

Access Arrangements

A guide for Students and Parents



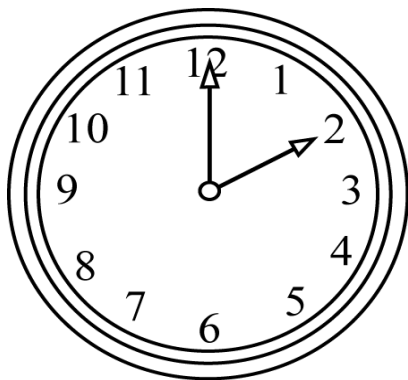
**LONG
FIELD**

What are Access Arrangements?

- ⇒ They are adjustments made before exams for certain students based on evidence that they need some support and that this support is their normal way of working.
- ⇒ They make sure all students have the same opportunity to be successful in their exams so that there is a level playing field.
- ⇒ Access Arrangements should not give a student an advantage over other students.
- ⇒ Reasonable adjustments can be made for students with a disability and or additional learning need.

What types of support are available?

- ◇ Reader
- ◇ Scribe
- ◇ Practical Assistant
- ◇ Prompter
- ◇ Additional time
- ◇ Rest breaks



Reader

- This is an adult who reads the questions to a student. It may involve reading the whole paper or just some words.
- You cannot have a reader if your literacy difficulties are caused solely by English not being your first language.
- If your exam or assessment is testing your reading, you will not be allowed to use a reader. E.g. English reading paper.
- If reading help is only needed for a few words or phrases, there may be 1 reader who reads for a small group of 2 - 4 students. It does not mean you will always have a reader to yourself. You will have a card to use so that the reader knows you want some support.

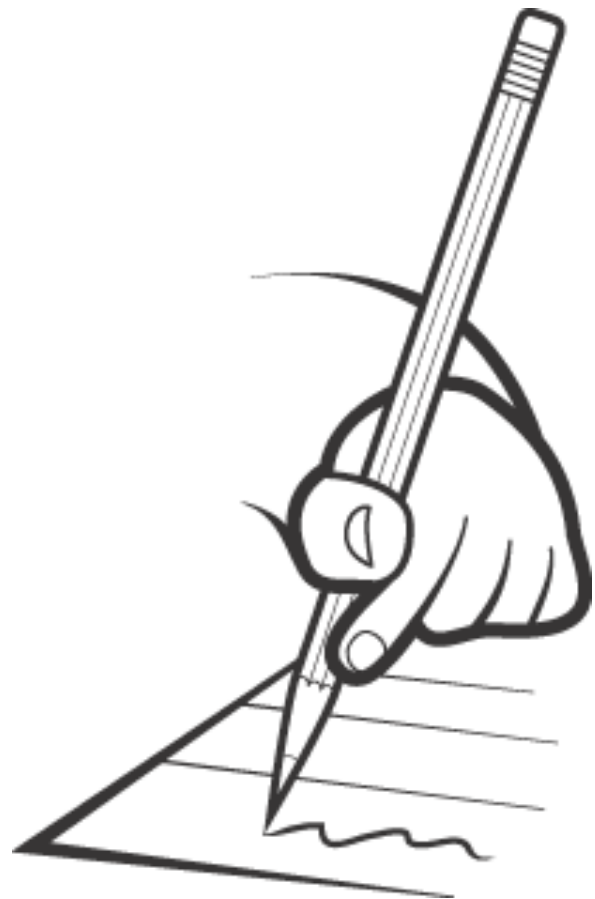
- The reader will not be able to explain what the question says. They can only read what is on the paper.
- You can ask the reader to repeat questions. They can only do this if you ask them.
- A reader cannot tell you which questions to answer or which order to answer the questions.
- They cannot tell you when to move onto the next question.
- They cannot decode symbols or abbreviations.
- The reader can read back what you have written down if you ask them.



Scribe

- This is an adult who writes down or word processes a student's answers as they say them.
- They cannot be used in oral exams.
- They are not allowed to be used in subjects that test writing e.g. In MFL writing papers you cannot use a scribe unless you spell all foreign words letter by letter.
- A scribe should only be used if a student cannot use another form of communication e.g. word processor
- A scribe can not give help with answers or show when the answer is complete.
- A scribe cannot tell you which questions to do, when to move on to the next question or which questions should be answered.

- A scribe must draw or add to maps and diagrams if you ask them
- A scribe can read back your answers that are on the paper



Prompter

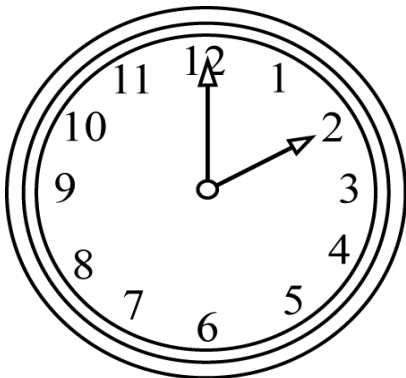
- This is an adult who may sit beside you to keep your attention on the task.
- A prompter is not a reader or a scribe but if you are allowed a reader or scribe, they may do this job as well.
- A prompter cannot tell you which questions to do, or the order the questions should be answered.
- A prompter can not give any suggestions for your answers .
- A prompter may say to you 'focus on the question', 'move onto the next question', there areminutes left'.
- They may tap on the desk or on your arm which ever is normal practice for you to remind you to pay attention.
- The prompter may use your name to focus you in the exam or assessment.

Practical Assistant

- This is a person who can do practical tasks that you ask them to do e.g. holding a ruler, other equipment or turning pages.
- They are not a reader or a scribe but if you are allowed a reader or scribe then they can do this too.
- A practical assistant will be allowed in certain subjects if you cannot do the tasks because your physical needs are below what is normal for most people.
- You cannot ask the practical assistant to do a task that is unsafe.
- You cannot ask the practical assistant to perform a skill that is the focus of the assessment.

Additional time

- You may be awarded extra time to complete exams if there is evidence you have slow reading, handwriting or processing skills.
- Extra time can only be granted if there is evidence that this is your 'normal' way of working in the classroom.
- Supervised rest breaks will be considered before extra time.
- Extra time is usually given up to 25%. (e.g. a 1 hour exam and additional 15 minutes.) In some cases 50% is given
- You do not have to use the extra time.



Rest breaks

- Supervised rest breaks can be given when a student struggles to concentrate for lengthy periods of time.
- The length of the rest break is decided by the school and must be the students 'normal' way of working.
- Students will not have access to the exam paper during the break but can remain in the classroom.

General Information

- Students may not need the same access arrangements in each subject. This will be decided on a subject by subject basis.
- A decision will be made at the start of key stage 4 so that you will know what you are allowed to have in plenty of time for any assessments.
- You must have plenty of practice using your access arrangement before your first exam.
- If you do not use your access arrangement during year 10 and 11, then it is not your normal way of working and this means you cannot use it for your exams.

- If you normally use a word processor, you can use this in exams and assessments because it shows you can be independent. The spelling and grammar must be switched off.
- Students who have access arrangements will sit their exams in a small venue with other students with the same or similar arrangement to you. You will have practice of this during mocks and assessments.

Before each exam you will have 'Top Tips', which will be delivered by your teacher. It is a requirement that you attend this as it gives you vital last minutes pointers of our best to approach the exam

Once in the exam room the invigilator will tell you how long the exam is with your exam time, if this applies. The invigilator will also read a reminder sheet of how best to use your reader, scribe and/ or extra time. Please listen carefully as the information will help you to use your access arrangements to the full advantage. Please see the next three pages which is the information you will be given by the invigilator for each exam.

A memory aid for a reader

I am here to read for you in your examination
You must make clear what you want to be read.

I can only read the instructions and the questions

I can repeat instructions, but only if you make it clear which
instructions you want me to read.

I can't tell you which questions to choose.
I can't tell you when to move on to the next question.
I can't tell you which questions to do first.

I can spell words if you ask me, but only words on the
question paper.

I can read back your answer, but only if you ask me.

GCSE English Language examinations:

I can read the questions in the Writing section of the paper,
but I can't read any of the questions in the Reading section.

Centres must insure that both invigilators and those acting as a reader are appropriately trained and familiar with the rules.

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. Internal school tests or mock exams.

A memory aid for a scribe

I am here to write/type for you in your examination .

I must write/type exactly what you say.

I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me, I can't draw for you in a Design examination

I can change what I have written/typed, but only if you ask me.

If we have problems communicating, I must tell the invigilator.

I can't give you any help with answers. I can't suggest when an answer is finished.

I can't tell you which questions to choose.
I can't tell you when to move on to the next question.
I can't tell you which questions to do first.

If you are allowed rest breaks, I can't write/type in those breaks

I can read back what I have written/typed, but only if you ask me.

Centres must insure that both invigilators and those acting as a reader are appropriately trained and familiar with the rules.

It is essential that the candidate is made aware of what a scribe can and cannot do in advance of their first examination, e.g. Internal school tests or mock exams.

A memory aid for extra time

You have been given extra time because during your testing it was noted that you require it. You might be given extra time because you have a reader, a scribe or because you need longer to complete the exam.

Make sure you understand what time the exam is finishing with your extra time added.

You will not be allowed to leave the exam room until the extra time has ended. Please do not rush to finish because you will not be able to leave.

Use your extra time wisely.

Spend longer on each task, being careful to be accurate with your answers and adding more detail. Take time to plan your answers and think about essay structure. Think about top tips that your teacher has taught you and spend a few extra minutes considering all possible answers.

Most importantly of all, use your extra time to read back your work and check your answers. Check for grammar and spellings errors. If you have a reader ask them to read it back to you. This is very beneficial as you identify mistakes easier.