

Timeline for Exam Access Arrangements

Key Stage 3 (Years 7-9)

Differentiated Support in Lessons:

During Years 7 to 9, teachers adapt lessons and tests according to the needs of individual pupils through scaffolds and differentiation. This period helps identify pupils who may require additional exam support in the future. Any cognitive assessment carried out before Year 9 will not be considered for formal exam access arrangements.

End of Year 9 (Summer Term)

Initial Review:

Teachers and the SENDCo begin reviewing pupils' performance, focusing on current evidence of need as demonstrated in the classroom. Any concerns or consistent patterns that suggest the need for exam access arrangements are documented. Parents are informed if there are any observations regarding their child's potential need for future exams.

Start of Year 10 (Autumn Term)

Continued Observation:

Pupils' regular classroom performance is closely monitored to gather up-to-date evidence of need for exam arrangements. Teachers continue to document any consistent support required during lessons and assessments, ensuring it reflects the pupils' normal way of working in the classroom.

Mid-Year 10 (Spring Term)

Formal Assessment:

For pupils showing ongoing educational needs, the school may conduct internal assessments to gather further evidence. The school may also seek up to date, supporting documentation for medical/physical needs. Evidence is collated and prepared in preparation for JCQ approval in Year 11.

End of Year 10 (Summer Term)

Preliminary Arrangements:

Based on collected evidence, the SENDCo drafts potential access arrangements. Parents may be informed of these initial decisions and whether further assessments are needed. Pupils will sit end of year examinations with anticipated access arrangements in place.

Start of Year 11 (Autumn Term)

Finalising arrangements:

Final access arrangements are determined and necessary forms are submitted to JCQ for approval, if required. Pupils are provided opportunities to utilise their exam access arrangements where possible in the classroom.

Mid-Year 11 (Spring Term)

Confirmation:

Final confirmation of access arrangements is communicated to both pupils and parents. Pupils are provided opportunities to practice under these conditions, such as during mock exams.

Pre examinations Year 11

Last Checks and Adjustments:

Final checks ensure all arrangements are correctly in place. Any last-minute adjustments, if necessary, are made based on the pupil's current needs.

Exam Period (May - June)

Implementation:

Exam access arrangements are fully implemented during the official exam period. Ongoing support is provided to ensure pupils can perform to the best of their abilities.

Post-Exam Period (July)

Review and Feedback:

A post-exam review is conducted to evaluate the effectiveness of the arrangements. Feedback is gathered from pupils and/or teachers to inform future practices.

Moving from Year 11 to 12

Continued Observation:

All settings must re-apply for access arrangements based upon up to date evidence of current need. If the pupils changes setting, there may be a requirement for a reassessment. There is no automatic entitlement to exam access arrangements.

Timeline for Exam Access Arrangements

Pupils requiring access arrangements will usually be on the SEND register by the start of Year 10

Teachers make reasonable adjustments in the class where a pupil does not demonstrate, to the best of their ability, their understanding.

This includes, but is not limited to;

A pupil who does not complete classwork, coursework, tests and exams in a set time.

A pupil who benefits from having instructions and questions read to them.

A pupil who needs a scribe due to their speed of working or their handwriting ability.

A pupil who needs a rest break due to a medical condition, concentration difficulties or extreme anxiety

Teachers will then decide to implement access arrangements within their lessons as part of their classroom practice.

The arrangement should not advantage nor disadvantage the pupil but allow them the opportunity to demonstrate their understanding without barriers.

Teachers will re-evaluate the arrangement and decide if this is beneficial. Evidence for this should be seen with an improvement in classwork, coursework or test performance. If this has a positive impact it should continue.

This becomes the pupil's Normal Way of Working (NWW).

Teachers will then complete the NWW form that provides evidence for the **SENDCo**.

Pupils with processing / learning difficulties will be tested by an approved school appointed assessor to confirm needs.

The **SENDCo / Exam's Office** will organise and implement the use of the access arrangements during mock and 'official' exams.

An application for exam board approval is made. Evidence of NWW will be available for the JCQ Inspectors.