

Date reviewed: September 2022

## BRITISH EXAMS

**COVID 19** – The Lycee Français Charles de Gaulle will follow the guidelines set by the DfE and the JCQ/Cambridge in place at the time of Public Examinations taking place such as social distancing and wearing face coverings during exams.

### REQUEST FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS FOR CANDIDATES WITH DISABILITIES, LEARNING DIFFICULTIES AND TEMPORARY INJURIES

These guidelines are made in accordance with the current JCQ's regulations.

Any student sitting an official external examination in the June 2023 exams series, with special educational needs, disabilities or temporary injuries have the right to request Access Arrangements and/or Reasonable Adjustments in order to access the examination without being disadvantaged.

#### Access Arrangements

**Access arrangements need to be approved by the JCQ (Joint Council Qualification) before being used in an examination.** They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the examination and show what they know and can do without changing the demands of the examination. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

#### Reasonable Adjustments

The Equality Act 2010\* requires an **awarding body** to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be the use of a coloured overlay which would be a reasonable adjustment for a candidate diagnosed with visual stress or Irlen syndrome. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

Any request for Access Arrangements and Reasonable Adjustments must be consistent with the normal way of working of the student during the year within the school (with the exception of a temporary injury). Some arrangements do not automatically qualify for approved Access Arrangements and Reasonable Adjustments.

#### Evidence of need

The evidence of need will vary depending on the disability and the access arrangement(s) being applied for. The evidence for all access arrangements will also prove that the Access Arrangements requested constitute the **normal way of working** for the student. Failure to produce the appropriate evidence of need will lead to the application being rejected.

As the approval process for Access Arrangements and/or Reasonable Adjustments can be long, the families concerned will have to report as early as September to Mrs Feurtet (CPE) [ifeurtet@lyceefrancais.org.uk](mailto:ifeurtet@lyceefrancais.org.uk) and Mrs Schurer (Exams officer) [sschurer@lyceefrancais.org.uk](mailto:sschurer@lyceefrancais.org.uk) to get further details on the process and procedures involved for learning difficulties and/or disabilities.

1. For students with specific learning difficulties, such as dyslexia, dyspraxia, dysgraphia or dyscalculia, etc, the following documentation is required:
  - A current EHCP/Statement OR
  - An Educational Psychologist report (dated not earlier than Year 9). A list of pre-approved Educational Psychologists must be obtained from the school.
  - A Form 8 which will be filled-in by the school and the Educational Psychologist.
  - Student Consent Form.
  - Copy of the Educational Psychologist Registration certificate
  - Normal Way of Working: Evidence that Access Arrangements requested are normally used in mocks exams.
  - Teachers' comments on Access Arrangements used within the classroom.
2. For students with a medical condition, such as ADD/ADHD, ASD, HI, VI, MSI, PD, SME, etc, the following documentation is required:
  - A current EHCP/Statement OR
  - A medical letter from a CAMHS, hospital consultant or child psychiatrist is required. The letter must confirm the student's medical condition and the Access Arrangements requested.
  - Student Consent Form.
  - Normal Way of Working: Evidence that Access Arrangements requested are normally used in mocks exams.
  - Teachers' comments on Access Arrangements used within the classroom.

Once the Access Arrangements have been approved by the JCQ, they remain valid for the whole duration of the GCSE; another application will be made for the A levels based on the same documentation originally provided. Evidence of the student's Normal Way of Working will need to be collected every year through Mocks Exams. If a student has never made use of the Arrangements granted to him/her, then it is not their Normal Way of Working and the Arrangements provided may be withdrawn for the examinations.