



## MARLBOROUGH COLLEGE

### EXAMINATIONS ACCESS ARRANGEMENTS POLICY

We recognise that some of our pupils meet the criteria for access arrangements in exams if they have a learning difficulty or disability which requires special provision to be made for them. The College has regard for the regulations laid down by the Joint Council for Qualifications (JCQ), Cambridge Assessment International Education (formerly known as CIE), and the Equality Act 2010, which requires that we make reasonable adjustment to avoid placing disabled candidates at a substantial disadvantage when compared to the rest of the cohort.

The College is only able to put access arrangements in place when these arrangements are recommended by an appropriate Medical Practitioner, or Educational Psychologist who has an established working relationship with us. **Privately arranged educational psychologists' assessments are not accepted, as per exam board guidelines.** The assessment must have been carried out when the pupil was in the Shell (Year 9) or later. In addition to the assessment, the College must have sufficient, appropriate evidence that the arrangement represents the candidate's normal way of working and is appropriate to his/her needs. We therefore collect evidence of work and exam scripts from candidates who have access arrangements, and consult with subject teachers to ensure that they support the need for the arrangement.

Where permitted by the specification, and in accordance with current JCQ and CAIE regulations, access arrangements may include:

- bilingual dictionaries
- colour naming by the invigilator for candidates who are colour blind
- coloured overlays
- computer reader / reader
- extra time
- live speaker for pre-recorded examination components
- modified papers
- oral language modifier
- prompter
- read aloud / examination pen
- scribe / speech recognition technology
- separate invigilation within the centre
- supervised rest breaks
- word processor

The most common arrangements are 25% extra time and/or the use of a word processor.

### ***Extra time***

For pupils who are at a diagnosed disadvantage when working under timed conditions, extra time may be an appropriate arrangement. Extra time may be awarded, for example, to a pupil whose assessment showed a below average score, or a cluster of low average scores, in speed of reading, writing or cognitive processing.

In order to comply with JCQ and CAIE guidance, and to demonstrate a substantial and long-term difficulty, we assess pupils who may be eligible for access arrangements during their Shell year, and/or upon entry to the Lower Sixth. Occasionally, a learning difficulty may be diagnosed later in a pupil's academic career. When this is the case, we endeavour to make appropriate arrangements provided we can collect sufficient evidence of a history of need and provision.

### ***Word Processing***

A separate statement on the use of word processors for qualifying candidates is available from the College, as is a more detailed Word Processing policy.

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