

**Elmhurst School for Dance**

**Academic Faculty Policy Document**

**Centre Delegated and JCQ Approved Access Arrangements**

**1. Introduction**

- 1.1 This document sets out the relevant criteria to be used for the granting of centre delegated access arrangements and for the timely application to awarding bodies for those access arrangements requiring Joint Council for Qualifications (JCQ) approval.
- 1.2 The following members of staff are involved with access arrangements:
  - i. Principal
  - ii. Director of Studies
  - iii. Examinations Officer
  - iv. Special Educational Needs co-ordinator
  - v. EAL Teachers
  - vi. Medical Centre Staff
- 1.3 The Joint Council for Qualifications issues regulations and guidance concerning access arrangements on an annual basis. The regulations and guidance documents must be consulted before submitting requests for centre delegated access arrangements and/or those access arrangements requiring JCQ approval.
- 1.4 This policy document conforms fully with the Disability Discrimination Act 1995.

**2. Access Arrangements**

- 2.1 All Elmhurst School for Dance pupils will be assessed for Special Educational Needs as soon as possible after enrolment.
- 2.2 Pupils with learning difficulties, or other impairments, will have a diagnostic report or a statement of special education needs relating to secondary education prepared by a specialist teacher employed within the school and/or by a specialist teacher or psychologist working outside the school.
- 2.3 Nationally recognised diagnostic tests will be administered by a suitably qualified specialist teacher and/or psychologist working either within or outside the school.
- 2.4 The Principal is responsible for the approval of suitably qualified specialist teachers working within the school.
- 2.5 All diagnostic reports will be held on school files where an application has been made for access arrangements. The status of the person carrying out the assessment will be stated on the report.

- 2.6 All schools are inspected at least once annually by the JCQ Centre Inspection Service and inspectors will expect to see appropriate documentation for all access arrangement applications.
- 2.7 Access arrangements are made on the basis of an individual pupils needs. Consideration will be given to whether the proposed access arrangement is effective and suitable for the candidate's particular learning difficulty.
- 2.8 Where a pupil suffers a temporary illness or injury prior to an examination, an application for suitable access arrangements must be made **before** the first affected examination is taken. Appropriate medical documentation must be held by the school to support any arrangement made.
- 2.9 Pupils whose first language is not English, Irish or Welsh will be assessed periodically to determine whether the use of a bi-lingual dictionary and up to 25% extra time may be allowed during specified examinations. See appendix 1
- 2.10 Following periodic assessment, the Examinations Officer will maintain a list of those pupils whose first language is not English, Irish or Welsh who have been granted the use of a bi-lingual dictionary and up to 25% extra time.
- 2.11 The Examinations Officer is responsible for the timely application, either online or in writing, to the relevant awarding body for all access arrangements to public examinations.

Date of Policy:	27 <sup>th</sup> January 2009
Responsible Director:	Director of Studies
Reviewed:	Annually
Monitored by:	Examinations Officer

## Access Arrangements for Pupils Whose First Language is not English

1. The use of a bi-lingual dictionary during examinations will only be granted for those pupils whose first language is not English, Irish or Welsh. Bi-lingual dictionaries must not be used in English, Irish or Welsh language examinations or modern foreign language examinations testing one of the languages of the dictionary.
2. Pupils who are granted the use of a bi-lingual dictionary may also be granted up to 25% extra examination time, depending on need, **if they have been in the United Kingdom for less than two years at the time of the examination, holiday periods are included in the two year rule.**
3. In subjects where a dictionary is not permitted, no extra time is available. The pupils need of a dictionary does **not** in itself justify allowing the pupil extra time, unless the pupil has to refer to the dictionary so often that examination time is used for this purpose instead of answering the questions.
4. Schools **must** determine the needs of the individual pupil. Not all pupils will need to use a dictionary and have extra time, especially those who have one parent who is British born, who have been educated in an English speaking school abroad or who have entered for International GCSE's in a number of subjects where English was used in the preparation for the examination. **The pupils need of the dictionary does not in itself justify allowing the pupil extra time.**
5. Electronic dictionaries, reading pens, translators, wordlists or glossaries must not be used.
6. Bi-lingual dictionaries to be used in examinations must be held in the school under secure conditions and must be thoroughly checked for unauthorised material before each examination.
7. The extent to which extra time may be granted will be assessed before each examination series. In all cases where the granting of extra examination time has been deemed necessary the following criteria will be used:
 

i. Limited English language skills	25% extra time
ii. Level 1 KET(pass)	20%
iii. Level 1 KET (pass with merit and/or distinction)	15%
iv. Level 2 PET (pass)	15%
v. Level 2 PET (pass with merit and/or distinction)	10%
vi. Level 3 FCE (pass)	5%
vii. Level 3 FCE (pass with merit and/or distinction)	0%
viii. All Higher Levels	0%