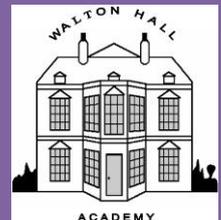


WALTON HALL ACADEMY

SPECIAL CONSIDERATION POLICY

Developed:

Revised: February 2017
Review Date: February
2018



The Shaw Education Trust Walton Hall Academy

Special Consideration Policy

This policy outlines the procedures and requirements to ensure access arrangements for Special Consideration are met. This policy applies to the Shaw Education Multi Academy Trust, all our centres and their candidates.

Policy statement

The Shaw Education Multi Academy Trust aims to ensure that access to assessment is provided so as to maximise opportunity for as many candidates as possible. As a general principle, the Shaw Education Multi Academy Trust would wish to allow candidates the same level of support during assessments as they have received during the learning process, providing that the support does not give the candidate any unfair advantage or disadvantage over others who do not have such support.

Special consideration

Special consideration may be given for candidates who were ill on the day of the assessment, injured or indisposed at the time of an assessment, or where performance was affected by unforeseen circumstances, e.g. serious disturbance during the assessment.

To apply for a special consideration for a candidate, centres should contact their Exam Support Officer by email or by fax, along with any of the below:

- an explanation/description of the circumstances; and
- evidence, where appropriate.

If the application for special consideration is accepted in the light of the above information, the examination board may:

- review the candidate's performance in the light of the evidence available and
- make a decision; or
- reach an alternative solution, appropriate to the circumstances.

Requests for special consideration will not be accepted after the results of the assessment have been issued by the examination body and a certificate awarded.

ACCESS ARRANGEMENTS

PURPOSE OF THE POLICY

The Shaw Education Multi Academy Trust is committed to creating a non-discriminatory and supportive environment for all students. The Shaw Education Multi Academy Trust and all its academies will ensure that students who are eligible for examination access arrangements are identified and assessed in the required manner and the necessary recommendations made. Following approval from the relevant Awarding Body, Examination Access Arrangements will be put in place (e.g. scribe, reader, extra time etc.).

The Equality Act 2010 places a duty on institutions not to discriminate against students learning difficulties/ disabilities in terms of either admission to courses or provision of education and support services.

Students are encouraged to disclose any difficulties/disabilities that may affect their learning, either pre or post admission, in order to enable the Shaw Education Multi Academy Trust to make reasonable adjustments to meet their needs and enhance their learning. The information will be treated in such a way to ensure that it meets the Shaw Education Multi Academy Trust's guidelines on confidentiality.

SCOPE

This policy is applicable to all students at the Shaw Education Multi Academy Trust and all of its academies within the Staffordshire Education Trust.

RESPONSIBILITY AND AUTHORITY

Principal

Ultimate responsibility rests with the Governing Body.

Rationale for Examination Access Arrangements (EAAs)

EAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a difficulty or disability. EAs should reflect the normal way of working for which there is evidence of need, unless such arrangements would affect the integrity of the assessment. EAs are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.

EAs are not intended to give an unfair advantage. EAs will not be permitted if they compromise the assessment objectives of the specification in question. EAs may vary between subjects because different subjects and methods of assessments may have different demands. An alternative assessment route **may be** available within the specification.

Assessments for Examination Access Arrangements may only be carried out by the Principal and any relevant specialist assessors.

Institutions may not use EAA reports from previous providers as evidence.

Failure to comply:

.....is defined as putting into place EAs not agreed by awarding bodies, or permitting EAs within the centre which are not supported by appropriate evidence.may constitute malpractice which may impact on the candidate's results.

Evidence Requirements:

Evidence (to be kept on file) will vary between arrangements, but in all cases:

- Evidence of need from an appropriately qualified professional.
- Normal way of working.
- History of need and provision.

JCQ inspectors will visit all centres and will need to be shown evidence. Random samples of evidence will be requested by Awarding Bodies through Access Arrangements On-line.

Guidelines for Subject Teachers, Tutors and Learning Support Staff

Access Arrangements allow candidates to show what they know and can do without changing the demands of the assessment. (JCQ 2014)

You are likely to be aware of candidates in your classes/teaching groups who have difficulties that may make them eligible for access arrangements in tests and public examinations. Please watch out for such candidates each year (especially if they are new to the academy/college) and keep the Principal informed of their needs. It is likely that some kind of screening procedure will be carried out to identify these candidates, but there are always some who will not be identified through screening tests.

It is essential that candidates are identified as early as possible in their academy/college career for the following reasons:

- The arrangements should be made at the start of the course so that candidates know what is available and have the arrangements in place for module tests, course work and terminal papers. It is the Centre's responsibility to ensure that the regulations about who may act as 'scribe' for a candidate are not infringed during completion of course work.
- The arrangements should reflect what help has to be given in the classroom and the normal way of working should reflect what is going to be available in the examinations.
- Applications for permission to grant access arrangements must be made online early in the examination course, ideally at the start of Year 10 for GCSE in secondary schools or on entry to FE college. There are deadlines for applications, and it may not be possible to process late applications within the few weeks before the examination.
- Centres are required to have made sure that candidates have practised using their access arrangements in class tests, annual exams and mock examinations. As a subject teacher you have some responsibility to make sure these opportunities are available.
- The Awarding Bodies also require that candidates are entered for the correct level of examination.

Please note: there is an external deadline of the 21st February 2017 by when all access arrangement application must be received by the external awarding bodies. Non compliance will mean that we will trigger an access arrangements inspection.

The main types of access arrangements available are as follow:

- Extra time, for candidates who work very slowly
- Rest breaks, for poor concentration or extreme stress
- Use of a bilingual dictionary, for candidates whose first language is not English, Irish or Welsh, subject to the regulations
- Readers, for very poor readers with decoding or comprehension difficulties who cannot read by themselves

- Reading aloud, for those who have reading difficulties and can concentrate better if they can hear themselves read
- Scribes, for very poor or slow writers who cannot write by themselves Word processors, for candidates who use a WP in class
- Transcripts of scripts which may be hard for the examiner to read Prompters, for candidates who lose concentration easily
- Oral Language Modifiers, for candidates who have problems with comprehension

Regulations have changed in the last few years, and a diagnosis of dyslexia is no longer sufficient to allow a candidate extra time. The Awarding Bodies now require 'evidence of need in the normal working arrangements', i.e. the candidate uses extra time in class and for tests and internal exams.

Summary

Although the processes of screening, applying for and implementing access arrangements are the responsibility of the Principal, all teaching staff have a central role to play in the identification of candidates who need adjustments during public examinations and training the students to use agreed access arrangements effectively.