



Malmesbury School

ACCESS ARRANGEMENTS FOR STUDENTS DISADVANTAGED IN ASSESSMENT OR EXAMINATION

Date of Review	Approved by	Date of Approval	Next Review Date	Website
November 2025	Governors	5 February 2026	November 2027	Y

Malmesbury School's accessibility plans are aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of the school building to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

The SEND Code of Practice, (Jan 2015: xviii) states:

"Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition".

Vision and Values

At Malmesbury School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities.

Malmesbury School values the contribution that every student can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEND is a matter for the school as a whole. All teachers are teachers of students with SEND. The governing body, Headteacher, SENCOs and all other members of staff have responsibility in ensuring all students with SEND have access to the curriculum.

All students must be given the opportunity to show their knowledge, understanding and abilities in working for assessment or awards through coursework or examinations. In some cases, the circumstances under which assessment or examinations are intended to be executed disadvantage certain students. Assessment and examining bodies recognise this and have established a variety of arrangements which aim to overcome disadvantages, other than limited arrangements for students who have English as a second language.

Malmesbury School will request access arrangements wherever it is felt that a student is genuinely disadvantaged in assessment or examination. In cases where students are unlikely to meet assessment criteria, even with special arrangements, alternative forms of certification of knowledge, understanding and abilities will be sought, e.g., Life Skills – internal qualification or similar.





Malmesbury School

1. **Students with Disabilities**

- 1.1 Application for access arrangements will be made to the Joint Council for Qualifications (JCQ) or if required individual examination or assessment bodies for candidates who are suffering temporary or permanent disability which may cause them difficulty in showing knowledge, understanding or ability under normal examination or assessment conditions.
- 1.2 The SENDCo/Access Arrangements coordinator must be satisfied that access arrangements are necessary and assessed in line with JCQ recommendations before any request is made.
- 1.3 Where an assessment or examination proves difficult to adapt satisfactorily for a group of students with disabilities, this will be drawn to the attention of the examining body and a request made for appropriate arrangements to be put in place. Where the exam board declines this request an alternative course, assessment, examination or method of accreditation will be sought.

2. **Students with Specific Learning Difficulties**

- 2.1 Special provision will be sought for students with specific learning difficulties to ensure that they are not disadvantaged in assessments or examinations.
- 2.2 Where special provision is insufficient for students to show their capabilities, this will be drawn to the attention of the examining body and a request made for appropriate adaptations to be put in place. Where the exam board declines this request alternative certification will be sought.
- 2.3 Students with specific learning difficulties will be identified by the school, with assistance from the external professionals where necessary.
- 2.4 Except under special circumstances, students for whom special provision is requested should have been identified and evidence collected at least two years prior to the assessment or examination and support provided in line with that being requested from JCQ or the individual examination exam board
- 2.5 No application for special provision may be made on the basis of privately commissioned reports from external professionals unless the school's Learning Support Faculty are contacted prior to the assessment, so that the necessary paperwork can be completed before the assessment.
- 2.6 Requests for special provision from examination boards will be supported by forms prepared not more than two years prior to the date of the examination. The form will provide historical evidence of the existence of the difficulties; details of the degree of difficulties and evidence of specific difficulties obtained through the results of appropriate and recognised tests.
- 2.7 Examination and teaching staff will be advised of students who are entitled to access arrangements and the nature of those arrangements.

3 **Students Sitting Examinations under Adverse Conditions**

- 3.1 Where an acute problem arises necessitating a special arrangement for a candidate, the school will liaise with the awarding body to ensure that all appropriate arrangements are made.
- 3.2 A request for special consideration at the grading stage will be submitted to the examination board for individuals or groups of candidates who are considered to have been disadvantaged by sitting an examination under adverse conditions.
- 3.3 When students are unable to attend an external examination because of ill-health or incapacity, efforts will be made to provide an invigilator to supervise the examination in the candidate's home or hospital.





Malmesbury School

- 3.4 When ill-health or temporary disability prevents a candidate from sitting an examination, a request will be made to the examination board for an award to be issued based on the components completed by the candidate for that subject. In exceptional circumstances, a request can be made to the examination board for an award to be issued based on evidence of the candidate's ability during their time at the school.
 - 3.5 Medical evidence sufficient to satisfy the Headteacher must be provided before any request for special consideration is made by the school.
 - 3.6 If a candidate is prevented from sitting an examination because of bereavement or other serious distress, a request will be made to the examination board for an award based on the components of the examination completed by the candidate or on evidence of the candidate's ability provided by the school. Evidence sufficient to satisfy the Headteacher of the circumstances must be provided before any request for special consideration is made by the school.
 - 3.7 Should a request for special consideration from a parent fail to be corroborated by evidence available to the school, the information from the parent will be passed to the board together with the school's observations. In such a case the Headteacher will not sign the request form.
 - 3.8 Whenever possible exemplar work will be retained by faculties for each examination candidate to provide evidence, if necessary, for aegrotat awards.
4. **Parents**
- 4.1 Discussion will take place with students for whom access arrangements are requested and their parents will be informed of the arrangements permitted/granted by JCQ or the individual examination boards.

