

ACCESS ARRANGEMENTS SENCO SELF-AUDIT

General	Yes	no	Don't know
Do you:			
Obtain the qualifications of specialist assessor/s and hold on file			
Have specialist assessors who are known to the setting and who you work with closely?			
Train all staff in understanding EAA in exams?			
Provide update training for new staff?			
Keep updated information relating to individual EAA on a central database?			
Involve teachers in collating evidence of need?			
Provide study skills training for students in use of access arrangements			
Provide study skills training for students in exam techniques and revision skills?			
Collate subject-specific evidence of need?			
Have separate access arrangements files for each candidate?			
Provide annual training for exam invigilators, readers and scribes?			
Have a clear process of referral for any concerns to be raised?			
Train teachers in what to look out for when referring a candidate for EAA?			
Obtain evidence of use of EAA in mock and internal trials?			
Maintain a spreadsheet of use of EAA?			
Change colour pen in exams to collate evidence of use of 25% extra time access arrangement			
Ensure students have experience of use of their arrangements before the final exams			
Attend update training in JCQ Regs every year?			
Familiarise yourself with the JCQ Regs every academic year?			
Ensure you are aware of the deadline for applications?			
Have an EAA policy?			
Update your EAA policy every year?			



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Have a word processor in exams policy?			
Update your word processor policy every year after the Jcq Regs have been published?			
Publish the access arrangement policy and word processor on the school/college website?			
Ensure parents are aware of your EAA policy?			
Ensure parents are aware of your policy regarding independent specialist assessors?			
Ensure your SLT are aware of any changes made with Jcq Regs each year?			
Ensure the Exams Officer is trained in making applications online?			
Make sure you have enough capacity for access arrangements in exams? (Such as enough laptops, readers, prompts, reading pens)			
Ensure the specialist assessor uses the most recent editions of tests?			
Ensure the specialist assessor uses the most appropriate tests for the candidate?			
Monitor the quality of assessment through observations?			
Make sure all applications are made in good time and before the published deadline, unless there is good reason not to?			
Collate all the access arrangements being applied for on a spreadsheet to have a single overview of each student			
Before assessment, do you:			
Obtain a history of need, such as previous test results, intervention strategies and IEP?			
Contact the candidate's teachers to obtain evidence of need and normal way of working?			
Collate evidence of need from prior exams by double-marking scripts?			
Collate subject-specific use from prior exams?			
Complete Form 8 Part 1?			
Provide background information to the specialist assessor?			
Obtain the student's perspective?			
Discuss areas of concern with the specialist assessor?			
Ensure parents are aware of the assessment taking place and the requirement for meeting the current Jcq Regs?			
Obtain the candidate's Data Protection Notice form?			
Ensure the candidate's name is on every page of the Form 8?			



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After assessment do you:			
Discuss the most appropriate EAA with the specialist assessor?			
Process the application online within an appropriate timeframe of the assessment taking place?			
Process the application online before the deadline date?			
Inform the student and parent of the outcome?			
Ensure all teachers are made aware of the outcome and their need to provide AA in internal exams?			
Other, do you:			
Ensure a file note is held on file for those access arrangements not processed online?			
Ensure you obtain evidence of need for students who have an EHCP?			
Obtain a letter from the student if they turn down the access arrangement?			
Make one final check before the exams in order to ensure the access arrangements applied for match the evidence held on file?			
Make sure you inform parents that there will be a separate application for EAA on moving from Y11 to Y12			
Transition from Y11 to Y12, Do you:			
Inform parents of changes to the Regs could indicate that their child may no longer be able to qualify for some EAAs?			
Update the evidence held on file by working with teachers to collate ongoing evidence of need?			
Interview each student to obtain their perspective?			
Check every Form 8 to make sure they meet the revised JCQ Regs?			
Obtain evidence from mock/trial exams?			
Ensure you have the qualifications for the previous specialist assessor who conducted the assessment, and are sure of their integrity?			
Work with feeder schools to obtain the evidence of need?			
Re-assess where there is doubt regarding the integrity of the assessment information/Form 8 application from previous school?			