

Special Access procedure for Sixth Form Students at BWS/SWGS

There is a clear requirement from JCQ that additional time/special access arrangements for examinations can only be given to candidates where:

- 1 there is clear evidence of need (ie through robust and thorough testing, with qualification identified according to the relevant JCQ regulation) and
- 2 there is clear and substantial evidence of learning support for the candidate in his or her school. In other words, the special examination arrangement should, as far as possible, replicate the normal working arrangement for the candidate so that they are not disadvantaged when taking their external examinations.

JCQ Regulations are very clear – Clause 1.1.2 of the regulations states that ‘Access arrangements should always be processed at the start of the course’. Candidates will then know what is available and have the access arrangement(s) in place for examinations and controlled assessments/coursework. Arrangements **must** be approved before an examination or assessment.’

In many cases the students joining Year 12 will have been at their home school for some time, so there will be a clear history to their learning support and special access arrangements will in most cases already be in place. However a significant number of students join the BWS/SWGS Sixth Forms from other schools, where they may or may not have been assessed for a learning difficulty. In either case it will be important that we establish any needs for learning support at an early stage in Year 12 so that the JCQ requirements are satisfied, their needs are met and other candidates are not unfairly treated.

Procedure

- 1 Parents are told that they need to make any known learning difficulties clear before the end of September in Year 12. Notification should be made in writing to the SENCO of the home school, clearly stating the learning difficulty and any support/special access that has been in place before the student joined the BWS/SWGS Sixth Forms
- 2 Referrals may also be made by subject teachers at either school; these should be supported by appropriate evidence of learning difficulties, and should, if possible, be made by the end of the Autumn Term of Year 12.
- 3 Upon receipt of a referral the specialist staff at the home school will make a judgement as to the appropriate course of action. This does not mean that testing is a natural consequence, and further discussion with the student/parents/teaching staff may be required before a course of action is finalised.
- 4 Subject teachers (at both schools) will be consulted in all cases before any final decisions concerning learning support/special access are made.
- 5 As far as possible, all assessments will be made and any support/special access judgements made before the end of the Autumn Term of Year 12.