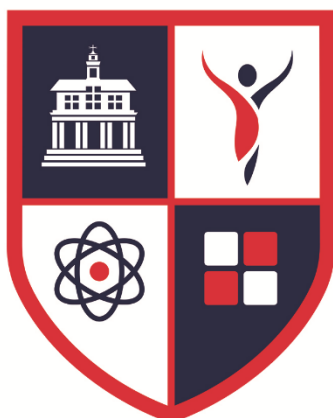




CHILDWALL
SPORTS &
SCIENCE ACADEMY

Accessibility Policy



CHILDWALL
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LYDIATE
LEARNING TRUST

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ACCESSIBILITY PLAN

1. Rationale

The Equality Act 2010 replace all existing equality legislation, including the Disability Discrimination Act 1995 (DDA) which had been extended by the SEN and Disability Act 2001 to cover education. The policy sets out the proposals of the Governing Body of the school to increase access to education for disabled students. It is a requirement that the school's accessibility policy is resourced, implemented, reviewed and revised as necessary and reported on annually.

2. Definition

Definition of disability: A person is disabled if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day to day activities. A physical or mental impairment includes learning difficulties, mental health conditions, medical conditions and hidden impairments such as dyslexia, autism and speech, language and communication impairments (Equality Act 2010)

3. Legislation

The Equality Act 2010 harmonised existing equality legislation. The SEN and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) introduced new duties for schools.

In September 2002 the requirement for schools to produce an Accessibility Policy came in to force. The Equality Act 2010 introduced a single Public Sector Equality Duty or 'general duty' that applies to public bodies including maintained schools, academies and free schools. There are three strands identified as requirements for an accessibility plan:-

- a) Increasing the extent to which disabled students can participate in the school curriculum.
- b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- c) Improving the deliver to disabled students of information which is provided in writing for students who are not disabled.

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CSSA has added the following fourth strand -

- d) Access to Pastoral Support
- e) Access to Examinations and Assessment

4. **Key Objective**

To reduce and eliminate barriers which hinder access to the curriculum and to full participation in the school community for students and prospective students with a disability. A school Action Plan has been drawn up (See Appendix I)

This plan sets out the proposals of the Governing Body of Childwall Sports & Science Academy (CSSA) to increase access to education for disabled students in five areas identified above:-

a) **Increasing the extent to which disabled students can participate in the school curriculum**

CSSA's SEND Policy adopts a quality first teaching approach to meet individual need in a bid to ensure that outcomes for children and young people with special educational needs and disabilities are improved. This is achieved by providing a designated SEN area within school with dedicated staff appointed. We work in partnership with Liverpool LA namely, SEN Officer, Educational Psychology Service, Special Educational Needs Inclusion Support Service (SENISS), Social Inclusion Team, Speech and Language Service, Outreach Support and Ethnic Minority and Traveller Achievement Service (EMTAS) and Purple Circle.

This section of the Access Plan is monitored by the SENCO.

Students across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs.

1. On entry to Childwall we use the primary school results to begin assessing school readiness in core areas and we internally baseline all students. We then use GL testing to further supplement this information and ensure students are on the correct curriculum pathway. Added to this we use our transition reports from Year 6 teachers and SENDCos to ensure we have pastoral information also. We place students into 2 equal bands P and Q in Year 7 with gender and high, middle and low ability spread across the bands to ensure they are equal. If students present as having additional needs especially around social, emotional and mental health we offer a nurture/praise pathway to allow extra support. In Year 8 and 9 our curriculum offers

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an ASPIRE pathway for those students who have more-able to ensure stretch and challenge.

At the end of KS3 in Year 9 we carry out a guided choices programme and ensure students are on the correct pathway (There are 3 distinct pathways) for their ability with a full mixture of academic GCSES or vocational programmes. The KS3,4 and 5 curriculum is reviewed each year to ensure we are offering what our students require. Year 10 and 12 option blocks are created based on the needs of the cohort and their preferences which inform our offer.

We report 4 times per year at AP1-4 and ensure that all students receive a grade based on their progress from KS2-4 and they are also given a personalised target from their KS2 start points. Each child has an end of KS4 target based on their flight path. We also report to parents on the student's attendance at each AP point. Targets can be revised at the end of each academic year by the Deputy Head responsible for Curriculum and Achievement and any necessary interventions undertaken.

2. SEN support – arrangements in place. Refer to support plans on SIMS etc. access arrangements for exams. Interventions currently on offer.
3. EAL Support

EAL students in both KS3 and KS4 receive individual and group lessons from EMTAS – a Local Authority Provider. Students across KS3 and KS4 are identified by staff and the Head of MFL and are withdrawn from lessons to receive EAL support. In year 9 and KS4 students are entered for Functional Skills in English and Mathematics, this is to ensure students leave Childwall SSA with a qualification in the core subjects.

4. Alternative provision

Alternative provision is educational provision for students who are not accessing mainstream education for a variety of reasons at KS3 and KS4.

The purpose Alternative Provision is:

- i. To securing a personalised curriculum for students at KS3 & KS4;
- ii. To ensure that alternative provision is offered to suitable students in a consistent way;
- iii. To ensure that budgets for such provision are established in due time and managed effectively;
- iv. To guide and support staff with the administration of alternative curriculum provision.

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A number of students at KS3 and KS4 are offered a variety of alternative curriculum provisions as a way of supporting their wider development and equipping them with skills and experience for the world of work.

Important acknowledgements underpinning Alternative Provision are:

- v. That the academy recognises the need to personalise the curriculum for some students
- vi. That a minority of students at KS3 struggle to meet the academic and social demands of mainstream education expectations.
- vii. That a minority of students at KS4 struggle to meet the academic demands of their core GCSE subjects
- viii. These students may be damaging their experiences in subject areas therefore they cannot access learning, or may negatively impacting on the learning of their peers
- ix. These students need additional provision to enhance their experiences and qualifications at the end of KS3 and KS4.
- x. These students need to develop skills and experience of the world of work to reduce the chances of them being NEET post-16.

The Headteacher objectives of Alternative Provision are:

- xi. To ensure that alternative provision is offered to suitable students in a consistent way;
- xii. To provide guidance on the identification of students requiring alternative provision and of suitable provision for different aptitudes and aspirations;
- xiii. To ensure that budgets for such provision are established in due time, approved by SLT and Governors and managed effectively by the Attendance & Safeguarding Manager, Education Welfare Officer and Attendance Team
- xiv. To guide and support staff with the monitoring and support of alternative curriculum provision.

Advantages of the Alternative Provision?

- xv. Students can access a variety of educational options, including core GCSEs, vocational training and qualifications, and practical skills that lead to jobs.
- xvi. Students are given a great degree of flexibility in what and how they learn
- xvii. Students are given some independence and are encouraged to take responsibility for themselves
- xviii. Students who are doing what they enjoy often find they are more motivated to attend class and achieve good results in their chosen subject area. Doing well promotes higher self-esteem.
- xix. Students who are referred to provision outside the academy remain on roll with the academy and the academy funds their place in alternative provision. The academy remains ultimately responsible for the student and the offer of alternative provision shows a commitment by the academy to an inclusive approach to the students' education.

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We use a range of providers for Alternative Education at Childwall Sports & Science Academy. These providers are either the internal alternative provision, external education providers, medical education establishments or Student Referral Units where necessary.

Courses at Alternative Provision will always provide basic skills in Maths and English. Other Courses range from trade subjects (mechanics, constructions, hairdressing, etc) to specialist areas (business, catering, childcare, fashion, music, drama, art) to GCSE of key skills classes (social skills, sexual health, self-esteem)

The qualifications they receive are nationally recognised and enable progression to further education.

5. A Personal Education Plan is carried out on all students with medical needs. If the needs are severe, each case is based on need and the necessary external experts are brought in to advise and a risk assessment is drawn up. The school has the support of a school nurse on site every Wednesday lunch time.

6. ARRANGEMENTS FOR SCHOOL REFUSERS

Those children whose attendance falls below 95% will be closely monitored and further action considered. School will challenge the attitude of those students and parents who give a low priority to attendance.

All registers will be checked and absences monitored on a regular basis. Schools will analyse individual student data to identify quickly patterns of absence which cause concern and parents will be informed by the school where their child's attendance causes concern.

School has a clear and escalating approach to intervention where there are concerns regarding school attendance.

After school has attempted to address attendance issues with parents, and if there is no improvement the Education Welfare Service will be informed where the child's attendance remains a concern.

School has in place a system for enabling returning students to catch up on learning and re-integrate within the school.

7. 6th Form Provision – the curriculum is accessible to all Liverpool students as our intake caters for internal and external students. The curriculum is accessible to varying ability levels as we offer Level 2 and Level 3 pathways. Students partake in guidance interviews throughout the application process ensuring that they are put on to the right course. All Childwall students have one to one advice from Careers Connect.

Students who have temporary physical injuries i.e. fractures, are encouraged to attend school and individual risk assessments are carried out to ensure the least interruption to their education.

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b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services

1. The school underwent a major building extension in 2010. All 'new build' areas were designed to accommodate all levels of physical disability in line with Part M of the Building Regulations (Access to and Use of Building). All existing areas were upgraded and a lift and ramps installed to allow smooth mobility around the school.
2. Annual building checks carried out and recorded. Daily checks carried out by the caretaking team. All building services in place and carried out in a timely basis.
3. PEP's (Personal education plans) carried out for all students with disabilities and injuries. Nurse is consulted on the more complex issues. All PEP's shared with all staff. Outside professionals (for example, Occupational Therapists, the Oxfordshire Physical Disability Team, the Visual Impairment Team, Hearing Impairment, physiotherapists, Autism Outreach Service, Downs Syndrome Service, Speech and Language Service, SEN ICT Service) support the work of the school, and the integration of specific students within mainstream classes
4. School has full wheelchair access i.e. elevator, ramps
5. Disabled parking bays and toilets and changing facilities available.
6. A one-way traffic management system is deployed in and out of the school.

Further adjustments will be considered based on need.

c) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

The school uses a range of communication methods to ensure information is accessible. This includes radio mics, large print resources, coloured resources, painting scheme on corridors for students with eyesight problems.

The SENCO uses Access to learning plans and IEPs and places this information on SIMS for all staff to access.

We invest in the purchase of IT educational support packages to support our individual students and in testing software to support the Team in identifying intervention requirements. We use ARTi reading tests, IDL literacy packages and other software and the communication with parents is via SIMs in touch and Class Dojo.

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We apply for additional funding from the Local Authority in the form of Top Up Funding for individual students to help us fund any additional requirements. The school invests this in hardware, software and Human resources.

d) Access to Pastoral Support

Pastoral support enshrines the principles of Every Child Matters and aspects of the Social and Emotional Aspects of Learning (SEAL) agenda. Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The Assistant Head Personal Development, Behaviour, Welfare and SMSC heads up a team who have regular inclusion meetings to discuss the needs of each child. The school works closely with CAHMS and utilises a range of external agencies. The LLT provides a L7 SENCO to support the school SENCO and advise and guide.

1. We have a total of five trained child protection officers. Posters are displayed around the school. All staff receive safeguarding updates on an annual basis and are aware of the reporting procedure.
2. Students who are Looked After, Student Premium, and Young Carers are recorded as such on SIMS. Monitoring, reporting takes place. CSSA has a comprehensive annual plan and review of all PP students and we report to Governors regularly on the effectiveness of the spend. Based on the school improvement priorities for PP students we direct funding to disadvantaged students to ensure no child is disadvantaged. Faculties can bid for funds to target any students falling behind. All spend is evaluated for impacts and targeted to any cohorts in need of support. Examples include a minibus to support PP students with low attendance, uniform support and support with educational visits to ensure the curriculum is enriched for all. Looked after Children receive additional funding.
3. Team Around the Child/Family (TAC/TAF)

The TAC/TAF meeting brings together relevant practitioners and/or parent(s) to address the needs of the child or young person. The team works together to plan coordinated support from agencies to address problems in a holistic way. It can be an evolving team of practitioners who see the child or young person and/or parent to provide support to work with them as appropriate.

4. Parents should have an active role in the TAC meetings, if the young person is agreeable and their contribution should always be recognised as they have a central role in meeting

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the needs of the child or young person. Some parents may need to be supported to achieve this due to their own unmet needs.

5. Practitioners involved in the TAC must consider solutions, which should include family strengths, universal children’s services, as well as statutory services, voluntary sector, informal support services, friends or neighbours.
6. Developed links with primary partnership schools: early identification of individual students’ needs, allowing for effective planning and support for transfer of Y6 students into Y7 (for tutor group placement, SEN initiatives, pre-transfer visits)
7. We have an in-house behaviour management procedure in place which is reported on to staff on a weekly basis.
8. The school has been allocated a school nurse who attends every Wednesday lunch time and is available during working hours by telephone.

e) Access to Examinations and Assessments

The aim of this policy is to ensure that all students who have additional needs are supported through all exams and assessments to ensure there is an equality of opportunity. This policy details how Childwall Sports & Science Academy facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’);
- requesting access arrangements;
- implementing access arrangements and the conduct of exams.

JCQ Publications General Regulations for Approved Centres (GR) and JCQ Access Arrangements and Reasonable Adjustments (AA) will be referred to identify staff responsibilities

Identifying The Need for Appropriate Access Arrangements

Head of Centre

- Is familiar with the contents of the JCQ GR and AA policies and directs staff to the updated policies published each year.
- Is responsible for ensuring the centre appoints an appropriately qualified assessor and provides evidence of qualification to be held on file.

Senior Leadership

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- Are familiar with the contents of the updated JCQ GR and AA policies published each year.

SENCO

- To have a full understanding of the contents of the JCQ GR and AA policies and directs staff to the updated policies published each year
- Identify students who need additional support from referrals made by centre staff, external agencies and families.
- Leads on the access arrangements process to ensure students are provided with appropriate arrangements.
- Presents when requested by the JCQ inspector Access arrangements applications, evidence and assessor qualification evidence.
- Ensure assessments carried out by the assessor are administered correctly.
- Gather information from staff and agencies involved with a student that demonstrates their normal way of working and picture of need.
- Disseminate to staff guidance for Assessment Process for Access Arrangements (Appendix II).

Teaching Staff

- To inform the SENCO of support any students may need, which is the candidate's normal way of working in the centre, by completing the referral form and providing evidence.

Assessor

- Have a detailed understanding of the most recently published JCQ AA policy.
- Conducts appropriate assessments to identify student's individual needs.

Requesting Access Arrangements

SENCO

- Determines if arrangements identified require prior approval from the awarding body or approval is centre-delegated before putting arrangements in place.

Exam Officer

- Is familiar with the contents of the JCQ GR and AA policies
- Process access arrangement applications referred from the SENCO on Access Arrangements Online (AAO) and provide a copy on the outcome to the SENCO.

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Implementing Access Arrangements

Head of Centre

- To supports centre staff to ensure access arrangements and reasonable adjustments are accessible to students

Senior Leadership Team

- Are responsible for ensuring emergency evacuation procedures are in place for students who may need assistance during an evacuation.

SENCO

- Inform all relevant staff of students where access arrangements and reasonable adjustments are in place.
- Liaise with the Exam officer to ensure access arrangements are in place for all internal and external examinations.
- Collate evidence for students with arrangements that shows their normal way of working in the centre.
- Ensure facilitators are introduced to candidates prior to examinations where needed.
- To ensure students are made aware of arrangements that are available to them.

Exam Officer

- To Liaise with the SENCO to ensure students receive to appropriate support in all examinations.
- Ensure all invigilation staff have received appropriate training that enables them to supports students with access arrangements in place.
- Request modified papers, where necessary, from exam boards before published deadlines

Teaching staff

- To ensure students with approved arrangements receive the appropriate support in lessons, all assessments and non-examination assessments.
- Retain evidence of student's normal way of working in the centre and provide to the SENCO.

Maintenance Staff

- To Liaise with Head of centre, SENCO and exam officer to ensure rooms and non-specialist equipment are adapted for students.

ICT Team

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- To Liaise with the SENCO and Exam Officer to make available any specialist and non-specialist IT equipment.

Facilitating Access

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations. On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

5. Review Arrangements

The Accessibility Plan will be reviewed by the Learning Resources Committee on an annual basis and an action plan will be drawn up upon review.

Points of Reference:-

Curriculum Policy – available on school web site

Assessment Policy -

Gifted and Talented Statement -

Special Educational Needs Policy -

Medication Policy -

School Development Plan -

Race Equality Policy -

Social and Emotional Aspects of Learning Document -

Child Protection and Safeguarding Policy –

Fire Risk Assessments

Health & Safety Policy

School Emergency Management Plan

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ACCESSIBILITY ACTION PLAN

Objectives:	Actions:	Lead Staff:	Resources:	By When?	Success Criteria: We will know we have been successful when...	Monitoring & Evaluation:
a) Increase the extent to which disabled students can participate in the school curriculum	Enter students for the Princess Trust Achieve Programme	SENDCO	No cost involved. On-line course delivered by our staff			
	Introduce functional skills for English and Maths	SENDCO	Books, exam entry cost teaching time			
b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services	Source a small changing area for students in Nurture group taking part PE	SENDCO	Staff	Dec 17		

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ACCESSIBILITY ACTION PLAN

c) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled	Trial the use of reader pens to support EAL students in exams	SENDCO/SSW	Reader pens	Dec 17		
d) Access to Pastoral Support	Lunch time clubs	SEND Dept	Staff time			
	Interaction and communication room	SEND Dept	Staff time			
e) Access to Exams and Assessment Arrangements	Implement process for referring all students requiring special arrangements for special conditions to SENCO e.g. medical, learning difficulties, EAL	SENDCO	Staff time	Sept. 2018		

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APPENDIX II

STAFF GUIDANCE NOTICE

ASSESSMENT PROCESS FOR ACCESS ARRANGEMENTS & REASONABLE ADJUSTMENTS

What are access arrangements and reasonable adjustments?

Access Arrangements - *“Access arrangements are agreed before an assessment. They allow candidates with 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 particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the Headteacher way in which awarding bodies comply with the duty under the Equality Act 2010* to make ‘reasonable adjustments’”*

(JCQ Access Arrangements & Reasonable Adjustments. Page 3)

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.*

*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 a number of factors which will include, but are not limited to: the needs of the disabled 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.”

(JCQ Access Arrangements & Reasonable Adjustments. Page 3) This publication is further referred to in this policy as AA.

Purpose

The purpose of this policy is to confirm Childwall Sports & Science Academy complies with its *“... obligation in respect of identifying the need for, requesting and implementing access arrangements”*

(JCQ General Regulations for Approved Centres, 5.5) This publication is further referred to in this policy as GR.

This policy will explain the assessment process in relation to access arrangements and reasonable adjustments, to provide clear guidance to all staff involved with students.

Accessibility Policy

A large part of the access arrangements policy is covered in the Academy Accessibility Policy, which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. The access arrangements policy further covers the assessment process and related issues in more detail.

The Assessment Process

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in AA 7.3. Evidence of the assessor's qualification held will be retained by the centre and a copy stored in the access arrangements file kept by the SENCO.

How the assessment process is administered

- Students identified by teaching staff to have gathered evidence with regards to needs. Teaching staff must then complete the relevant referral form to the SENCO along with evidence of need. Where necessary, access arrangements testing to be undertaken by the centre appointed assessor.
- SENCO to arrange testing where needed. If access arrangements are made due to a **medical condition** the SENCO must produce a file note on centre head paper explaining their need due to a substantial impairment. The note will address questions identified in the JCQ AA.
- The Exam Officer will then complete Access Arrangements online application from SENCO referral and provide the SENCO a copy of the application outcome for the centre Access Arrangements file. The exam officer will ensure approved access arrangements are then in place for all written exams.
- SENCO will then inform parents and student, teaching staff and exam officer of any access arrangements required as a result of the testing.

Recording evidence of need and normal way of working

- Evidence must be retained by the SENCO of student's normal way of working where access arrangements have been approved. The SENCO must present this to the JCQ inspector on request during inspection along with approved applications.
- Teaching staff to provide evidence of normal way of working using access arrangements on referral and when requested by the SENCO. This may be in the form of internal assessments, individual learning plans, comments and observations.

English as an Additional Language (EAL)

"A computer reader/reader will not be allowed if a candidate's literacy difficulties are primarily caused by English, Irish or Welsh not being his/ her first language" (JCQ AA, page 33)

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Students may use a bilingual dictionary without an application being made. Teaching staff must still make a SENCO referral for such students where a bilingual dictionary is needed. SENCO is to provide the exam officer with relevant bilingual dictionaries in advance of exams.

For the use of a bilingual dictionary with 10% extra time then students must meet all criteria identified in JCQ AA (page 72). An application for this access arrangement must be made.

Bilingual dictionaries must not be used in exams identified in JCQ AA (page 71). This includes Language exams and those that assess spelling, punctuation and grammar.

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