

Thinking Ahead Around Exam Access

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The aims of this session are to:

- Outline the role of AT to improve the ability of students to achieve as a normal way of working and explore some of the technology available
- Look at JCQ guidance to schools and colleges with regards to the use of assistive technology for access arrangements and identify the key points
- Consider how to make the necessary applications to enable students to use AT in exams



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Access Arrangements



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Assistive Technology in an Exams Context



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What types of AT are permissible in exams?

- Computers and generic assistive technologies eg tablets
- Text-to-speech programmes including scanning and reading pens
- Voice-to-text including dictation software
- Visibility tools (to enlarge text)
- Braille note takers
- Reading aids including coloured backgrounds and overlays
- Modified equipment including adapted keyboards



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JCQ Regulations

Adjustments for candidates with disabilities and learning difficulties

Access Arrangements and Reasonable Adjustments

This booklet covers the following qualifications:

AQA Applied General qualifications, AQA Level 1, Level 2 and Level 3 Technical qualifications, BTEC Firsts, BTEC Nationals, BTEC Tech Awards, Cambridge Nationals, Cambridge Technicals, CCEA Key Skills qualifications, City & Guilds Level 2 and Level 3 Technical qualifications, ELC, FSMQ, GCE, GCSE, OCR Level 3 Certificates, Welsh Baccalaureate Qualification (WBQ), WJEC Level 1 and Level 2 General qualifications, WJEC Level 1 and Level 2 Vocational qualifications, WJEC Level 3 Applied qualifications

1 September 2022 to 31 August 2023

https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf



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Applications for use of Assistive Technology in exams

JCQ and the awarding bodies cannot approve specific computer reading software packages or speech recognition software packages.



Speech recognition software packages: Dragon, WordQ and Read & Write Gold



Text-to-speech software: Reader Pen (Orange), Read & Write Gold, ClaroRead, JAWS and PDF Read Aloud.



An iPad, laptop, or computer with an internet connection during an examination would not be acceptable and would be malpractice.



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Normal Ways of Working

- JCQ interpretation of ‘normal way of working’
- This is the way a student is normally able to access their learning
- Systems in place to implement a whole-centre approach to gather information from subject teachers and learning support staff to show how a student uses their equipment



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Evidence of Normal Ways of Working

- Teacher's records with a worked example for reference/ notes recorded in teaching plans
- Examples of individual pupil support plans
- A pupil's classwork
- The CENMAC Assessment and Reviews
- [Check List](#) for normal ways of working
- A guidance sheet where SenCo explains how they collect these records and put them together
- A staff training PowerPoint on Access Arrangements that is used with the teaching staff at my school to explain Access Arrangements, and how to complete the teacher records.
- A staff training sign-in sheet that you can use as evidence for JCQ to show training on Access Arrangements has taken place.
- A student's EHCP





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Pupil Support Plan

PROGRESS 8				YEAR 7	
ATTAINMENT 8					
ATTENDANCE					
BEHAVIOUR POINTS				JOE BLOGGS MENTORED BY : MR JONES	
SUBJECT	TARGET	PREDICTED		KS2 ENGLISH	
				KS2 MATHS	
				KS2 MEAN	
				DISADVANTAGED	
				SEND	
				PRIOR ATTAINMENT	

WHAT IS CURRENTLY WORKING?	IN CLASS INTERVENTION	OUT OF CLASS SUPPORT	RESOURCES NEEDED



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Checklist

Name of Student:	Name of Tutor:	Course:
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TIME	YES	NO
Always finishes tasks after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		

READING	YES	NO
Needs reader in class		
Avoids reading out loud		
Has problem following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		

WRITTEN WORK	YES	NO
Handwriting difficult to read		
Has difficulty copying from the board		
Finds taking notes hard		
Works on laptop/computer rather than writing		
Needs support with planning written work		
Can explain verbally without problems but struggles to write anything down		
Needs support with spelling		
Grammar and punctuation insecure		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		

PRACTICAL TASKS	YES	NO
Good with practical tasks		
Prefers practical tasks to written ones		
Understanding better if able to consolidate learning through practical experience		



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Check exam approved access arrangements for each exam board 21 October 2022

Begin collecting evidence for Normal Way of Working 31 October 2022

Modified papers 31 January 2023

All other access arrangement applications by 21 March 2023

Check access arrangements are in place before the exam period begins April 2023



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Access Arrangements for KS2 SATs

Support should be based on normal classroom practice.

Schools must apply in advance to the **Standards and Testing Agency (STA)** to request permission to use the following access arrangements:

- additional time
- early opening
- compensatory marks for spelling

Other arrangements may be used without prior approval, provided they reflect normal classroom practice.

For general enquiries about access arrangements, schools and LAs can use the '**Message us – general enquiry**' form. Message us forms can be found in the 'Available activity' section of the Primary Assessment Gateway.

<https://www.primaryassessmentgateway.education.gov.uk/publicaccessproduction/selfservice/citizenportal/login.htm>



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Access Arrangements for VI students

Exam Paper Provision for Brailleists

Braille transcript in Word to accompany an electronic PDF and a hard copy Braille paper

Modified papers

Range of modified papers in accessible formats

<https://www.ukaaf.org/sectors/#education>

Accessible Revision Guides

RNIB is currently producing a range of accessible revision guides in core and foundation subjects

<https://www.rnib.org.uk/professionals/health-social-care-education-professionals/education-professionals/access-to-exams-and-tests>



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RNIB Proposed Checklist

Exam and Access Arrangement details

Level (e.g SATs/GCSE/) & exam board	Subject & paper details and level/ paper code	Date of application	Paper format required (standard/enlarged/M LP/MEP/braille/ non-interactive electronic pdf)	Access Arrangements – low, medium or high	Further adaptations that are non-standard e.g. bespoke modification format, use of equipment	Other provision	Equipment/ technology (word processor/ braille notetaker etc)



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