





Exam Access Arrangements Policy

The purpose of this policy is to confirm that Godalming College complies with its obligation to identify the need for exam access arrangements, requesting and implementing these for public examinations as required in the JCQ General Regulations for Approved Centres.

This policy is maintained and held by the Learning Support Manager and is updated on a yearly basis on receipt "#j" difficulties Access Arrangements "k" "u policy as AARA.

The Learning Support department, together with the Exams department, are involved with special exam arrangements including extra time, readers and scribes; we follow and comply with all JCQ requirements.

All such arrangements for summer exams must be applied for by the College deadline date and need to be granted by the examination board. It is now incumbent upon c such an arrangement. This includes proof of normal way of working, proof that a student has trialled and benefitted from such a proposed arrangement and possession of the relevant documentation.

The Learning Support department make every effort to gather information from new students about previous exam access arrangements. However, if a student fails to engage with this process and does not disclose previous arrangements it sg&7Hng&heW*n04 I00\partment make every effort taompt dpd 18/04 TfsTpgtriat(s)11(g&7)(o)



Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries



The JCQ publication Access Arrangements and Reasonable Adjustments (published every August) explains that the access arrangement(s) put in place must reflect the support given to the candidate in the College. This practice is referred to as the normal way of working and arrangements must be supported by documentary evidence.

The publication states:

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in the classroom (where appropriate); working in small groups for reading and/or writing; literacy support lessons; literacy intervention strategies; in internal school tests/examinations;

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Appropriately qualified Specialist Assessors carry out in-house assessments; they are appropriately qualified as required by JCQ regulations and attend regular update courses.

The assessment process starts with gathering information from the application and enrolment process. Teachers are made aware of student needs and exam requirements via individual student entries on the Learning Support page of CIS and the register.

The Learning Support department make every effort to gather information from new students about previous exam access arrangements. However, if a student fails to engage with this process and does not disclose previous arrangements, it is unlikely to be possible to organise the arrangement at short notice.

The first students to be processed for exam access arrangements are those taking exams in October or November in the Autumn term. These are almost entirely based on the access arrangements candidates had at school or at a previous college.

Students who have exams in the January of the Spring term will be the next to be processed, with any others following immediately after.

Some students who come to enrol will need to re-sit GCSE exams in November. Timely organisation of access arrangements for these exams is a challenge as the closing date for applying is in early October for non-medical exam support reasons, i.e. issues with processing or reading, writing speed or reading accuracy. As a result, if the College does not receive appropriate existing evidence of previous access arrangements from previous schools or colleges by the last working day at the end of September then it may not be possible to have the access arrangement in place for these exams.

In line with JCQ regulations we must, as a centre, paint a picture of need and gather evidence to demonstrate normal way of working. <u>JCQ Regulations and Guidance</u>. This updated centre-based evidence must be completed using Form 8RF and must specifically relate to GCE AS and/or A-level examinations.



Where a candidate has a current Education, Health and Care Plan (EHCP), the (centre) must substantiate the documentation with a picture of need. This must be completed using Form 9. (Form 8 is not required and must not be used.)

Medical needs will also require a Form 9 which also requires evidence from teachers to build the picture of need.

