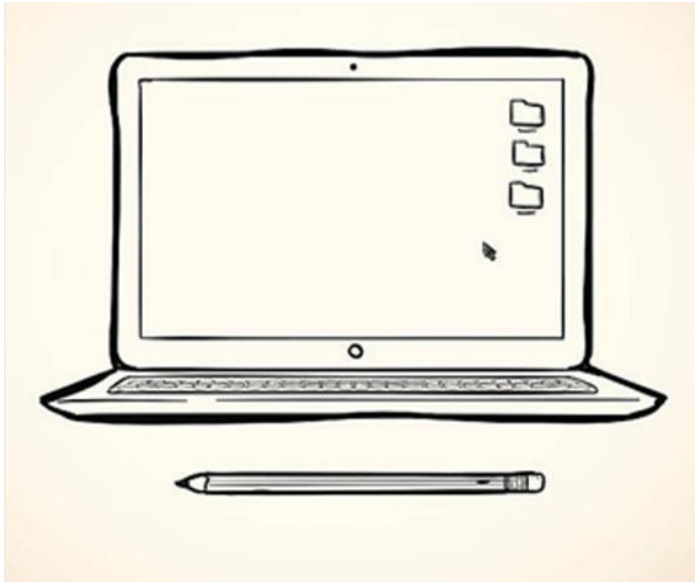Session: Thinking ahead around exam accessibility
Date: Thursday 21st September 2023
Time: 15.30 to 16.00 (GMT)

CENMAC's Thursday Thirty

30 min

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Thinking Ahead Around Exam Access

Led by Maureen De Longhi (CENMAC)

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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

Access Arrangements

Assistive Technology in an Exams Context

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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Students using a laptop in an Exams Context

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Students using voice-to-text in an Exams Context
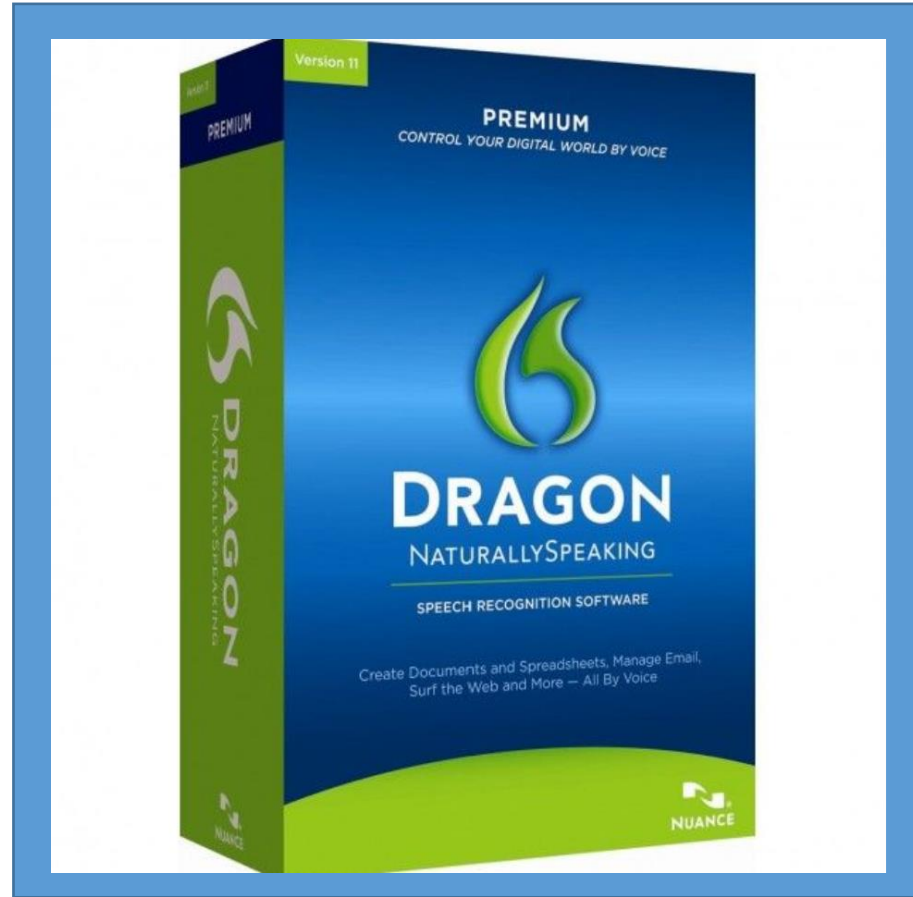
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Applications for use of Assistive Technology in exams

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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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

https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_23-24_FINAL.pdf

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Use of a word processor with the spelling and grammar check switched on

5.7.5 Where the centre has approval for the use of a scribe and where it reflects the candidate's normal way of working within the centre, as appropriate to his/her needs, the candidate may alternatively use:

- a word processor with the spelling and grammar check switched on; **or**

- a word processor with predictive text/spelling and grammar check switched on.

Where a candidate with learning difficulties is **not** subject to a **current** Education, Health and Care Plan (England), a **current** Statement of Special Educational Needs (Northern Ireland), or a **current** Individual Development Plan (Wales), Form 8 **must** show a below average spelling accuracy standardised score (a standardised score of 84 or less) with unrecognisable spellings.

NB This arrangement **will not** be permitted in ELC, GCSE and GCE AS, A-level Modern Foreign Language specifications. See paragraph 5.7.7.

The candidate **will not** have access to marks awarded for spelling, punctuation and grammar.

In all cases a scribe cover sheet **must** be completed.

Types of disability or access needs

- Autistic Spectrum Disorder (ASD)

- Learning difficulties

- Sensory and/or physical needs (HI, MSI, PD, VI)

- Social, emotional and mental health needs (e.g. ADHD)

- Speech, Language and Communication Needs (SLCN)

So as not to give an unfair advantage, a scribe will only be allowed where:

- an impairment has a substantial and long-term adverse effect on the candidate's writing; **or**

- a candidate cannot write, type or Braille independently, or at sufficient speed to record their answers even with extra time allowed, because of a substantial and long-term impairment.

The use of a scribe **must** reflect the candidate's normal way of working within the centre

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
- Examples of a pupil's classwork where AT was used
- The CENMAC Assessment and Reviews
- Check List for normal ways of working
- A guidance sheet where the SENCO explains how they collect these records and put them together
- A staff training PowerPoint on Access Arrangements that a SENCO might use with the teaching staff at school to explain 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 which mentions Assistive Technology

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Pupil Support Plan

PROGRESS 8	
ATTAINMENT 8	
ATTEDANCE	
BEHAVIOUR POINTS	

YEAR 7

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:

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 2023

Begin collecting evidence for Normal Way of Working   31 October 2023

Modified papers 31 January 2024

All other access arrangement applications by 21 March 2024

Check access arrangements are in place before the exam period begins April 2024

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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.

Key Stage 2 Access Arrangements Guidance

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 Braillists
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/MLP/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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