



## Exam Access Arrangements (EAA)

Exam access arrangements refer to special accommodations or adjustments made for students with disabilities or Special Educational Needs, to enable them to access exams on an equal footing with their peers. These arrangements may include extra time, the use of assistive technology, a separate room, or a scribe, depending on the needs of the student. The goal of exam access arrangements is to provide a fair and level playing field for all students to demonstrate their knowledge and skills in exams, regardless of any barriers they may face. It's important to note that KS2 EAA is not carried forward to Secondary School as the needs of students may change as they develop.

When applying for Exam Access arrangements for a student, it is important to gather specific evidence to support a long-term and ongoing need and to show that the access arrangement applied for is the student's normal way of working. This evidence is used to demonstrate the student's individual needs and the accommodations required to ensure they can access exams on an equal footing with their peers. As an educational institution, we understand that parents may be anxious to see their child receive the support they need as soon as possible. However, it is important to note that the evidence gathering process can take time, sometimes even a few years. This is because we need to ensure that the evidence is accurate, comprehensive, and up-to-date, and that we have exhausted all possible avenues for support before making an application to the JCQ (Joint Council for Qualifications).

We appreciate that this process may be frustrating, but it is necessary to ensure that your child receives the most appropriate and effective support possible. We will keep you informed throughout the process and will work with you to ensure that your child's needs are met as soon as possible. Richard Challoner School would like to make clear that students do not receive exam support during KS3.

### YEAR 7 - 9

#### NFER

An online assessment that provide us with valuable insights into students' individual strengths and challenges across verbal, written, spatial, and quantitative areas. The assessment allows us to compare students across the whole year group and nationally using standardised scores.

#### Online Literacy Assessments

Twice a year interactive digital assessments that aim to evaluate students' literacy skills and track their progress. These assessments are designed to comprehensively assess various aspects of literacy, including reading comprehension, vocabulary, spelling and phonic skills.

#### Progress Assessments

Mid-year progress assessments play a crucial role in assessing students' ongoing development, adjusting instructional strategies, and fostering a supportive and proactive approach to learning throughout the academic year.

#### End of Year Assessments & Teacher Feedback

These tests serve as a culmination of the year's learning, allowing students to demonstrate their progress and achievements. They cover a range of topics and may include written, multiple-choice, or practical components, depending on the subject. Teachers provided feedback at the end of KS3 which is used moving into KS4.

### YEAR 10

#### Teacher Feedback KS4

Teachers, being the professionals who interact with students on a daily basis, have first hand knowledge of their strengths, challenges, and learning needs. Continuing from KS3 feedback, providing crucial professional insights into how students perform in various classroom assessments and tasks, which can help identify specific accommodations or adjustments required during exams.

#### Screener Assessments

Our qualified specialist assessor administers diagnostic tasks for assessing student's speed of working and processing skills. These tasks may involve timed writing samples, copying tasks, reading comprehension or activities that assess the student's ability to process information efficiently. This is held in conjunction with any and other preexisting diagnosed learning need.

#### Trial of Support / End of Year Exams

Provision is provided to support students in their end of year 10 - this will ideally aim to match what EAA has been provisionally applied for.

#### Application to JCQ

Formal request for accommodation or adjustments for a student's exam is made during KS4. They apply a fair and consistent approach in their evaluation to ensure that students with disabilities or special educational needs can access exams on an equal footing with their peers.

### YEAR 11

EAA is formally in place

#### GCSEs Mocks with EAA

Students will take their GCSE Mock exams with an agreed set of EAA.

#### GCSE Exams

Students sit their GCSE exams with their approved EAA

### YEAR 12 & 13

#### Reapplication & New Applications

The EAA lasts for 26 months after which the application is renewed. Richard Challoner students who previously accessed EAA do not require reassessment of need, but require teaching staff to confirm continuous need in their 6th form subjects. New students joining the 6th form who had EAA at their previous school will undergo a new application process based on evidence gathered from their secondary school, appropriate screener assessments and Richard Challoner subject teachers

6th form students with no previous EAA or history of need will only be considered for exam adjustments for a substantial and persistent learning difficulty, impairment or a diagnosed disability that has been identified

#### Year 12 Exams with EAA

Students sit their year 12 Exams with their approved EAA

#### A-Level Mock Exams with EAA

Students sit their Mock A-Level Exams with their approved EAA

#### A-Level Exams with EAA

Students sit their A-Level Exams with their approved EAA



Exams Access Coordinator

For all other enquires, please contact our Exams Access Coordinator (Mrs P Murtagh) directly  
**[MrsMurtagh@challoner.kingston.sch.uk](mailto:MrsMurtagh@challoner.kingston.sch.uk)**