

What are they?  
Who gets them?  
How do we do it?

# Examination access arrangements

A guide for candidates and parents

# Definitions

The awarding of Access Arrangements is governed by strict regulations as set out by the **JCQ (Joint Council for Qualifications)**, see <http://www.jcq.org.uk/examination-system/access-arrangementsand-special-consideration> for more information)

**Access arrangements are agreed before an assessment.** They allow candidates with **specific needs**, such as special educational needs or disabilities\* to access the assessment and show what they know and can do *without changing the demands of the assessment*. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the **Equality Act 2010** to make 'reasonable adjustments'.

\* (or indeed temporary conditions or injuries)

# Rationale

There are a number of arrangements we can apply for in order to help students with exams

- if they have an identified need,
- if it is their normal way of working in the classroom or internal school tests
- and if we can provide evidence of that

# A substantial impairment

The evidence of need will vary depending on the disability and the access arrangement(s) being applied for.

There are a number of arrangements that have a higher threshold and we must show a substantial impairment. For example:

- Extra time
- Read or computer reader
- Scribe or voice recognition software

# Long term

We must show that the needs are persistent and have existed for at least 12 months.

Most candidates will have their access arrangements in their **Personalised Learning Profile (PLP)**.

Information gathering – childhood learning history		CONFIDENTIAL
<b>Student/parents questionnaire</b>		
Name _____		
<b>Background health history</b> Please tick which of the following you have experienced:		
Ear infections	Speech/language difficulties	
Vision difficulties	Allergies/asthma	
Clumsy/co-ordination difficulties	Missed developmental milestones	
Do any of your family experience similar difficulties? Have any relative have a <b>diagnosis</b> of additional needs or specific learning difficulties (dyslexia, dyspraxia, ASD, ADHD <b>etc</b> )?		
Other comments on health and childhood:		
<b>Primary school</b> Are any of the following relevant to your experience of primary school?		
Difficulties learning to read, spelling, writing	Received extra help	
Is English your first/home language?	Disruptions/missed school	
Difficulties/delays in learning to tell the time, tie shoelaces, catch a ball, ride a bike:		
Other comments on primary school experience:		

Information gathering – childhood learning history		CONFIDENTIAL
<b>Secondary school/sixth form</b> Are any of the following relevant to your experience of secondary school?		
Difficulties recognised by subject teachers	Received extra help – in-class or intervention	
Received extra time in exams	Disruptions/missed school	
Teacher concerns or comments:		
Other comments on secondary school experience:		
What are your educational aims?		
What do you think are your difficulties?		
<b>Language/listening</b>		
Difficulty listening	Difficulty concentrating with background noise	
Word /finding retrieval difficulties when speaking	Difficulties listening and taking notes at the same time	
Word pronunciation difficulties	Difficulties telling the difference between sounds	
Comments:		

# Procedure

1. Students trial access arrangements – we will gather **normal way of working** from their teachers, exams, tests. This can start as soon as their needs are identified, even at primary school.
2. We will also ask subject teachers for their opinions and advice, as well as **evidence of need** from the classroom (copies of past exam papers, and other written work for example).
3. (No earlier than Year 9 but usually in Year 10) one of the school's Specialist Assessors will carry out standardised assessments with the student. We will produce an assessment summary report which will include the results of a range of assessments and tests. **This will take approximately 2 lessons, but sometimes longer.**

STUDENT RECORD SHEET – ACCESS ARRANGEMENTS									
Candidate		[REDACTED]		[REDACTED]		[REDACTED]		25/08/2002	
Dates of assessment		5/10/2018		16y 1m		Candidate number		7163	
Previous assessment		Report by who?		C.1 Reading skills		C.2 Reading comprehension		Screening tests?	
Y/N		EP		Test: Lucid EXACT		Date of admin		5/10/18	
When? V4 at The Crescent		SplD1		Dyslexia		Test: 24y		SS	
Screening tests?		Score		Test: Lucid EXACT		Date of admin		5/10/18	
Name of test		Score		Test: 24y		SS		86	
Reading speed		Score		Test: Lucid EXACT		Date of admin		5/10/18	
Previous AA trialled? 25% ET		Previous school AA?		Test: 24y		SS		89	
Reading comprehension speed		Score		Test: WAT2-t		Date of admin		12/10/2018	
1. 25% extra time		2. Word processing in some subjects		3. Small group separate [initials]		C.3 Writing skills - spelling		C.4 Writing speed	
Pupil comments		Fairly good on the actual writing, it's more used for the thinking and reading		Normal way of working? 25% ET, word processing		Free writing		Date of admin	
C.1 Working memory		Date of admin		5/10/18		C.2 Processing speed		Date of admin	
Test: 24y		SS		10000 Exact handwriting speed - 79		10000 Exact typing speed - 75		12/10/2018	
C.3 Phonological processing		Date of admin		5/12/17		C.4 Writing speed		Date of admin	
Test: 24y		SS		86		89		23	
Notes		Extra time since Year 7 and at primary school. Dr Gill Watkins (psychologist) overview in early Y7. Started to use own device in Year 9. Fred has some anxiety about being in large groups, large spaces such as sports hall. Permissions given to sit at the side during assembly etc. Image of need to exit, he is fine in the computer rooms because they are smaller. For any subjects not processed, I will request separate invigilation in a small group.							



# Procedure continued

If the access arrangement is for medical or physical reasons or mental health difficulties, written confirmation is required. If so, we will ask you to provide that.

- Hospital or clinic consultant's letter (not GP)
- Letter from specialist service such as CAMHS

# What we *don't* need

At Princethorpe College, we do not need a full Educational Psychologist diagnostic assessment (a new report or a re-assessment). *This may be different at other schools.* Any previous reports are taken into consideration. Advice from a psychologist or specialist teacher report (eg from the BDA) is taken note of.

# What we *don't* do

**Our assessments in school are not diagnostic.** We write an access arrangements assessment report, not a full diagnostic one.

It is not necessary for a candidate to have a labelled difficulty (such as 'dyslexia' or 'dysgraphia')

*For a full assessment, we can advise on an Educational Psychologist.*

# What access arrangements might be necessary?

These are not exhaustive, but these are the ones most commonly granted for GCSE/ A Level at our school.

# Separate invigilation



Some students will need to sit their exams in a different room than the sports hall. This may be because of **mental health difficulties, attention needs or a medical condition.**

**Separate invigilation can be individual – a room alone with the invigilator. It can be a shared smaller room.**

This will be decided on a case by case basis, based on the evidence that we have (including medical evidence where relevant).



# Supervised rest breaks

Rest breaks are awarded where there is a need for students to stop during an exam to take a break - for various factors that may be medical, physical or emotional/psychological reasons.

The candidate needs to put their hand up and let the invigilator know that they need a break. The exam is paused and the re-started when the student is ready to begin again. **No exam time is lost.** If the candidate needs to leave the room, they are supervised at all times.

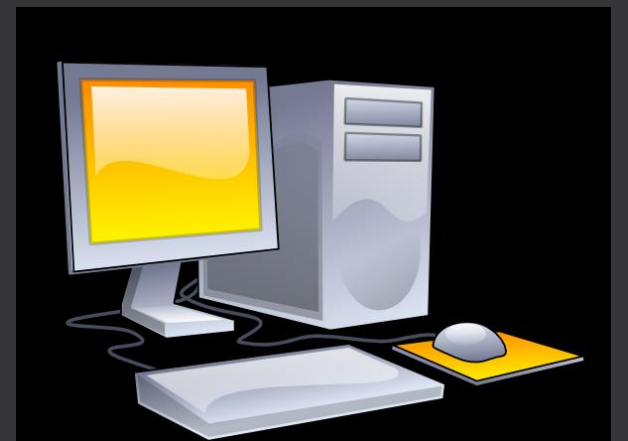
This is trialled in advance in school exams and mocks in order to plan for the final exam papers.

# Use of a word processor

Word processor is awarded if it is the student's normal way of working and if it significantly improves the quality of language written down.

Due to a learning difficulty, a medical condition, a physical or sensory impairment, writing organisation difficulties or illegible handwriting. Use of a laptop will already be their **normal way of working**.

They will take the exam in a computer room on a school PC. Spelling and grammar check will be turned off.



# A prompter

A candidate may be assisted by a prompter who can keep the candidate focused on the need to answer a question and then move on to answering the next question.

Will trial this in school examinations. Usually due to identified attention difficulties.

Candidates with a prompter are generally grouped in a small room so that the invigilator will need to help just a few young people.



# Coloured overlay

If a candidate has indentified visual stress when reading.

**Normal way of working.**

The Exams Officer keeps a spare backup overlay in the correct colour (in case they forget it on the day)



# Coloured paper and/or enlarged font

If a candidate has indentified visual stress when reading.

**Normal way of working.**

We print the exam paper onto the correct colour on the day of the exam.

For modified papers, we must order in advance.

- **A4 modified 18 point bold**
- **A3 modified 24 point bold**
- **A4 modified 24 point bold**
- **A3 modified 36 point bold**

## SECTION D – Biological Psychology

### CRIMINAL BEHAVIOUR

17 Some psychologists suggest that one facial feature associated with criminals is a low forehead.

Give TWO OTHER facial features which have been associated with criminals.

1 \_\_\_\_\_

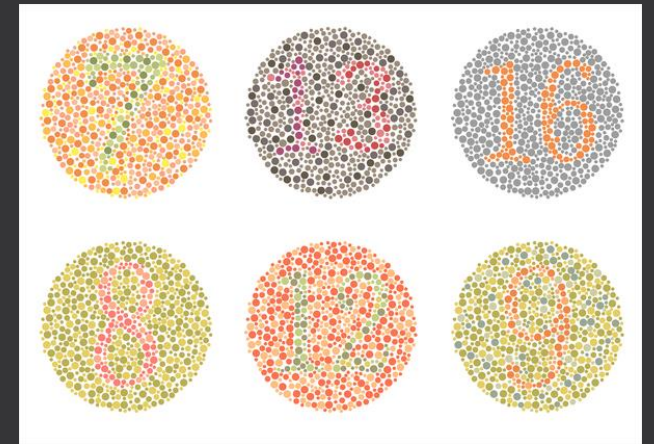
2 \_\_\_\_\_ [2]

18 Explain ONE difficulty of measuring crime.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [3]

# Colour naming

If a candidate has indentified colour processing difficulty (colour blindness) and the exam papers have coloured elements.



# Read out loud



Some students may benefit from being able to read the questions out loud and hear their own voice, working out etc.

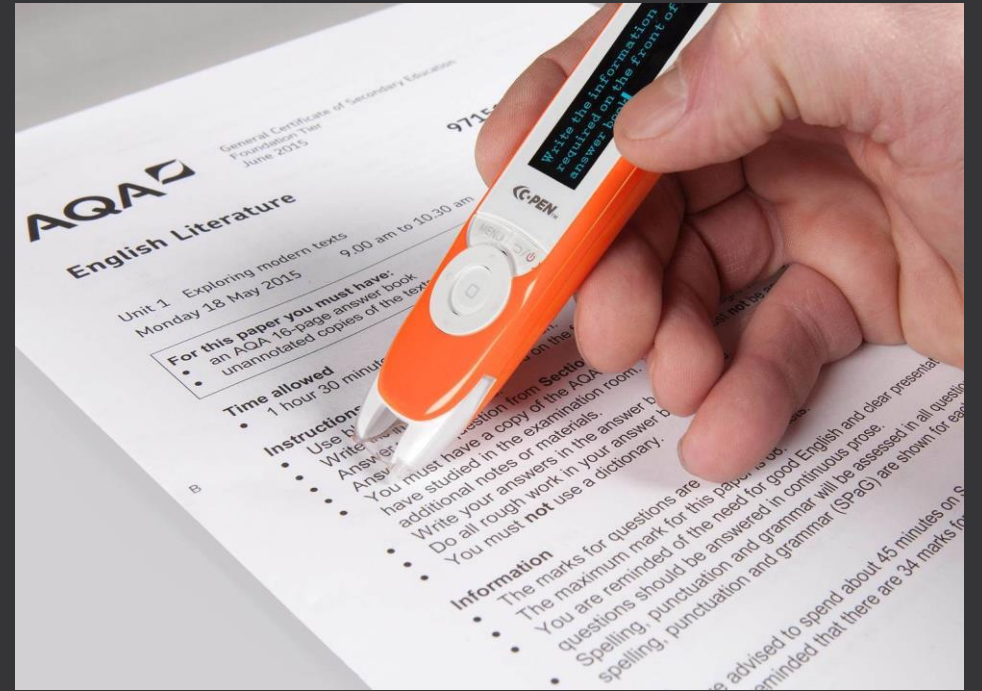
They will be invigilated in a room on their own, and this will have been their normal way of working in the classroom, in internal exams.

Usually due to a difficulty with processing language – such as a **Specific Learning Difficulty including dyslexia**.

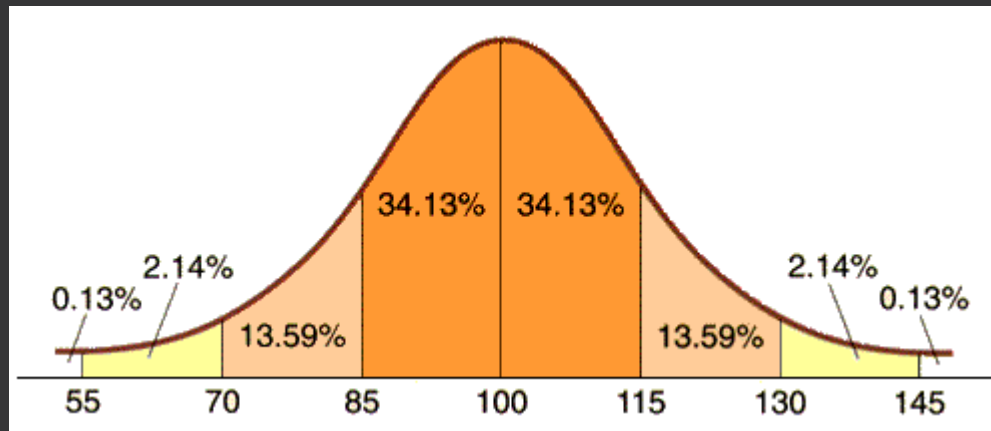
# Exam pen

Can be used by those who don't qualify for a reader. Benefits pupils who may want to check occasional words and phrases.

A permitted examination reading pen will not have an in-built dictionary or thesaurus, or a data storage facility.



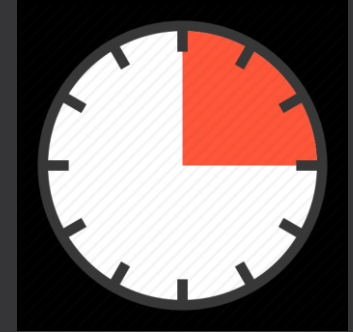
# Arrangements that are only available to certain candidates



Significant difficulty = below average on current assessment – 1 standard deviation.

Students with below average scores in a particular area.

# Extra time



In almost all cases, 25% additional time added at the end.

Students are awarded 25% extra time (ET) if they need longer **to process information and/or longer to read and/or write.**

We have to provide evidence that the student has needed extra time to complete written work and exams and that it is their normal way of working.

*In exceptional circumstances we can apply for extra time of more than 25% extra time. This is highly unusual and we will have to gather evidence of very substantial impairment in **two different tests** of the assessment, in addition to **a compelling and substantial picture of need.***

# Reader (or computer reader)

Students awarded **a reader** will take their exams in a separate room with an invigilator. The reader will read out loud all the exam text and questions. The candidate can also ask the invigilator to re-read single words, sentences, labels on diagrams etc as well as their own written answers.

Readers may not re-word or elaborate questions in any way.

To increase student independence we encourage students to use **a computer reader**. This is a piece of software which reads text to the student in an exam. They can highlight the text as many times as they like and listen to it through headphones. We strongly encourage the use of a computer reader, *as it can be used in exam papers that test reading*. A human reader cannot.

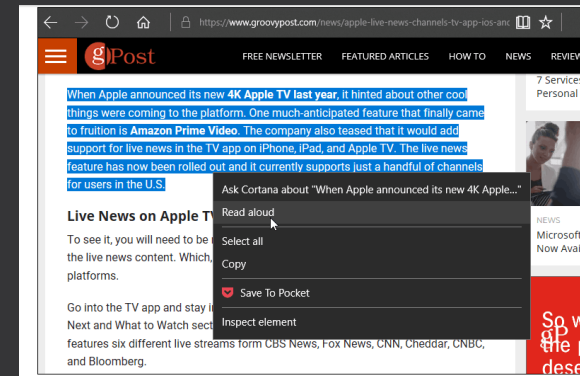
*(A computer reader and a reader do not interpret text in the same way. A reader can add a layer of vocal interpretation (nuance and meaning). This could affect a candidate's response and therefore compromise the reliability of the qualification. A computer reader is an acceptable arrangement since it allows the candidate to independently meet the requirements of the reading standards. )*

# Reading software

Lots of advice on BDA website



Immersive Reader in Office 365



Free extensions for Chrome – such as Read Aloud or ClaroRead



# Reading software

ScienceDirect

Outline  
Abstract  
Keywords  
References

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Procedia - Social and Behavioral Sciences  
Volume 33, 2012, Pages 637-641  
open access

Anxiety-related attention biases in preschoolers: an investigation using the pictorial dot-probe task

Georgiana Susa\*, Irina Piticã\*, Oana Benga\*, Mircea Miclea\*

<https://doi.org/10.1016/j.sbspro.2012.01.199>  
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Abstract

The present study examined in preschool aged children the effects of threat-related attention biases on anxiety symptoms. In addition, we also measured reactive and regulative temperamental traits, given that it is believed that these temperamental traits might be related to both attention biases and anxiety symptoms. Results showed that attention biases were associated with higher levels of anxiety symptoms. Furthermore, a marginally significant interactive effect of attention biases towards happy faces and inhibitory control on anxiety symptoms was found. These data are some of the first providing support for the presence of anxiety-related attention biases early in the development.

Keywords

Previous article in issue Next article in issue

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Romanian screening instrument for dyscalculia  
Procedia - Social and Behavioral Sciences, Volume 33, ...  
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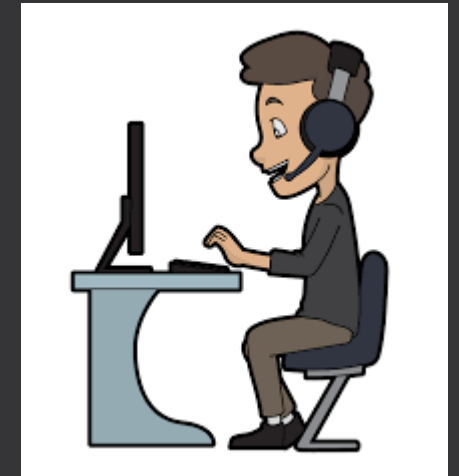
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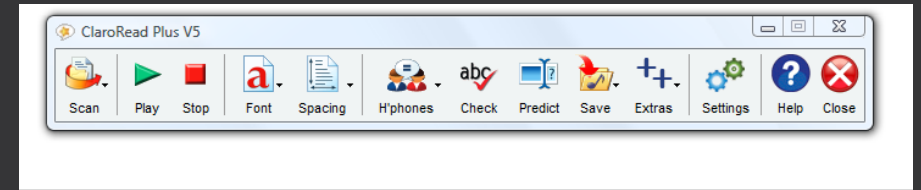
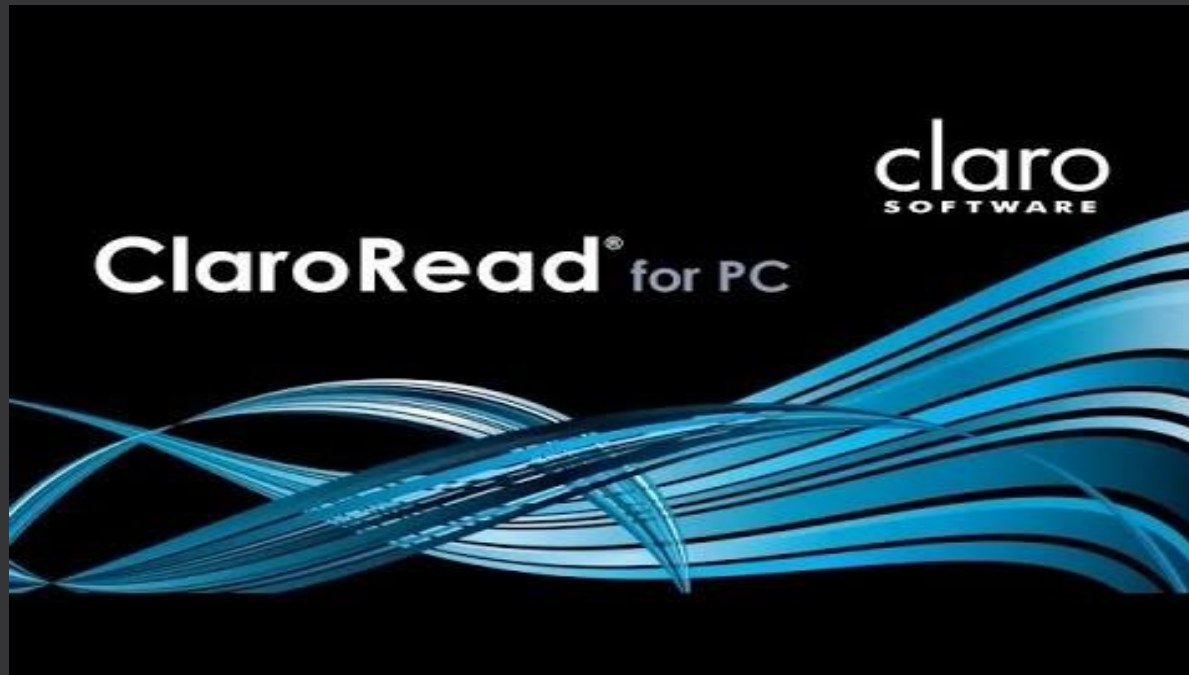
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# Reading software

We use Claro SE on our school computers, because it is **approved for use in examinations**. Candidates will have a pdf of the exam paper on a computer and headphones. They can listen to the questions (and any text) as many times as they need to. They can either word process their answers or write on a paper version of the exam.

# A scribe or voice recognition software



The invigilator acts as a scribe and writes down (or may type) the dictated answers to the questions under direction of the candidate. They write exactly what the candidate says.

Usually for pupils who have very poor spelling or writing skills, compared with strong verbal responses. Must be normal way of working and they will practice with a scribe in internal exams and regularly leading up to final papers.

The student will not have access to the marks awarded for spelling. *They can choose to dictate punctuation, in which case they will get those marks.*

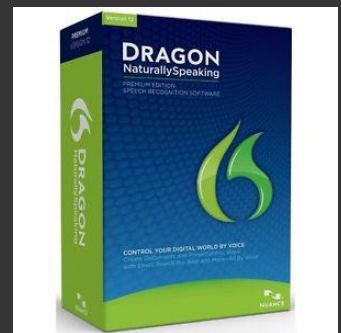
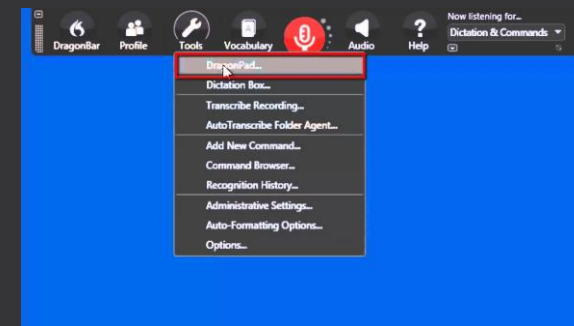
JCQ encourages the use of voice activated (speech recognition) software as well. *Another possibility is that the student word processes their own work, but has the spellchecker and the grammar checker turned on.*

# Voice recognition software

## Instead of a scribe

Candidates are much more independent. They can use voice recognition software daily for homework, classwork or coursework tasks on their own device. This is recommended because it is a more realistic access arrangement for university and for the workplace.

Students are currently using their own Dragon Dictate software on their own laptops.



# When?

Year 10 usually, but no later than Year 11 mock examinations. We cannot apply after that.

If students are sitting an exam in Year 9 (eg Latin) we will apply for them earlier ready for that.

# Driving theory test

It is possible to have extra time in the driving theory test if you have identified reading difficulties. **You will need a letter confirming normal way of working.**

This may apply to various professional examinations.

Book your theory test for

**£25**

Book your driving test for

**£62**



# Any questions?

