



CHELTENHAM BOURNSIDE SCHOOL

Access Arrangements

This document is a summary of the full policies:

- [Access Arrangements Policy](#)
- [Alternative Rooming Policy](#)
- [Word Processor Policy](#)

to be found on the school website's policy section.

For all Access Arrangements the following applies:

A privately commissioned assessment, or recommendation from outside professionals cannot be used to award access arrangements and cannot be used to process an application using Access Arrangements online, but it can be used for background information.

To qualify for extra time, reader or scribe a student must be referred to Mrs Weir by a teacher or teachers, alongside evidence of need.

Mrs Weir will assess their needs. She will also need to establish a history of need in class and the student's normal way of working in assessments.

If the student qualifies, then Mrs Weir informs the Exams team.

Individual Arrangements a student may require:

Extra time

The student will need two standardised scores below 85 in two areas of processing or speed of reading/writing.

Reader

Students with a reader are then taught to use the Read and Write computer screen reader and will sit exams in a computer room.

Reader and Students with EAL

Students in year 9 and above who have English as an Additional Language and are in the early stages of learning English will be referred by the EAL Co-ordinator to Mrs Weir with evidence of need.

Scribe

A student with a scribe would normally sit in their own room.

Shared smaller room

This is considered where a student has a substantial, established and long-term impairment which has an adverse effect. It should be the candidate's normal way of working in lessons/assessments.

Nervousness, low level anxiety and being worried about exams is not sufficient grounds for separate invigilation.

1:1 invigilation and the use of an alternative room would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room.

Supervised rest breaks

These are typically granted by Mrs Weir for a physical or mental condition. In the rest breaks, the student stops working and closes their paper. They may put their head down or go outside with an invigilator for fresh air/exercise. It depends on their specific needs. Outside professionals recommendations are used in determining if rest breaks are appropriate.

Mrs Weir will advise the student and the Exams team on how each student should use their rest breaks.

Word processor

A student may qualify to use a word processor where they have a firmly established need, it reflects their normal way of working and by not using a word processor they would be at a substantial disadvantage to other candidates.

Examples include: a candidate with a learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor/illegible handwriting (This list is not exhaustive)

Cheltenham Bournside School will not simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home.

Additionally, a temporary injury (broken arm etc) may make the emergency temporary use of a work processor necessary.

The student will usually be sat in the back row of the exam hall.