



# **Special Educational Needs and Disability (SEND) and Access Arrangements Policy**

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## 1.0 Introduction

The College recognises its duty to ensure fair and equitable treatment of all learners by promoting access for learners with disabilities, learning difficulties and medical conditions providing additional support and where necessary to make reasonable adjustments in line with the Children and Families Act 2014, the guidance provided in the Special Educational Needs and Disabilities (SEND) Code of Practice 2014, the Special Educational Needs (SEN) Regulations 2014, The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans and the Equality Act 2010.

A student may have a temporary, or permanent additional learning need for one or a variety of reasons (see below). A student is said to have an additional learning need if they require additional, extra, or different learning provision than the majority of their 'mainstream peers'. For instance, the 1981 Education Act states that a child has a "learning difficulty" if he/she has a significantly greater difficulty in learning than the majority of children at that age; or has a disability which either prevents or hinders him/her from making use of the educational facilities generally provided at that age.

The school may have pupils who have one, or more of the following types of additional educational need. A child with special educational needs or disability (SEND) is one who may not be able to gain full access to the curriculum offered to the majority. Their needs will be identified as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Physical and/or sensory

The above areas of need are not mutually exclusive and students may have difficulty in one or more of these areas. A student with sensory or physical impairment might be regarded as more, or less, able and display some emotional or behavioural difficulties, which further complicate the student's needs.

In addition, additional learning needs are often dynamic in nature. Some forms of learning difficulty will relate to a particular context. A student having specific learning difficulties with writing and spelling, for example, might not reveal any difficulty in an oral situation.

Any, or all, of the following, identify pupils as experiencing additional learning needs:

- a) previous school information/records
- b) information from parents/guardians
- c) information from outside agencies/other professionals
- d) assessment data
- e) staff concern and referral

- f) Individual Learning Plan (ILP)
- g) an Education, Health and Care (EHC) plan

If a student is identified as potentially having a SEN through one or more of the above, the SENDCo will carry out an assessment which may result in the creation of an IFP for the student, as per Appendix C.

The student body at CSFC Cambridge is composed of international students from a range of countries. As part of the admissions process such students are assessed for English language proficiency and must demonstrate a standard of English as set out in the Admission Policy. Students whose first language is not English also receive support in English as an additional language as part of their school timetable. As a consequence of the assessment on admission and academic support routinely given to students with English as an additional language, such students are not regarded as having a learning difficulty solely on the basis of English language proficiency.

## 2.0 Statement of Policy

- 2.1 In order that all students with additional learning needs in CSFC benefit as fully as possible from their education, the school believes that all staff share a common understanding of the contemporary concept of additional learning needs.
- 2.2 All staff understand and acknowledge their role as teachers of students with SEND.
- 2.3 All staff understand their responsibilities in, and procedures for, identification, assessment and support for students with SEND.
- 2.4 Each department identifies practical ways in which teaching content and learning processes can be differentiated to accommodate students with learning, sensory and/or physical impairments and those pupils who are more able or talented.
- 2.5 Each department makes its staff familiar with some of the practical adaptations they may be able to make to the curriculum, the teaching methods and materials and/or to the teaching environment.
- 2.6 All staff know whom they should approach and what information they should present if students do not progress. Initially, the Head of Department/senior teacher in a department with no head, and thereafter the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Exams Officer or in the absence of staff in these roles, the Head
- 2.7 Teachers use the form in appendix B to begin the process of identifying SEND. The form is to be submitted to the SENDCo or Head in their absence.
- 2.8 Each faculty/department has procedures for monitoring the progress of all the students.
- 2.9 The school has effective means of communication with parents, outside agencies and support services.
- 2.10 The school involves parents as soon a SEND issue is identified.
- 2.11 The school holds an electronic register of all students with SEND, to include any Individual Learning Plans (ILPs) and associated documents. Teaching staff have access to this information.
- 2.12 The staffing provision takes into account the extent and nature of SEND within the school.
- 2.13 The ethos and management of the school facilitates the sharing of concerns, the exchange of

expertise and the pooling of constructive ideas.

- 2.14 Where a student is identified as having SEND, action will be taken to remove the barriers to learning. This SEND support will involve the creation of an Individual Learning Plan (see Appendix C).
- 2.15 Staff are aware of the support that is available to them regarding SEND INSET and via the SENDCo/ Exams Officer that are employed within the school.
- 2.16 Newly appointed staff will be acquainted with identification and support procedures within the schools via their induction programme.
- 2.17 The school acknowledges that positive working relationships with parents have a critical bearing on pupils' educational progress and social development.

### **3.0 Implementation and Monitoring**

- 3.1 The implementation of this Policy is the responsibility of the SENDCo, SMT and Heads of Department.
- 3.2 Following this, it is the responsibility of the Heads of Department/senior teacher in a department with no head, to forward the information to other members of his/her department:
  - to ensure the Policy is interpreted at a departmental level and
  - to monitor the implementation and effectiveness of the Policy.
  - to refer any student, if they have any SEND concerns to the SENDCo
  - to use the SEND classroom as a source for information and guidance for SEND students
- 3.3 On-going liaison is necessary between the SENDCo, Exams Officer and each Head of Department/senior teacher in a department with no head.

### **4.0 Access Arrangements**

- 4.1 Access Arrangements explains the actions taken to ensure inclusion throughout the College for all students with SEND. This forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential.
- 4.2 The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
  - All exam rooms are accessible; chairs are available when queuing outside when required.
  - There is an appropriate toilet near or in all of these areas.
  - Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series.
  - If any candidate needs to take regular medication, invigilators will make this possible.
  - The Exams Officer should be notified if there are any exceptional health issues.
  - Any specialised equipment will be provided and an appropriate examination area

selected.

- Invigilators will be briefed of any exceptional issues concerning communication or other factors, which may affect the candidate.
  - Recruitment of invigilators will follow normal school policy with regards to disabled applicants.
  - All invigilators either will receive group training including disability issues or will work alongside an experienced invigilator.
  - SENDCo will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.
  - The SENDCo will take the lead in making access applications based on their close knowledge of the needs of students under their care. They will produce a list of the students involved together with their concessions and this list will be available in all exam rooms in the files.
  - Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer who will initiate an enquire
- 4.3 Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.
- 4.4 Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

## 5.0 Reasonable Adjustments

- 5.1 The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.
- 5.2 A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.
- 5.3 How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.
- 5.4 There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

## 6.0 Special Consideration

- 6.1 "Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
- 6.2 Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence

performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

## **[JCQ A guide to the special consideration process Chapter 1]**

This document is further referred to in this policy as [SC](#)

# **7.0 Eligibility for special consideration**

## **7.1 Roles and responsibilities**

### **Head of Centre**

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [SC](#)
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the Specialist teacher.

### **Exam Officer/ SENDCo/ Deputy Head**

- Understands the criteria as detailed in [SC](#) to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

### **Teaching staff and/or SENDCo**

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration.

### **Candidates (or parents/carers)**

- Provide any medical or other evidence that may be required to determine eligibility for special consideration

## **7.2 Applying for special consideration**

7.2.1 Where eligible, special consideration is applied for in a specific exam series where candidates “have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.” [\[SC 2\]](#)

7.2.2 Where a candidate may arrive for an exam and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:

- the candidate will be kept comfortable and under supervision from the



required time while appropriate arrangements are put in place for he/she to take the exam in the best possible conditions

- a judgement will be made on how the candidate's situation or disposition affected performance in the exam
- where appropriate and where eligible, special consideration is applied for

7.2.3 Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration is applied for on behalf of all candidates.

7.2.4 Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) or more than 6 hours (GCE) including *any approved extra time but not any time taken for supervised rest breaks* special consideration for an allowance on last paper taken is applied for.

7.2.5 Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.

7.2.6 If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. If there is an opportunity to re-enter the candidate in the next available exam series, the centre will make the entry and special consideration is not applied for

7.2.7 Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in [SC 5](#) and applied for where eligible. This might include, for example:

- requesting an honorary certificate
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

7.2.8 Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre follows [SC 7](#) and awarding body guidance to determine if, when and how an adjustment can be applied for.

## 7.3 Processing applications for special consideration

7.3.1 Roles and responsibilities

### Head of Centre

- Ensures where a candidate may be a relative of the Exams Officer, the

application is authorised by an alternative member of centre staff

**Exam officer/ SENDCo/ Deputy Head**

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- Meets the required deadline(s) for submitting applications

**Teaching staff and/or SENDCo**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

**Candidates (or parents/carers) will**

- Provide any required medical or other evidence that may be required to support an application for special consideration

## **7.4 Submitting applications for special consideration**

7.4.1 Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in [SC](#).

7.4.2 Evidence to support applications is kept on file until after the publication of results.

### **7.4.3 Timetabled written exams:**

7.4.3.1 For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration

7.4.3.2 The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in [SC 6](#) are followed

7.4.3.3 For other qualifications, applications are submitted online where the awarding body's secure system accepts these

7.4.3.4 The paper [form 10](#) JCQ/SC Application for special consideration is only completed and submitted where the online system does not accept applications for a particular qualification

7.4.3.5 For groups of candidates, applications are made online where the awarding body's secure system accepts group applications or form 10 will be completed

7.4.3.6 The paper [form 14](#) JCQ/ME Self certification for candidates who have missed an examination is only completed by a candidate where circumstances warrant this and is not used where the centre knows the candidate was ill

## **7.5 Internally assessed work**

7.5.1 Where appropriate, applications are made online where the awarding body's secure system accepts them or form 10 is completed and submitted

7.5.2 Where a short extension to a deadline is being requested an application is submitted

online or by direct email, dependent on the awarding body

7.5.3 Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body

7.5.4 Where an application relates to lost or damaged work, this is submitted online or by completing [form 15](#) JCQ/LCW Notification of lost centre assessed work, dependent on the awarding body

## 7.6 Post assessment adjustments – vocational qualifications

7.6.1 Where relevant and eligible, form [VQ/SC](#) Application for special consideration Vocational qualifications is completed and submitted to the awarding body

## 8.0 Access Arrangements at Cardiff Sixth Form College

8.1 CSFC aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND which fall into the following four categories:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health
4. Sensory and/ or physical needs.

8.2 We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications regulations. We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's schooling.

8.3 We will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested that demonstrate SEND and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.'

8.4 When might students need to be given Exam Access Arrangements

8.4.1 An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam.

## 8.5 Table of Access Arrangements (view in relation to AARA 2021-2022 from JCQ)

Access Arrangement	What is it?	Criteria
Scribe	A scribe is a responsible adult who, in non-examination assessments and/ or in an examination but not in a Speaking Test, writes or types a candidate's dictated answers to the questions.	<p>So as not to give an unfair advantage, a scribe will only be allowed where:</p> <ul style="list-style-type: none"> <li>- An impairment has a substantial and long-term adverse effect on the candidate's writing, or</li> <li>- A candidate cannot write or type independently at a sufficient speed to record their answers even with extra time allowed, because of a substantial and long-term impairment</li> </ul> <p>The use of a scribe must reflect the candidate's normal way of working within the centre in light of their substantial and long-term impairment.</p> <p><b>In MFL, the student must dictate every word in the target language and must do so letter by letter.</b></p>
Reader	A reader is a responsible adult who reads the instructions of the question paper and the questions to the candidate.	<ul style="list-style-type: none"> <li>- the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act); and</li> <li>- There is a genuine need for the arrangement.</li> </ul>
	This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.	
Prompter	A prompter is a responsible adult who may sit beside the candidate in order to keep him or her focused on the need to answer the question and then move on to answering the next question.	A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

Read Aloud	<p>Where a candidate is reading difficult text, he/she may work more effectively if they can hear themselves read.</p> <p>A candidate who reads aloud to himself/herself <b>must</b> be accommodated separately within the Centre.</p>	<p>A candidate who persistently struggles to understand what they have read, and to whom it makes a significant difference to hear themselves read aloud.</p> <p><b>The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.</b></p>
Separate Room	<p>Separate/ individual invigilation within the centre, away from the main exam halls/ rooms.</p>	<p>A decision will be based on:</p> <ul style="list-style-type: none"> <li>- Whether the candidate has a substantial and long-term impairment which has an adverse effect; and</li> <li>- The candidate's difficulties are established within the Centre and known to relevant members of staff; and</li> <li>- the candidate's normal way of working within the Centre.</li> </ul>
Modified papers	<p>Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore, Centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper.</p>	
Word processor	<p>Access to a word processor for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.</p>	<p>The provision to use a laptop is put in place to address an underlying difficulty such as: speed of handwriting; medical condition; physical disability; sensory impairment; planning and organisational difficulties or poor legibility.</p>
Word processor (cont.)	<p>The use of a laptop in exams reflects the student's normal way of working at the school and has been agreed as appropriate to the student's needs. The use of a laptop cannot be granted to a student simply because this is their <b>preferred</b> way of working.</p> <p>Centres are allowed to provide a word processor with the spelling and grammar, check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.</p> <p>For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic brailers and tablets.)</p> <p>For further information, see the word processor information below</p>	

Rest breaks	<p>Students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.</p> <p><b>Students are not permitted to have exam materials with them during rest breaks.</b></p>	<ul style="list-style-type: none"> <li>- the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and</li> <li>- There is a genuine need for the arrangement.</li> </ul> <p>Supervised rest breaks will be awarded on account of: cognition and learning needs; communication and interaction needs; a medical condition; sensory and physical needs; social, emotional and mental health need.</p> <p>In addition, the candidate's difficulties must be established within the centre and known to relevant members of staff.</p>
<p>This is now the recommended option from the exam boards before considering extra time.</p> <p><b>Rest breaks are not included in any Extra Time allowance that the student may have. There is no maximum time set for supervised rest breaks. The decision must be made by the SENDCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions.</b></p>		
Extra time	<p>Students may be entitled to an allowance of 25% if they have an ILP which confirms the candidate's disability or a completed Form 8 with an assessment carried out by an assessor confirming a learning difficulty relating to secondary/ further education.</p> <p><b>Extra time between 25% and 50% can be granted in extraordinary circumstances.</b></p>	<p>In order to award 25% extra time, the SENDCo must determine the needs of the candidate based on one of the following: ILP/ Form 8 with an assessment from an appropriately qualified assessor.</p> <p>Substantial impairment: Part 2 of Form 8 must confirm that the candidate has at least:</p> <ul style="list-style-type: none"> <li>- Two below average standardised scores of 84 or less; or</li> <li>- One below average standardised score of 84 or less and one low average standardised score (85-90)</li> </ul> <p>In either scenario the two standardised scores must relate to two different areas of speed of working as below:</p> <ul style="list-style-type: none"> <li>- Speed of reading and speed of writing, or</li> </ul>

		<ul style="list-style-type: none"> <li>- Speed of reading and cognitive processing; or</li> <li>- Speed of writing and cognitive processing; or</li> <li>- Two different areas of cognitive processing which have substantial and long-term adverse effect on speed of working</li> </ul> <p>Where a candidate has complex needs which have a substantial and long-term adverse effect on his/ her speed of working, appropriate evidence of need must be available at the centre for inspection confirming that 25% extra time is the candidate's normal way of working and provide evidence from teaching staff that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning.</p> <p><b>In exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment.</b></p>
	<p>There are cases where students get a score of more than 84. In these cases, more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long-term adverse effect on the performance of a child's speed of working.</p> <p><b>The amount of time that students should receive is decided by the SENDCo and based upon their processing speeds.</b></p>	
Live speaker	A live speaker for pre-recorded examination components, e.g. MFL listening examinations, to a candidate where it is their normal way of working within the centre. The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.	Students who have persistent and significant difficulties in following speech at normal speed.
Language modifier	<p>A responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate. The Language Modifier must not explain technical terms or subject specific terms. The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised in addition, this may constitute malpractice. Students whose disability has a very substantial and long-term adverse effect resulting in very persistent and significant difficulties in accessing and processing information.</p> <p>A Language Modifier must be seen as a rare and exceptional arrangement.</p> <p>A Language Modifier is an adjustment of last resort so an application must only be made once all other relevant access arrangements have been considered and found to be unsuitable or unworkable.</p>	

	There must be a very strong justification as to why a Language Modifier is required. The candidate must have a standardised score of 69 or less in relation to reading comprehension and/ or vocabulary.	
Bilingual translation dictionaries (with up to a maximum of 10% extra time)	<p>Only to be used by students whose first language is not English, Irish or Welsh. This a rare and exceptional arrangement specially for a candidate who entered the UK less than three years before the time of the examination(s), with no prior knowledge of the English Language.</p> <p><b>The bilingual dictionary must be held in the centre to ensure no unauthorised information e.g. notes/revision is enclosed or written inside.</b></p>	Should reflect the student's normal way of working. The candidate has to refer to the bilingual translation dictionary so often that the examination time is used for this purpose, delaying the answering of questions.
Communications Professional	The Communication Professional must be proficient in the use of the candidate's sign language, ideally being qualified to a minimum of BSL/ISL at Level 3. The Communication Professional must be at an appropriate level for the examination. It is advisable that the Communication Professional should also be a qualified Language Modifier. The Communication Professional must be familiar to the candidate and must always work at the candidate's pace.	Students whose 'normal way of working' requires sign language interpretation.
	<p>The Communication Professional is not a reader. However, the same person may act as a reader and a Communication Professional. Permission must have been given for the use of a reader and a Communication Professional. The Communication Professional can sign the instructions and questions to candidates taking written papers except in Modern Foreign Languages or English, Irish or Welsh Language examinations.</p> <p>The Communication Professional will work 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ ISL signs. Consequently, this cannot be checked by the awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate.</p> <p>The Communication Professional must be familiar with the subject being examined and the candidate's normal way of working. This will ensure that the meaning of the question is not changed and that technical and subject specific terms are recognised and finger spelt.</p> <p>The Communication Professional can sign the instructions and questions to candidates taking written papers except in MFL or English/ Irish/ Welsh Language examinations. In the examinations the Communication Professional can only sign the instructions/ rubric and not the questions.</p> <p>Candidates requiring the use of a Communication Professional may need to be accommodated separately in which case a separate invigilator will be required.</p>	
Alternative site	<p>The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:</p> <ul style="list-style-type: none"> <li>• <b>a medical condition</b> which prevents the candidate from taking examinations in the centre</li> </ul>	<p>The candidate has:</p> <ul style="list-style-type: none"> <li>• an impairment which has a <b>substantial and long-term adverse effect</b> giving rise to <b>persistent and significant difficulties</b></li> </ul> <p>or;</p>



	or; <ul style="list-style-type: none"> <li>● <b>Social, Mental and Emotional Needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>● a temporary illness or injury at the time of the examination(s).</li> </ul>
	<p>The centre must be satisfied that the candidate is able to take examinations.</p> <p><b>The SENDCo or a senior member of staff with pastoral responsibilities, must produce written evidence confirming the need for an alternative site arrangement to a JCQ Centre Inspector upon request.</b></p>	
Practical assistant	<p><b>Is not a reader or a scribe.</b> The same person may act as a practical assistant, a reader and/or a scribe as long as permission has been given for these arrangements.</p> <p>The Centre must make an online referral to the relevant awarding body using AAO. Detailed information must be provided listing the tasks which the practical assistant would perform.</p>	Students with: poor motor co-ordination or/and severe vision impairment.
Practical Assistant (cont.)	<p>A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. A practical assistant will not normally be permitted in subjects such as Art &amp; Design, Design &amp; Technology and Music.</p> <p>Candidates using a practical assistant in externally set practical or written examinations may need to be accommodated separately, <b>in which case a separate invigilator will be required.</b> The invigilator must be made aware, prior to the examination, of the particular task(s) the practical assistant will be performing.</p>	
Other arrangements	<ul style="list-style-type: none"> <li>● Amplification equipment</li> <li>● Braille</li> <li>● Closed circuit television (CCTV)</li> <li>● Colour naming by the invigilator for candidates who are Colour Blind</li> <li>● Coloured Overlays (this would also include reading rulers, virtual overlays and virtual reading rulers)</li> <li>● Examination on coloured/ enlarged paper</li> <li>● Low vision aid/magnifier</li> <li>● Optical Character Reader (OCR)</li> <li>● Separate invigilation within the centre</li> <li>● Fidget toys and stress balls</li> <li>● Non electronic ear defenders/ ear plugs</li> <li>● Squared paper for visual spatial difficulties</li> </ul>	<p>The SENDCo must make their decision based on:</p> <ul style="list-style-type: none"> <li>- Whether the candidate has a substantial and long-term impairment which has an adverse effect; and</li> <li>- The candidate's normal way of working within the centre</li> </ul>
Exemptions	<p>An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components.</p>	

	<p>An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible.</p> <p><b>An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate.</b></p> <p><b>The centre in the first instance should select 'Other'.</b> This will result in an automatic rejection. <b>The centre must then make an online referral to the relevant awarding body using AAO.</b> The centre must indicate the candidate's disability in order that an awarding body has the necessary information to hand when considering an application for an exemption. The awarding body <b>must</b> be assured that the exemption is an arrangement of the last resort. In Functional Skills English where barriers to access remain,</p>
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## 9.0 Word Processing

9.1 This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

9.2 References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2021-2022 and ICE to JCQ Instructions for conducting examinations 2021-2022

9.3 Principles for using a word processor

9.3.1 Cardiff Sixth Form College complies with AA chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows:

### (AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

### (AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

### (AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

**(AA 4.2.4)**

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

**(AA 4.2.5)**

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom; or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal school tests and mock examinations
- The only exception to this is where an arrangement may need to be put in place because of a temporary injury or impairment at the time of an exam or assessment.

## **9.4 The use of a word processor**

9.4.1 Cardiff Sixth Form College complies with AA chapter 5 Access arrangements available as follows:

**(AA 5.8.1)**

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- Only grants the use of a word processor to a candidate if their handwriting is illegible
- (The above also extends to the use of electronic brailers and tablets)

**(AA 5.8.2)**

- Provides access to word processors to candidates in non-examination assessments (including
- Controlled assessments or coursework) components as standard practice unless prohibited by the specification

### (AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations, which require more simplistic answers, are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

### (AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
- A word processor cannot be granted just because a candidate prefers to use one (see AA publication page 54)

## 9.5 Word processors and their programmes

9.5.1 Cardiff Sixth Form College complies with ICE 8.8 *Word processors* instructions by ensuring:

- must be used as a typewriter, not as a database, although standard formatting software is acceptable;
- must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. When needed, the centre must provide a memory stick, which is cleared of any previously stored data, to the candidate;
- must be in good working order at the time of the examination;
- must be accommodated in such a way that other candidates are not disturbed and cannot read the screen. Where a candidate using a word processor is accommodated in another room, a separate invigilator will be required;
- must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word

processed scripts must be attached to any answer booklet which contains some of the answers;

- must be used to produce scripts under secure conditions, otherwise they may be refused;
- must not be used to perform skills which are being assessed;
- must not give the candidate access to other applications such as a calculator (where prohibited in the examination), email, the Internet, social media sites, spreadsheets;
- must not include graphic packages or computer aided design software unless permission has been given to use these;
- must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking;
- must not include computer reading (text to speech) software unless the candidate has permission to use a computer reader;
- must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
- must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.
- An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.
- Centres may retain electronic copies of word-processed scripts. The electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body.

## 9.6 Laptops and tablets

9.6.1 Cardiff Sixth Form College further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing';
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination;
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer;
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way;
- candidates are instructed to appropriately number each page;
- candidates are instructed to use a minimum 12pt font and double spacing;
- invigilators remind candidates to save their work at regular intervals;
- where it is possible 'auto save' is set up on each laptop/tablet;

- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own.

## 9.7 Accommodating word processors in examinations

9.7.1 The use of word processors is internally accommodated at Cardiff Sixth Form College in the following manner:

- Students have to have been granted Access Arrangements or have other significant reasons for using a laptop in their examinations. All students using laptops are accommodated separately away from the main examination in the hall to ensure that poser supplies are easily accessible and that laptop screens are not overseen by other candidates.

9.7.2 Invigilation arrangements relating to the use of word processors include the following:

- Invigilators at Cardiff Sixth Form College have received training and a copy of the school's Word Processors in Examinations policy.

9.7.3 Other arrangements relating to the use of word processors include:

- 1.1.1.1 All candidates using word processors will be given a USB storage device on which they save their work. A designated person will accompany them to the Exams Office at the end of their exam where their work will be printed off in their presence. Candidates will be required to sign each sheet to confirm that it is their own work and then be asked to sign the Word Processor Exam Cover sheet declaration. The sheets will then be attached to their answer booklet with their candidate details completed on the front cover. All files will then be deleted from the storage device and returned for secure storage by the Exams Officer.

## 9.8 What evidence is needed to apply for EAA (Exam Access Arrangements)?

9.8.1 There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ):

- 9.8.1.1 Form 8 report from Specialist Teacher or Specialist Teaching Assistant
- 9.8.1.2 Previous EAA from Primary Schools/ other Education Providers
- 9.8.1.3 Subject teachers – examples of work as appropriate
- 9.8.1.4 Results of baseline tests e.g. reading/comprehension age, writing tests

## 10.0 Private Educational Psychologists Reports

- 10.1 A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENDCo as evidence that their child should be awarded extra time, or EAA. Private educational psychologist's reports cost a significant amount of money. This therefore means that parents who are unable to obtain a private

report through their financial circumstances are put at a disadvantage.

- 10.2 As an exam centre, we must be consistent in our decisions and ensure that no student is 'either given an unfair advantage or be disadvantaged by any arrangements put in place. Often private educational psychologists, recommend that children should receive EAA which can be in conflict with what the centre tester (SENDCo) recommends. We will also look for evidence of a history of need.

## **11.0 How students would be identified for Exam Access Arrangements:**

- They would have had EAA at KS4
- Parental Referral
- Subject Teacher Referral
- Information from previous schools

### **11.1 Parent Referral**

- Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENDCo will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

### **11.2 Teacher Referral**

- As with Parent Referrals, teachers can refer a student to the SENDCo where they have concerns about the learning and progress of a student in their class. All of the student's current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for EAA. The SENDCo will then contact the parents if the concerns are founded.

### **11.3 How do staff and parents know whether a student has Exam Access Arrangements?**

- Teaching and support staff will be informed about students that have Access Arrangements by the Examinations Officer/ SENDCo. This information is also on iSAMS. It is updated whenever students become entitled to it. The information about results of assessments for EAA are kept confidentially in line with school policy, are shared on a need to know basis. Staff will be informed of any changes to the EAA list via email. Parents will be informed of any tests results via a letter home, which states what they are entitled to, why and when.

## 12.0 What are the procedures for processing an application?

- Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENDCo then applies for Access Arrangements via AAO. Specialist . The feedback is instant and at this point the EAA is added to the list of students and the parents are informed of the EAA by letter.
- The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice. This can include:
  - a) Recommendations by teachers
  - b) Educational psychologist reports
  - c) Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors
  - d) Information from SALT (Speech and Language Team)
  - e) Statement of Educational Need or Education, health & Care Plans (EHCP)
  - f) Permission from the exam boards for the arrangement/s
  - g) A signed copy of the Form 8 report by the designated tester
  - h) A data protection form signed by the student
  - i) Detailed/ short file notes as appropriate for some Access Arrangements.

### 12.1 Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications

12.1.1 Access arrangements may cover the entire course and for GCSE and GCE qualifications must be processed using access arrangements online as early as possible.

12.1.2 Arrangements must be processed and approved before an examination or controlled assessment/coursework as per the deadlines below.

Month of examination	Access arrangement	Final deadline
November 2022	Modified Papers	20 September 2022
November 2022	All other access arrangements	01 November 2022
January 2023	Modified Papers	04 October 2022
January 2023	All other access arrangements	21 October 2022
June 2023	Modified Papers	31 January 2023
June 2023	All other access arrangements	21 March 2023

12.1.3 The above dates are set by the JCQ and we will endeavour to test students after the dates above but they will not receive dispensation for that period. This is due to allocation of time to test late entries.



- 12.1.4 From referral to point of access arrangements being awarded take up to 4 weeks with Edexcel.
- 12.1.5 The deadline set by the JCQ is final, late entries will incur further inspections by the JCQ.
- 12.1.6 The decision to apply for access arrangements is based on evidence of a history of need, history of provision and an access arrangements report.

## APPENDIX A

- Refer to any examination board inspectors report to inform future practice
- Refer to JCQ General Regulations for Approved Centres booklet
- The Equality Act 2010

### **The Equality Act 2010**

CSFC Cambridge is partly accessible to any disabled candidate:

- There is a level main entry in the Medical and Resource hub and a wheelchair accessible ramp for entry into the Glisson Road Science Centre.
- There are toilets suitable for disabled people in the Medical and Resource hub building.
- The Emergency evacuation route has a level exit in the Medical and Resource hub and a wheelchair accessible ramp for exit from the Glisson Road Science Centre.
- Examinations Officer and invigilators are responsible for providing chairs for queuing disabled candidates.
- Examinations Officer is responsible for a suitable seating arrangement for disabled candidates.
- Examinations Officer is responsible for providing a suitable table for disabled candidates.
- Examination Officer, SENDCo and Heads of Department/senior teacher in a department with no head, will provide evidence to support an application for access arrangements and ensure that appropriate arrangements and facilities are made available which meet the requirements of any candidate with a disability. They include:
  - a) Modified test papers (enlarged print, Braille, transcripts for hearing-impaired candidates, etc).
  - b) Up to 25% extra time.
  - c) A reader or scribe.
  - d) Supervised rest breaks.
  - e) Different coloured scripts.
  - f) Use of bilingual dictionary.
  - g) A prompter.
  - h) Use of a computer or other technology.
  - i) Use of an individual room.
- Any invigilator who would have to supervise a disabled candidate would be made aware of sensitive issues of learning support needs of the candidate, issues of language and communication with him/her.

## APPENDIX B - Checklist for Early Detection of SEND

Full name of student: .....

Teacher: .....

Indicate on this form concerns with any of the following areas:

- Significant discrepancy between oral and written performance
- Persistent difficulties with spelling easy or common words
- Erratic spelling
- Difficulty getting ideas down on paper
- Problems putting things in sequential order
- Written work fails to express the student's understanding, ideas or vocabulary
- Easily misreads or miscopies
- Loses place easily when reading or following instructions
- Has difficulty seeing errors- cannot proof-read
- Finds reading new words difficult
- Handwriting may be messy, poorly constructed or immature
- Shows left / right confusion
- Finds it difficult to memorise / remember new facts, new words, and new instructions
- Has trouble generalising or acquiring and applying new rules
- Does not seem to learn by ordinary teaching methods
- May be described as a quick forgetter rather than a slow learner

Not every student with SEND shows all these difficulties, but when a number of difficulties are manifested simultaneously further investigations should be made

## APPENDIX C - Individual Learning Plans

### Individual Learning Plans (ILPs)

#### *What is an IDP?*

An Individual Learning Plan, is a personalised plan and record of action undertaken to ensure that students with additional needs to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential. Students will have an ILP if they have an SEND that requires an additional learning provision.

ILPs at the school are written and implemented according to the following principles:

- ILPs should be working documents with a practical value in the present moment – they should not be a ‘paper exercise’.
- ILPs should act as a profile outlining a student’s particular strengths and difficulties.
- ILPs should actively involve the student, parents / carers, colleagues and where necessary, external agencies.
- ILPs should work towards the outcome of *‘every teacher is a teacher of special needs’*
- ILPs should outline action *additional and different* to everyday classroom practice, taking into account what the student can already do independently.
- ILPs should be accessible to all involved - using ‘Plain English’, avoiding jargon and ‘information overload’.

#### *Who is entitled to an ILP?*

At CSFC only those students with disclosed learning needs are assigned an ILP.

For many students who present with milder difficulties, the ILP may act primarily as a ‘tip sheet’ outlining the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

For other students with more moderate difficulties the ILP will also outline interventions, access arrangements, involvement of external agencies and any related documents such as reports from external agencies and access arrangement folders.

#### *How is an ILP created and maintained?*

The following process is adhered to in the creation and maintenance of ILPs:

1. SENDCo identifies the additional needs of the student through information from previous schools/ diagnoses, and information from staff/ student/ parents.
2. SENDCo arranges an ILP Meeting with student and gathers information from parents/ staff.

3. SENDCo holds an ILP Meeting with the student and relevant parties as appropriate. Additional needs are explained / discussed, outcomes and action agreed.
4. SENDCo drafts the ILP based on the notes from the ILP Meeting.
5. Where necessary, the ILP is sent to relevant parties to agree on content.
6. The ILP is sent to relevant staff members and uploaded to ISAMS. Additional information is recorded in SEND manager on iSAMS as appropriate
7. Each ILP is scheduled to be reviewed on a twice yearly (Sept / Oct and Feb / Mar) basis initially by the SENDCo in consultation with colleagues - with an ILP Meeting then called if necessary. An ILP may also be reviewed should the student present with heightened / changed additional needs or if they are due to exit the SEND Register.

*How is the effectiveness of an ILP reviewed?*

Each Individual Learning Plan begins by outlining the intended outcomes of the action undertaken.

For most students at CSFC there will be a more generalised outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.

Fulfilment of intended outcomes will be measured through consultation with colleagues, monitoring forms, EP and exam results, and ILP Meetings if applicable.

## APPENDIX D: Individual Learning Plan proforma

Name:			Year:	
Home address/ Term time address:			Date of birth:	
Area of Need/s:		House:		
Additional learning provision:		Responsibility for ILP:		
Intended Outcome/s of the ILP:				
Monitored by:				
Targets:				
Progress towards targets:				
New targets:				
Strengths & Difficulties (to include input from teachers/ parents):				

School Support/ Support Strategies:	-
Access Arrangements:	
External Agencies:	

Related documents:			
Last reviewed:		by:	HW
ILP Meeting 1 notes			
Student comment/ reflection			
Actions:			
Student signature:			
SENDCo signature:			
Other information:			

<b>ILP Meeting 2 notes</b>	
<b>Student comment/ reflection</b>	
<b>Actions:</b>	
<b>Student signature:</b>	
<b>SENDCo signature:</b>	
<b>Other information:</b>	