

Winchcombe School process for Exam Access Arrangements, where students are identified during KS3.

Identifying Students in KS3

- All students in Year 7 will be screened for dyslexia and parents advised if moderate or high probability.
- Students on the SEN Register, if considered appropriate.
- Students with a formal diagnosis of a specific learning difficulty, eg dyslexia
- Teachers identify other non SEN students or parents raise concerns during KS3 and they are put on the list for consideration.

Establishing Need and Normal Way of Working

- For example SEN Profile, diagnosis of specific learning difficulty (eg dyslexia), EHCP, medical diagnosis, detailed on pen portrait.
- Exam Access Arrangement indicated and detailed on Bromcom.
- Teachers and Teaching Partners trial extra time and other arrangements as considered appropriate.
- New for 2021, we also have to consider supervised restbreaks before making an application for extra time.
- In KS4, access arrangements are allowed for all approved applications, or late considerations.

Collecting Evidence and Paperwork

- During Year 9, questionnaires are sent to teachers and teaching partners to establish:
 - difficulties in the classroom
 - normal way of working
 - appropriate access arrangement
- Assistant Sendco collates the evidence and In-House Assessor writes up Section 1 of Form 8 for all students who need to be assessed.

Assessments and cover notes

- For all applications for extra time where an EHCP or appropriate medical diagnosis does not exist, students are assessed by our in-house assessor.
- We **do not** accept reports from private assessors for this purpose in line with JCQ regulations.
- For students with EHCPs, certain medical diagnoses or for those needing a reader and/or scribe, we write a cover note on headed paper, confirming a student's need and that this is normal way of working.
- For most other access arrangements such as prompt, modified papers etc, no formal application is required. It is a centre based decision.

Application

- Assuming we have the correct scores from the assessments, an EHCP or medical diagnosis exists, we can make an on-line application to the regulator for extra time, reader and/or scribe which is automatically approved if all the evidence and paperwork is correct.
- If an appeal is rejected, we have the option to appeal to the exam boards directly.

Winchcombe School process for Exam Access Arrangements, where students are in-year admission or late considerations.

Identifying Students

- Students who join Winchcombe School after Year 7 will be screened for dyslexia and previous school contacted for further historical information if considered necessary.
- Occasionally, students are identified as late as year 11 following parental or teacher concerns about falling grades or lack of progress.
- Teachers are made aware of students who may need exam access arrangements

Establishing Need and Normal Way of Working

- Teachers are asked to allow extra time for classroom assessments.
- Students are awarded extra time in mock exams
- If appropriate, an SEN Pen Portrait is drawn up and exam access detailed, as well as on BromCom
- If a private assessment exists, we will ask for a copy to add to the picture of need

Collecting Evidence and Paperwork

- Questionnaires sent out once teachers have had an opportunity to get to know them.
- A record of how much extra time is used in mock exams and teachers asked to comment on impact
- Assistant Sendco collates all the evidence and our In-House Assessor writes up the JCQ Form 8

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