

# EXAM ACCESS ARRANGEMENTS POLICY AUDIT

## FOR SENCOS AND SENIOR LEADERS

It is essential for there to be an exam access arrangements (EAA) policy in order for all stakeholders in schools to know and understand how candidates are identified and supported through the external exam process; for openness, equity and transparency.

The EAA policy can be a separate document, embedded within the Exams Office policies or within the SEN Policy.

The EAA policy provides clear information for parents, staff, SENCOs and the Exams Officer in how candidates are identified and supported. It provides information for how systems are currently organized.

The rationale for having an access arrangements policy is:

- It outlines the process from identification through to administration for all to see
- It provides accountability and enables all to understand their responsibilities
- It provides parents with a reassurance that the process is fair and equitable
- It supports the SENCO in their role

Note: it is essential for the EAA Policy to be accurate and to reflect the current JCQ Regs. In case there are any future disputes. It should, therefore, be updated annually following the JCQ Regs update.

HAVE YOU INCLUDED THE FOLLOWING:	YES/NO?	COMMENTS
<b>The rationale for EAA?</b> <i>Why are they needed? Definitions of disability and SEN and substantial need as outlined in JCQ Regs</i>		
<b>Who the EAA Policy is for?</b> <i>Who should be familiar with this policy and ensure they are circulated in any updates</i>		
<b>The EAAs available?</b> <i>What exam access arrangements are usually provided and available within the Centre?</i>		
<b>The identification and assessment process?</b> <i>How are individual identified as needing additional help and support in exams?</i>		
<b>Roles and Responsibilities?</b> <i>The roles of the SENCO, specialist assessor, teaching staff, Exams Officer and any other staff involved</i>		
<b>Definitions and acronyms?</b> <i>In order for parents to understand the genre</i>		
<b>Deadlines for making applications?</b> <i>Consider having an earlier internal deadline</i>		
<b>How are parents and students involved?</b> <i>Detail how parents and students are informed</i>		

<b>Private assessment protocol?</b> <i>It is important that the school has a policy on its use of privately commissioned assessments. State the legal requirement for a special relationship between the specialist assessor and the school</i>		
<b>Protocol for gathering evidence?</b> <i>Ensure that process of gathering evidence of need and normal way of working are clarified. Provide flow diagrams.</i>		
<b>Policy for moving from Year 11 to Year 12/13?</b> <i>Ensure there is a clear protocol of reassessment/review when moving from Year 11 to Year 12</i>		
<b>Policy on the use of laptops/word processors?</b> <i>This is a requirement and may form a separate policy</i>		
<b>Protocol for retaking exams?</b>		
<b>Protocol for when a candidate refuses their access arrangement?</b>		
<b>Policy for late applications?</b>		
<b>Difference between special consideration and exam access arrangements?</b> <i>For injury and/or where there has been a family trauma</i>		
<b>What constitutes malpractice?</b> <i>Outline the definition of malpractice and by whom, e.g. students, staff or invigilators. Provide examples. Outline the process of what happens when malpractice is identified</i>		
<b>The appeals process?</b> <i>This may reflect the schools' process for appeal, but must be consistent with disability legislation</i>		
<b>Date of review and by whom?</b>		
<b>Any other information specific to the setting?</b>		