



SPECIAL NEEDS AND ACCESS ARRANGEMENTS

Key staff involved in the policy

Role	Name(s)
Head of Centre	Anita Spires
Examinations Officer	Magdy El Badry
Senior Leader(s)	Julie Noctor
ALS lead/SENCo	Kamran Samad

Approved/reviewed by	
<i>Katherine Russell</i>	
Date of next review	January 2024

THE EQUALITY ACT 2010 – SPECIAL NEEDS AND ACCESS ARRANGEMENTS -

Disability Discrimination Act (DDA)

- The Centre agrees to recognise its duties towards disabled candidates as defines under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses and make reasonable adjustments to the services the centre provides to disabled candidates.
- All exam centre staff must ensure that the Access Arrangements and special consideration regulations and guidance are consistent with the law.

Special Needs

- A candidate's special needs requirements are determined by the SENDCO, educational psychologist and any other external specialists.
- The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCO can then inform the individual members of staff of any special arrangements that the individual candidates may be granted during the course and in the exam.

Access Arrangements

- Special arrangements for candidates to take exams is the responsibility of the SENDCO and the Exams Officer.
- Submitting completed Access Arrangement applications to the awarding bodies is the responsibility of the SENDCO and the Exams Officer.
- Rooming/cover/invigilation for Access Arrangement candidates will be arranged by the SENDCO.
- Invigilation and support for Access Arrangements will be organised by the SENDCO.

For the purpose of the Examination and Equality Act 2010 is defined by Access Arrangements, Reasonable Adjustments and Special Consideration. A definition of each category is detailed below:

Access Arrangements

Access Arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities or temporary injuries to access the assessment.

Access Arrangements allow candidates to show what they know and can do without changing the demands of the assessment: for example, readers, scribes, modified papers, word processor and extra time.

An Access Arrangement which meets the needs of a disabled candidate would be a 'reasonable adjustment' for that particular candidate.

Access Arrangements at Beechwood School

Beechwood School aim to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories: -

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health
4. Sensory and/ or physical needs.

Reasonable Adjustments

The Disability Discrimination Act (DDA) requires awarding bodies to agree reasonable adjustments for disabled candidates in order to lessen or remove the effect of a 'substantial disadvantage' in an assessment.

The fairness of the adjustment will depend on the needs of the disabled candidate. An adjustment may not be considered reasonable if it involves unreasonable costs, time frames or affects the security or integrity of the assessment.

Special Consideration

Special consideration is an adjustment to a candidate mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment.

General Access Arrangements and Reasonable Adjustments

Below is a list of general Access Arrangements Beechwood School use, and can be applied to many qualifications:

- Alternative accommodation
- Bilingual dictionary
- Colour overlays
- Computer Reader
- Examination on coloured/enlarged paper
- Extra time of up to 25%
- Modified papers
- Practical assistant for written papers
- Prompter
- Read aloud
- Reader
- Scribe/voice activated computer system/voice input system
- Separate invigilation
- Supervised rest breaks
- Word processor

Arrangements for Testing / Exams

Internal Assessments

All teaching staff are given access to the list of students qualifying for exam access

Arrangements (EAA). However, it is sensible to see this as a joint responsibility between the teacher and the student to ensure that the appropriate arrangements are in place for all internal assessment opportunities.

External Exams

It is the responsibility of the Exam Team, usually working in conjunction with the SEND Department, who take responsibility for organising the exam access arrangements for external exams.