

A Guide to the Criteria and Process for GCSE Access Arrangement Applications

(For students with Special Educational Needs and Disabilities)

1. **History of Need**
2. **History of Provision**
3. **Normal way of working**
4. Assessments: WRAT 3/4 and Patoss, Consultant and Diagnostic Reports
5. Form 8 completion
6. Student required to sign Data Protection Notice to allow online application
7. Process applications using AAO (Access Arrangements Online)
8. Parents informed of the access arrangements approved

All access arrangement applications must meet the **Examination Boards' criteria**. Students with Learning Difficulties do **NOT** automatically qualify for access arrangements.

Access Arrangements are not meant to give any student an advantage over another but are there to provide an **equal opportunity** for those students who have a **substantial impairment**. In **all** cases any access arrangement granted must be the students' **'normal way of working'** and both a **History of Need** and a **History of Provision** must be established.

Some of the more frequently applied for access arrangements are **Readers**; **Scribes**; **Oral Language Modifiers**; **Prompters**; **Rest Breaks**; **Extra Time** and **Word Processors**. However, this is not an exhaustive list.

A **Reader** is able to read the general instructions of the question papers and questions but is **not** allowed to explain, decode symbols or abbreviations, clarify or rephrase any part of the paper.

A Reader is not permitted in sections of papers testing reading, including English and Modern Foreign Language reading papers.

A **Scribe** is able to write down the candidate's dictated answers to the questions.

A Scribe may draw or add to maps, diagrams and graphs **only** in strict accordance to the candidate's instructions; this is not permitted in a Design or Art paper.

A Scribe will not be allowed in Modern Foreign Language writing papers unless the candidate dictates spellings letter by letter.

An **Oral Language Modifier** is permitted to explain or re-phrase the carrier language in the examination paper but technical terms and source material **cannot** be explained or re-phrased as this knowledge is being tested. An Oral Language Modifier will not be allowed in sections of papers testing reading, including English and Modern Foreign Language reading papers.

A **Prompter** can assist the candidate to remain focussed during the examination by tapping on the desk, using the candidate's name, advise the candidate of the time

remaining or by advising the candidate to move onto another question. A Prompter **cannot** give factual help, advise the candidate which questions to do or on the order in which questions should be answered.

For **Supervised Rest Breaks** the timing of the examination is stopped and restarted when the candidate is ready to start. The content of the examination must **not** be discussed during rest breaks.

Extra Time will be available in most examinations but not those where the examination is testing the time in which a practical skill is performed, for example keyboarding (ICT), sports, musical performance or expressive arts. However, Extra Time is permitted in the written papers of these subjects.

Where a **Word Processor** is permitted the spelling and grammar check facility/predictive text must be disabled **unless** the candidate is also entitled to use a scribe. The spelling and grammar check facility/predictive text is **not** permitted in Modern Foreign Language writing papers

Information taken from JCQ 'Access Arrangements, Reasonable Adjustments and Special Consideration' booklet and JCQ 'Instructions for Conducting Examinations'.

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