



Royal Wootton Bassett Academy

Exam Access Arrangement Policy

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Key staff involved in the policy

Role	Name(s)
Head of Centre	Mrs Anita Ellis
Examinations Officer line manager (Senior Leader)	Mrs Angela Bell
Assistant Headteacher & SENCO	Mrs Susan McMullin
Lead TA – Access Arrangements	Mrs Alison Sturla
Examinations Officer	Mrs Sharon Loveday
Assessors 2022-2023	Mrs Susan McMullin Mrs Alison Potter Mrs Jane Titterington
Access arrangement facilitators	Mrs Susan McMullin Mrs Alison Sturla Mrs Sharon Loveday
Admin / Data Manager	Mrs Shelly Davies
Exams / Data Assistant	Mrs Fran Williams
Exams Assistant	Mrs Jo Randell
IT manager	Mr Zach Ishani

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be

considered reasonable will depend on several factors which will include, but are not limited to:

- the individual needs of the candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Purpose of the policy

The purpose of this policy is to confirm that Royal Wootton Bassett Academy has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements. (General Regulations for Approved Centres, section 5.4)

This publication is further referred to in this policy as GR.

This policy is maintained and held by the Assistant Headteacher/SENCO alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the Assistant Headteacher/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the Joint Council for Qualifications (JCQ) publication Access Arrangements and Reasonable Adjustments regulations. This publication is further referred to in this policy as AA.

General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidates.

The Assistant Headteacher/SENCo, supported by the SEND Lead for Exam Access Arrangements, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangements put in place must reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practice using the access arrangements/reasonable adjustments before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Head of Centre and Leadership Team will recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by assessors appointed by the Head of Centre. The assessors are appropriately qualified as required by JCQ regulations in AA, section 7.3.

The qualifications of the current assessors

Current assessors:

Mrs Susan McMullin

Specialist qualification held: CCET + AAC = CPT3A

Awarding body: Real Training validated by BPS and accredited by Middlesex University

Mrs Alison Potter

Specialist qualification held: CCET + AAC = CPT3A

Awarding body: Real Training validated by BPS and accredited by Middlesex University

Miss Jane Titterington

Specialist qualification held: Postgraduate Diploma SpLD/Dyslexia Certificate No. 18/APC/06062 Awarding Body: Bath Spa University/British Dyslexia Association

Appointment of assessors of candidates with learning difficulties

At the point an assessor is employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualifications of the assessors

The Head of Centre **must** ensure that evidence of the assessor's qualifications is obtained prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualifications must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCO (AA 7.3).

Process for the assessment of a candidate's learning difficulties by an assessor

Evidence Required

The Equality Act 2010 definition of disability is very important in helping us make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for students. To quote the Act, disability means, 'limitations going beyond the normal differences in ability which may exist among people.' Any arrangement or reasonable adjustment we consider has to be evidenced, with the extent and type of evidence required depending on the nature of the access arrangement. The most complex, but most common request we make to the exam boards is for extra time.

In order to award extra time of up to 25% for learning difficulties the school must assess the needs of the pupil based on one of the following documents:

- An Education, Health and Care Plan (EHCP) relating to secondary education which confirms the candidate's disability; or
- An assessment carried out from the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education.

So as not to give an unfair advantage, the specialist assessor's report must confirm that the candidate has at least two below average standardised scores of 84 or less which relates to an assessment of:

- Speed of reading; or
- Speed of reading comprehension; or
- Speed of writing; or
- Cognitive processing measures which have a substantial and long-term adverse effect on speed of working.

The assessor's report must be presented in the prescribed format (Form 8) signed and dated by the assessor.

In addition to this core evidence, the school is required to collate a portfolio of evidence of the normal way of working for the candidate, clearly demonstrating the need for extra time. This may include but is not limited to: unfinished mock examinations or other timed assessments or comments from teaching staff; a significant improvement in legibility or quality of language when extra time is applied. Extra time may not be appropriate in practical examinations where the impairment has a minimal effect on the assessment (e.g. Art, Drama).

For extra time for difficulties such as sensory, physical or mental and emotional needs, so as not to give an unfair advantage, the SENCO is required to produce a completed Form 9 signed and dated, which:

- Confirms that the candidate has persistent and significant difficulties when accessing and processing information, and is disabled within the definition of the Equality Act 2010;
- Includes evidence of the candidate's current difficulties and how they impact substantially on teaching and learning in the classroom;

- Shows the involvement of teaching staff in determining the need for extra time of up to 25%;
- Confirms that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage;
- Confirms that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability. This detailed information will be supported with, for example:
 - a letter from CAMHS, a clinical psychologist, a hospital consultant; or
 - a Speech and Language Therapist; or
 - a letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
 - Education, Health and Care Plan (EHCP) relating to the candidate's secondary education which confirms the candidate's disability.

A doctor's letter is not regarded as sufficient evidence.

Use of externally commissioned reports

Parents have the right to seek further diagnostic assessments for their children. However, a privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements.

Painting a 'holistic picture of need', confirming normal way of working

Identification of students who may require exam arrangements, and the application process

Students on the school's SEN register in Year 9 will be discussed and considered for assessment for access arrangements by the SENCO, who will have established a picture of need and normal way of working in Years 7-9. Otherwise, a student may self-refer or be referred by a parent or teacher. In normal circumstances the application will be made at the start of a GCSE or A level course.

In all cases, the following steps will be followed to ensure that the required evidence is collated and the correct application procedure followed:

- 1) Teachers will complete a 'Normal way of working' questionnaire.
- 2) The SENCO will meet with the student to discuss their needs.
- 3) The SENCO will collate the information and decide whether or not to assess and which areas of assessment are required.
- 4) The SEND Lead for Exam Access Arrangements will complete Section A of the JCQ Form 8 or complete a Form 9.
- 5) Assessments will take place.
- 6) Form 8 or Form 9 will be completed making recommendations for access arrangements.
- 7) The student must sign the Data Protection Notice.
- 8) The SENCO will make an application for access arrangements to the JCQ through Access Arrangements Online. Applications must be processed and approved no later than the JCQ published deadline. Late applications are only permitted in very specific circumstances and may be subject to scrutiny.
- 9) The student, parents, teachers and the Examinations Officer will be notified of the outcome and implications for school work and internal tests (see below).
- 10) Evidence will be kept on file for inspection by the JCQ inspector, including the original copy of Form 8, or Form 9, the signed Data Protection Notice, confirmation of approval of the access arrangement and the portfolio of evidence of need/normal way of working. Evidence must be kept in hard copy or electronic format and be available on request.

Assessment, Internal Exams and Tests

For those students requiring access arrangements, the following steps will be followed in relation to internal examinations and assessments:

- 1) From Year 9, departments will be informed of which students are eligible for access arrangements, and individual departments will then coordinate this with guidance from the SENCO as necessary.
- 2) Access arrangements must be put in place for relevant students for formal internal school tests, examinations and mock examinations. For less formal assessments, the teaching staff will use their discretion as to how to allow for a student's needs in the classroom – either by allowing some form of access arrangement or accounting for the conditions of the test when marking.
- 3) For formal internal assessments, students with extra time are to write in their normal way and to participate within normal exam conditions. However, they should change pen colour when their 25% becomes available. Students use coloured pen until the 25% is finished, or when they have finished – this contributes to providing essential evidence of need.
- 4) Teachers should mark exam scripts or other assessments with and without the 25% extra time and comment on the qualitative differences with 25% extra time, e.g. Has a student's work moved into an A grade from a B grade or vice versa.
- 5) Teachers should supply the SENCO with copies of exams scripts where 25% extra time has been used; scripts should be accompanied by teachers' comments, i.e.: the qualitative differences AND comment on how extra time affected exam performance.
- 6) Students may use a laptop for internal assessments if this has been their normal way of working. If a laptop is used, this will be used with the internet, spelling and grammar check disabled.

We have developed our assessments to follow the dyslexia friendly format with the correct spacing and font, along with other arrangements outlined in this document to support all students, but specifically our dyslexic students.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included.

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Decisions to apply for access arrangements will always be made by the school acting for and on behalf of the awarding bodies. The school will be guided by a thorough understanding of a student's learning needs over time and in a range of circumstances, assessments by the SENCO conducted from Year 9, and the teachers' own knowledge of the student's needs and their normal way of working both in school and at home. A portfolio of 'evidence of need' will be put together by the SEND Lead for Exam Access Arrangements to support any application for access arrangements; this will include teacher feedback and evidence of a student's work.

Roles and Responsibilities

Head Teacher

The Headteacher as Head of Centre is responsible for ensuring that all public examinations held at the school are administered according to the JCQ regulations and must therefore be familiar with the JCQ Access Arrangements and Reasonable Adjustments document. The Headteacher is also responsible for the appointment of assessors and ensuring that they have the required level of competence and training.

The SENCO is responsible for leading on the access arrangements process within the centre. This includes:

- Liaising with parents and assessors. The SENCO and SEND Lead for Exam Access Arrangements must provide background information on the student before the assessment takes place.
- Managing the application procedure, ensuring that full supporting evidence is available before starting the application.
- Maintaining a portfolio of all the required documentation, including evidence of need, updating this as required (e.g. transfer into the Sixth Form). This evidence must be available for JCQ inspection.
- Keeping evidence of the qualifications of any assessor used by the Centre: this must be available for JCQ inspection. Assessors must also be entered on Access Arrangements Online to confirm their status.
- Liaising with the Examinations Officer to ensure access arrangements are applied correctly for all relevant examinations.
- Liaising with Heads of Department and teaching staff to ensure that they know which students are entitled to access arrangements, that these should correspond to the student's normal way of working, and that access arrangements should also be made for internal school assessments, examinations and mock examinations.

Examinations Officer

The examinations officer is responsible for the practical application of access arrangements in public examinations. This will involve:

- Being aware of which students are eligible for access arrangements, and any particular conditions (e.g. arrangements being appropriate in some examinations and not others).
- Putting access arrangements in place according to the regulations.
- Making practical arrangements, e.g. for extra rooms, extra invigilation etc.

Heads of Department/Teaching Staff

Heads of Department and teaching staff support the SENCO in determining and implementing appropriate access arrangements. This involves:

- Being aware of which students are eligible for access arrangement.
- Ensuring that access arrangements are made for these students in internal assessments, examinations and mock examinations.
- Collaborating with the SENCO and SEND Lead for Exam Access Arrangements to provide evidence of students' normal way of working.

Parents

Parents will be informed during Year 9 if students are being considered for exam access arrangements. If a parent feels their child should be assessed for access arrangements due to learning difficulties, they should contact the SENCO as early as possible, bearing in mind that access arrangements are only for students who have difficulties which amount to a substantial

impairment. Parents should be informed that a private assessment cannot be used to award access arrangements.

Types of Access Arrangement

A number of access arrangements are available. Their use depends upon the student's needs, their normal way of working, the type of examination and the current JCQ regulations. This means that different arrangements might be allowed in different examinations, and SENCOs are required to consider the need for access arrangements on a subject-by-subject basis. The access arrangements most commonly used at the school include:

- Supervised rest breaks;
- Use of a word processor (with spelling and grammar check disabled);
- 25% extra time;
- Bilingual translation dictionary.

Other types of access arrangement are available and may be considered depending on the exact nature of a student's needs. Details of such possible arrangements can be found in the JCQ regulations.

Supervised Rest Breaks

Supervised rest breaks (SRB) must always be considered before making an application for extra time. The SENCO is allowed to provide a supervised rest break if it is the candidate's normal way of working. The SENCO must be satisfied there is a genuine need for the arrangement due to a candidate's disability.

Supervised rest breaks may be given to students to take account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, mental and emotional needs.

At the start of the SRB, the timing of the examination will be paused and then restarted when the candidate is ready to continue. The student will not have access to the examination for the duration of the SRB.

Use of a Word Processor

In some instances, a student may be advised to consider the use of a word processor for their examinations. A word processor cannot simply be granted to a student because they now want to type rather than handwrite in examinations or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre and the school must hold evidence demonstrating the reasons why the use of a word processor has been awarded. Although not an exhaustive list, the reasons may include:

- a learning difficulty which has a substantial and long-term adverse effect on a student's ability to write legibly;
- a physical disability;
- a sensory impairment;
- illegible handwriting;
- planning and organisational problems when writing by hand;
- slow handwriting speed but no other below average scores;
- the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand;
- a medical condition with evidence supplied by a medical professional;

- traits of ASD or ADHD where the pupils is able to concentrate much better with the use of a screen;
- slow handwriting speed alongside slow processing and reading speeds would require use of a word processor in addition to extra time.

If a student uses a word processor, they must do so with the spelling and grammar check facility/predictive text disabled and this must be the student's normal way of working within school.

It is permissible for a student using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. Examinations that have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where students will frequently need to type. Examinations that require more simplistic answers are often easier to handwrite within the answer booklet. The student avoids the difficulty of visually tracking between the question paper and screen.

25% Extra time

25% extra time may be granted to candidates with learning difficulties, or for other difficulties such as sensory, physical or mental and emotional needs. The documentation supporting an application for 25% extra time must make a compelling case and present a clear and detailed picture of current need (see section on evidence of need below). When a candidate progresses from GCSE to A level qualifications, whilst an assessment conducted no earlier than the start of Year 9 recommending 25% extra time for GCSE examinations will be valid for A level examinations, an application for extra time must be re-submitted in relation to A level examinations, and the school must have available detailed evidence that 25% extra time is still needed and continues to be the candidate's normal way of working.

Bilingual Translation Dictionaries

Bilingual translation dictionaries may be used by candidates whose first language is not English, Irish or Welsh as long as this reflects their normal way of working in the centre. There are certain examinations in which the dictionary may not be used, e.g. English Language examinations or Modern Foreign Language examinations testing one of the 4 languages of the dictionary. The dictionary may be paper or electronic but must be a standard dictionary, i.e. not contain supplementary information such as pictures or explanations of words. Dictionaries to be used in examinations must be held in the centre and checked thoroughly before use.

In addition, 10% extra time may be awarded to a candidate for use of the dictionary where the candidate entered the UK within 3 years of the examination with no prior knowledge of the English Language. In such cases the SENCO must compile evidence to demonstrate the candidate's eligibility for this arrangement.

Temporary Access Arrangements and applications for **special consideration** can also be made in certain situations. These arrangements can be processed as the need arises. An example could be a Year 11 student who has broken the wrist of their writing hand. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the student can access the exam but is not given an unfair advantage. As with all applications, the school is required to ensure that the appropriate documentation is held on file to support any arrangement made.

Evidence Required

The Equality Act 2010 definition of disability is very important in helping us make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for students. To quote the Act, disability means, 'limitations going beyond the normal differences in ability which may exist among people.' Any arrangement or reasonable

adjustment we consider has to be evidenced, with the extent and type of evidence required depending on the nature of the access arrangement. The most complex, but most common request we make to the exam boards is for extra time.

In order to award extra time of up to 25% for learning difficulties the school must assess the needs of the pupil based on one of the following documents:

- An Education, Health and Care Plan (EHCP) relating to secondary education which confirms the candidate's disability; or
- An assessment carried out from the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education.

So as not to give an unfair advantage, the specialist assessor's report must confirm that the candidate has at least two below average standardised scores of 84 or less which relates to an assessment of:

- Speed of reading; or
- Speed of reading comprehension; or
- Speed of writing; or
- Cognitive processing measures which have a substantial and long-term adverse effect on speed of working.

The assessor's report must be presented in the prescribed format (Form 8) signed and dated by the assessor.

In addition to this core evidence, the school is required to collate a portfolio of evidence of the normal way of working for the candidate, clearly demonstrating the need for extra time. This may include but is not limited to: unfinished mock examinations or other timed assessments or comments from teaching staff; a significant improvement in legibility or quality of language when extra time is applied. Extra time may not be appropriate in practical examinations where the impairment has a minimal effect on the assessment (e.g. Art, Drama).

For extra time for difficulties such as sensory, physical or mental and emotional needs, so as not to give an unfair advantage, the SENCO is required to populate a Form 9 which:

- Confirms that the candidate has persistent and significant difficulties when accessing and processing information, and is disabled within the definition of the Equality Act 2010;
- Includes evidence of the candidate's current difficulties and how they impact substantially on teaching and learning in the classroom;
- Shows the involvement of teaching staff in determining the need for extra time of up to 25%;
- Confirms that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage;
- Confirms that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability. This detailed information will be supported with, for example:
 - a letter from CAMHS, a clinical psychologist, a hospital consultant; or
 - a Speech and Language Therapist; or
 - a letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
 - Education, Health and Care Plan (EHCP) relating to the candidate's secondary education which confirms the candidate's disability.

A doctor's letter is not regarded as sufficient evidence.

Assessment, Internal Exams and Tests

For those students requiring access arrangements, the following steps will be followed in

relation to internal examinations and assessments:

- 1) From Year 9, departments will be informed of which students are eligible for access arrangements, and individual departments will then coordinate this with guidance from the SENCO as necessary.
- 2) Access arrangements must be put in place for relevant students for formal internal school tests, examinations and mock examinations. For less formal assessments, the teaching staff will use their discretion as to how to allow for a student's needs in the classroom – either by allowing some form of access arrangement or accounting for the conditions of the test when marking.
- 3) For formal internal assessments, students with extra time are to write in their normal way and to participate within normal exam conditions. However, they should change pen colour when their 25% becomes available. Students use coloured pen until the 25% is finished, or when they have finished – this contributes to providing essential evidence of need.
- 4) Teachers should mark exam scripts or other assessments with and without the 25% extra time and comment on the qualitative differences with 25% extra time, e.g. Has a student's work moved into an A grade from a B grade or vice versa.
- 5) Teachers should supply the SENCO with copies of exams scripts where 25% extra time has been used; scripts should be accompanied by teachers' comments, i.e.: the qualitative differences AND comment on how extra time affected exam performance.
- 6) students may use a laptop for internal assessments if this has been their normal way of working. If a laptop is used, this will be used with the internet, spelling and grammar check disabled.

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

The Word Processor Policy for exams is included within the list of Academy policies.

The criteria used to award and allocate word processors to candidates for examinations includes where they have:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
- a word processor will only be permitted where the integrity of the assessment can be maintained (AA 4.2.1)
- the use of a word processor will not be granted where it will compromise the assessment objectives of the specification in question (AA 4.2.2)

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved alternative rooming arrangements e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) within the centre will be made by the Assistant Headteacher/SENCO.

Alternative rooming reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a **long-term** medical condition or proven **long-term** social, emotional and mental health need.

The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AA 5.16)

Supervised Rest Breaks

The SENCo is allowed to provide a supervised rest break to a candidate where it is his/her normal way of working within the centre.

The SENCo must be satisfied that:

- the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and
- there is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, emotional and mental health needs.

In addition, the candidate's difficulties must be established within the centre and thus known to a Form Tutor, a Head of Year, the SENCo and/or a senior member of staff with pastoral responsibilities.