed. The Learning Support Department therefore work in close collaboration with subject teachers and students to ensure that appropriate EAA are put in place to support a student's needs.

A detailed history of need or what may be referred to as 'paint a picture of need', is required by the exam boards when the College makes an application for EAA to be considered for a student for use in public examinations.

Once all the evidence has been gathered the College applies to JCQ for EAA for a student. Notification of formal EAA is usually sent out with the statement of entries prior to public examinations.

With the screening systems in place the College makes every effort to ensure that a student receives appropriate EAA to meet their needs. Occasionally parents commission private specialist reports but it is important to remember that the private report in itself does not guarantee that EAA will be supported. The College still needs to provide a history of need and an outline of the students substantial and long term impairment still needs to be provided. The College also needs to provide evidence that it is the candidate's normal way of working within lessons and examinations. The JCQ guidelines suggest that a private (independent) commissioned assessor must contact the school and ask for evidence of the candidate's normal way of working and relevant background information prior to any assessments being undertaken for EAA. The private assessor is required to complete what is referred to as Section C of Form 8 before EAA can be considered.

The Chalfonts Community College Learning Support Department has several members of the team that hold the specialist assessors qualification.

Sharon Clark, Lead LSA. OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties.

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More general information regarding a student's Special Educational needs can be discussed by contacting the Acting SENCO Faith Pickering [faithpickering@chalfonts.org](mailto:faithpickering@chalfonts.org)

Special considerations required for temporary illness, or injury or other indisposition at the time of examinations such as family bereavements should be discussed directly with the school examinations office by contacting Maxine Edmond [maxineedmond@chalfonts.org](mailto:maxineedmond@chalfonts.org)