

Access Arrangements - Information for students and parents



Access arrangements are 'reasonable adjustments' for students who have a disability or a special educational need that significantly affects them in exams.

Access arrangements

- Do not change the skills or knowledge being tested
- Must not give an unfair advantage, but...
- Do give a level playing field so students can show their knowledge

There are a variety of access arrangements that can be provided, including:

- Support for reading (e.g. a reader, a reading pen)
- Support for writing (e.g. a scribe, a word processor)
- Support for working to time (e.g. 25% extra time, rest breaks)

Any arrangements that are used in exams are based on the **normal way of working in the classroom and in tests and exams**. Wherever possible, access arrangements that enable a student to work independently are encouraged.

Evidence is needed for some access arrangements and these need to be applied for and approved before they can be used in external exams. This sometimes means that testing needs to be carried out. Testing takes place in school and parents are always informed via letter before this testing takes place. Strict rules must be followed so that the test scores can be used as evidence for access arrangements.

Please note: private assessments that have been carried out without prior contact with the school cannot be used for access arrangements.

We will always seek to work with students and parents to ensure the most appropriate outcome for all students. Parents will be informed via letter as to the final arrangements in place.

Please contact Miss S Shaw (SENCO-Inclusion Leader) if you have any concerns and she will be happy to advise.