



**MATTHEW MOSS
HIGH SCHOOL**
Learning for Life

Policy No.: 5a

Policy: Alternative Exam
Arrangements

Review Date: June 2017

Policy Name: Alternative Exam Arrangements

Nominated Lead Member of Staff: SENDco

Status:

Review Cycle: 1 Year

Authorisation: Headteacher

Review Date: June 2017

MMHS Policy: Alternative Exam Arrangements

Introduction

As an organisation, Matthew Moss High School aims to cater for the individual needs of all its learners within the budget and resources available. Reasonable adjustments will be made, in line with the Disability Discrimination Act (2005) and the Equality Act (2010), to ensure there is appropriate provision for examinations of disabled learners and those with special educational needs. This must also be in line with the candidate's normal way of working, as specified in the JCQ Guidelines. This provision will be overseen by the school SENCO, Frances Clay, and the school Exams Officer, Claire Williams, to whom all further queries relating to this matter, particularly those which are not addressed in this policy should be directed.

Dyslexia

For students identified as having some dyslexic traits, such as low reading and spelling scores or a discrepancy between their general conceptual abilities and literacy skills, further assessments will be carried out by the Specialist Dyslexia Teacher. If assessment scores lie outside of the average range, a Form 8 will be completed and submitted to the Joint Council for Qualifications (JCQ) along with an application for alternative exam arrangements made in line with the specialist teacher's recommendations. These arrangements may involve one or more of the following: extra time, a reader, a scribe, a word processor, a modified paper or coloured overlays / workbooks. If any student has extra time but not a reader / scribe they must complete their examinations in the main exam hall unless any of the reasons for exams concessions listed below also apply. This rule also stands for any students who refuse the assistance of a reader / scribe for exams.

Visual Impairment

Students with a visual impairment may in some cases be entitled to extra time, a modified and/or enlarged exam paper, use of Braille and specialist equipment where required, during exams. In order to ensure they are not disturbed by other learners leaving the exam room before their extra time has begun, they will be provided with an alternative space to the exam hall working alongside other learners who have extra time.

Hearing Impairment

Students with a hearing impairment may be entitled to extra time if their hearing loss falls within a certain range or has impacted significantly on their language development. Again, a specialist assessor must provide this information and formal assessment scores submitted to the JCQ. Sign supported English or British Sign Language may be used where this is the candidate's normal way of working, in line with the JCQ guidelines.

Students will take exams in smaller room alongside others entitled to extra time, also accessing signing.

Autistic Spectrum Disorder, Attention Deficit (Hyperactivity) Disorder

Students with a diagnosed condition such as ASD, ADHD or ADD may struggle to maintain focus and concentration during an exam. These students will be provided with a prompt and in some cases extra time, depending on the severity of need. Where students with ASD experience high levels of anxiety, alternative arrangements such as a quiet setting, separate room or a familiar member of staff invigilating, will be provided where possible and in line with school resources. Sensory breaks can also be used to allow a refocusing of attention and to reduce anxiety relating to heightened sensory stimulation.

General Anxiety Disorders

Where students without a diagnosis of any of the above are experiencing high levels of anxiety, particularly around exams, a separate room may be provided if a recommendation has been made by a Mental Health Professional such as a Clinical Psychologist working under the Child and Adolescent Mental Health Service (CAMHS), now called Healthy Young Minds (HYM). Evidence of this must be provided in writing and signed by the professional in question. A doctor's note from a GP will not act as sufficient evidence and therefore if this request is to be upheld a referral to the relevant mental health services must be completed.

Physical Disabilities / Medical Conditions

Students with a physical disability or a medical condition such as hypermobility in joints, arthritis or any other condition which may cause pain if sitting or writing for prolonged periods of time can access alternative exam arrangements such as rest breaks or movement breaks and extra time to allow for these. Likewise, students with epilepsy may also access alternative exam arrangements, where required, to reduce the risk of seizures. This must be approved by a specialist paediatrician, consultant clinician, epilepsy nurse or occupational therapist who should make their recommendations for reasonable adjustments in writing. This can then be verified by the JCQ through an application for exam concessions on their website. Any specialist equipment or resources required will be sourced by the SENCO. Where necessary, advice from Rochdale Additional Needs Service Assistive Technology and Physical Disabilities Team may be sought.

Temporary Illness or Injury

The occurrence of illness or injuries on or near to the day of an examination will be accommodated where possible. Medical advice will be sought where necessary in order to make reasonable adjustments for students experiencing temporary illness or injury.

Associated Policies:
All areas of School Policy