



# Peacehaven Community School

## Access Arrangements Exams Policy

<b>Head of Centre</b>	<b>Rachel Henocq</b>
<b>Date</b>	<b>September 2022</b>
<b>Date for Review</b>	<b>September 2023</b>
<b>Responsibility for Review</b>	<b>Head of Centre</b>

The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment, i.e. access arrangements must not give the candidate an unfair advantage.

Access arrangements are the principle way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. These 'reasonable adjustments' are for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment due to a learning difficulty or disability. The arrangements should reflect what help is usually given to the candidate in the centre, so that it reflects their normal way of working.

The existence of a medical diagnosis or a physical disability in itself does not imply that the candidate in question has special educational needs. As the needs and circumstances of each learner is different, Peacehaven Community School considers any request for a reasonable adjustment on a case by case basis.

Access arrangements can take many forms. The following list is not exhaustive:

- Computer reader/reader
- Scribe/voice recognition technology
- Extra time
- Oral language modifier
- Practical assistant
- Prompter
- Modified papers
- Read aloud
- Bilingual dictionary
- Supervised rest breaks
- Transcript
- Word processor (spelling/grammar check disabled) – A word processor is not permitted solely on the grounds that a candidate prefers to type or can work faster on a word processor. Examples of when using a word processor might be permitted would include:
  - Difficulty writing legibly
  - Medical condition
  - Physical disability
  - Sensory impairment
  - Poor handwriting
  - Planning and organisational difficulties with writing.

In order to qualify for an access arrangement, identified students are tested by the centre's SENDCo. The SENDCo uses standardised tests which are approved by the exam board and arrangements will only be granted if students meet set criteria. The SENDCo will then submit their findings to the exam boards for their approval. Parents/carers and candidates are then informed of the outcome.

This policy has been reviewed and authorised by:

A handwritten signature in black ink, appearing to read 'R Henocq', written in a cursive style.

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Rachel Henocq  
Headteacher / Head of Centre