

ACCESS ARRANGEMENTS INFORMATION

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. - JCQ

Before BRIT: Any information you provide at this stage is very helpful.

As there is a process to follow it is not a guarantee that these will be in place at BRIT but we will work hard to ensure that each young person is able to access their assessments, with or without these arrangements.

This history of need is a flag to staff that they need to be mindful of previous arrangements. Staff will bear these challenges in mind as they complete their own assessments & screening at BRIT.

At BRIT: Lucid screening for all Y10+12 students through Induction process
We screen students from Induction through to mid Y11+13

Teacher: Flags students of concern to AEN with evidence
E.g. annotated papers/
evidence work

AEN Team trial
arrangements in Mock
exams

Students tested by SENCo in 1:1 meeting
to determine Access Arrangements (AA) /
alternatives

No Access
Arrangements,
sessions with AEN

Arrangements
approved on AAO
outline

Outcome of AA
is a letter home

Some Key Arrangements

Supervised Rest Breaks: Candidates are able to pause the exam for up to 15 minutes per paper. This is for candidates who struggle with timing, focus, writing for long periods of time without a break. For medical conditions, the JCQ require evidence that this was trialed before extra time is allocated.

Extra Time: A percentage of extra time, usually 25%, is added to the total time of the paper. This is for candidates who may have a learning need which affects their processing or reading speed. It may also be required for students who have a medical need or physical disability. Extra time is allocated on a *subject by subject basis*.

W.P: Candidates who require a Word Processor as a result of slow handwriting speed, poor handwriting, a physical or learning disability. Allocation must comply with the Word Processing Policy.

Scribe: For candidate's who struggle to write work independently for a variety of reasons. A scribe will fulfil that role. It is a specific skill on both sides and needs to be considered carefully. A WP will often be considered first. However, please note there is an implication for SPAG marks on some papers.

Prompt: Candidates who struggle with focus may need to be prompted by an invigilator to ensure they are able to complete the paper. This could be a quiet calling of the name or gentle tap on the desk.

Overlay: Coloured overlays are used to access the written word on the page and adjust for visual stress. Can be a range of colours. If this is considered, we would always advise a trip to the Optician to ensure there are no issues with the candidate's eyesight.

Reader: For candidates who find reading a challenge as a result of their learning needs. This will be in the form of a computer reader.

All arrangements need to be established within the centre as a candidate's normal way of working in classwork and assessments. A Diagnosis does not automatically mean an Access Arrangement.

FAQs:

Do my AA follow automatically from my old school ?

No. You will need to be reassessed, if a candidates teacher makes a new referral.

What if I have a report from an EP/specialist teacher?

These are considered as a part of the history of need. However, they are not implemented automatically. This needs to be the candidates normal way of working.

How can I check the AA I have?

You can check the AEN confirmation letter sent home OR candidate of entrees from Data and Exams.

Who do I go to if I have concerns for myself?

Students can come to the AEN Department in person or email
accessarrangements@brit.croydon.sch.uk