**The Rationale for EAA**

EAAs are designed for candidates with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment in its normal format due to a learning difference or disability.

EAAs must not present additional benefit to a student but are designed to level the playing field in terms of access.

EAAs should reflect the student’s **normal way of working** for which there is evidence of need.

EAAs are intended to increase access to the assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment. EAAs will not be permitted if they compromise the assessment objectives of the specification in question.

EAAs may vary between subjects because different subjects and methods of assessments may have different demands.

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 to a substantial disadvantage in comparison to someone who is not disabled.

JCQ guidance indicates that EAAs should be initiated by the college not a body external to the college.

**Exam Access Arrangements (EAA) Guidance for parents/carers**

JCQ approve exam access arrangements from Y9 onwards, in cases where there is a genuine **need** and a **history** of support. Parents are responsible for sharing any secondary school exam arrangements with the Inclusive Learning (IL) department.

If there is no history of need then IL will assess for exam access arrangements based on classroom evidence: via teacher or self-referral. This will need to take place in Y12.

JCQ guidelines state that whatever support has been granted must be the students ‘**normal way of working’**. So the provision must be available wherever possible in college, for example: internal tests and mocks.

Students are encouraged to be proactive and remind teachers of the support they require, although, the EAA is detailed, for teaching staff, on the college MIS.

**The EAA available**

* Extra time
* A computer (or human) reader
* A scribe or use of a word processor
* Supervised rest breaks
* Modified papers
* Prompter
* There are other arrangements available that will be considered on an individual need basis

All of the above EAA have to be the student’s **normal way of working** with evidence provided.

**Staff roles in determining and managing EAA**

* **Exams Manager**

To make EAA applications online, using EAA checklist.

To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators.

To manage on the day questions and queries regarding EAA.

To put in place any emergency provision on the day.

To make arrangements for students requiring special consideration due to individual circumstances. For example, a family bereavement.

To ensure students are roomed suitably for their Access Arrangement, and ensure no disruption for other students also sitting exams.

* **IL Manager**

Ensure Form 8s are signed, and EAA checklists are sent to exams office.

Hold student files and evidence for inspection purposes.

Ideally be the in-house Specialist Assessor.

* **Specialist Assessor**

To administer recognised psychometric testing, and gather evidence from teachers (using the EAA form) and student interview.

Complete Form 8s and EAA checklists and share information with the exams team. JCQ approvals should be filed with tests, DPN, Form 8, completed EAA forms.

Share expertise through consultation regarding decision making process about EAA.

To ensure the agreed EAA provision is recorded on the college MIS.

Specialist Assessors to ensure their training is up to date with current guidance with specific regard to psychometric assessments and the annual update from JCQ on EAA and reasonable adjustments.

* **Teaching staff**

To provide relevant information/evidence of the student’s **persistent and significant difficulties.**

To show how the student’s difficulties/disabilities has impacted on teaching and learning in the classroom.

Make a referral to IL, using colleges MIS. Complete the EAA form, detailing the above, attaching evidence of need, and return to IL.

To provide, with IL support if needed, proposed EAA for all internal tests and controlled assessments.

**Deadlines for making EAA applications**

Y13 is considered too late to request EAA as no **history of need** or **provision** is in place. Y13 candidates should utilise the EAA provision in their mock exams.

The deadline for JCQ is usually late January, before the summer exams.

**Timelines for EAA approval**

Y11: students with EAA in place for GCSE exams should gather their evidence (including original Form 8) to bring to enrolment in August.

Enrolment: students with EAA at GCSE level will need to see IL team, providing the evidence from school and making appointments with Specialist Assessors.

Y12 autumn term: priority for EAA assessments will be given to students sitting the November exams.

Referrals to IL will begin after Initial Assessment and Formal Assessment Point 1: teachers should have **consistent** evidence of the student’s **persistent and significant difficulties**.

EAA is trialled during Y12 internal tests and controlled assessments.

**Medical letter procedure**

Letters from medical professionals (CAMHS; EP; Hospital Consultant - **NOT** a GP) will trigger an investigation but the medical condition also needs to be supported by evidence from within college otherwise it is considered malpractice. EAAs cannot be awarded purely on the basis of a medical letter.

**EHCPs**

IL students, with an Education, Health and Care Plan, may have EAA provision and will not need an assessment for Access Arrangements or Form 8. Evidence will be gathered confirming: the student’s **persistent and significant difficulties** and/or **disability**; how they substantially impact on teaching and learning in the classroom; that without the arrangement the student would be at a **substantial disadvantage**; and that the arrangement continues to be the **normal way of working**.

**Malpractice**

Colleges are regularly inspected to ensure they follow JCQ regulations: usually every summer during the exam season. The consequences of malpractice can be severe: disqualification for the student from one or more exams; disqualification for a whole cohort of students; or even the centre being closed down for up to 5 years. Examples of malpractice include:

* Students being granted EAA which are not their normal way of working
* EAA being ‘suddenly’ granted before exams
* EAA being granted when a student has no history of need or provision
* EAA being granted without sufficient evidence
* Students not using their EAA in mock exams and still being allowed it in the real exam

**JCQ contact**

Joint Council for Qualifications website, for further information:

[www.jcq.org.uk](http://www.jcq.org.uk)