## <u>Access Arrangements – Parental Guidance</u>

This is a summary of the process used to establish access arrangements for students with learning difficulties: Access arrangements, such as extra time or use of a scribe, are put in place to ensure that students with **specific needs**, such as special educational needs, disabilities or temporary injuries are not disadvantaged and can show what they know and can do. It is important that they do not give students an advantage over other candidates.

They must be agreed well **before** an assessment.

This is a summary of the process used to establish access arrangements for students with learning difficulties:

Class teacher is concerned that the 'specific needs' of the student are disadvantaging them in assessments. Teachers trial **supportive teaching and learning strategies** in lessons and assessments and monitor their impact.

These strategies then become part of the student's 'normal way of working'. The Class teacher refers them to the access arrangement assessors.



Access arrangement assessors look at what evidence they have that the student has a significant need and identify what access arrangements may be appropriate. They may test the student at this stage.



Evidence from teachers and data from access arrangement tests is used to apply to the Joint Qualifications Council (JCQ) for access arrangements to be approved.



The JCQ approves the application and the exams officer and class teachers implement the access arrangements for assessments.

The JCQ specify that a normal way of working is a priority when considering awarding an Access Arrangement to a student. Therefore, whilst a private report or letter from a specialist (for example, a medical consultant or a psychiatrist) helps us to build a picture of need, we will not automatically award an Access Arrangement based upon it.