

Graham James Primary Academy



**Access Arrangements for
Assessment**



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Access Arrangements for Assessments



INTRODUCTION

Graham James Primary Academy is an inclusive community that focuses on the wellbeing and progress of every pupil and where members of our community are of equal worth. We believe that all children should be given the opportunity to achieve their potential and we actively seek strategies to support this.

AIM OF PLAN

- To understand the term Access Arrangements
- To know what summative assessments are in place
- To understand what access arrangements may be put in place
- To understand which children are able to access these
- To know how access arrangements are made

What are Access Arrangements?

Access arrangements are adjustments that can be put in place to support pupils with a specific need in order that they can access summative tests. Access Arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test, questions, and the answers must be the pupils own.

What Summative assessments will take place?

Summative assessments are formal tests undertaken at the end of key year groups or stages. The following tests will be undertaken in Graham James Primary Academy

Year One	Year Two	Year Six
Phonic Screening Test	Key Stage One assessments (Reading and Maths)	Key stage Two Tests (Reading, Maths, and SPAG - Spelling, Punctuation and Grammar)

What arrangements can be put in place?

A phonic screening test is undertaken towards the end of Year One, children are not given a time limit and usually undertake this with their class teacher. Breaks can be given as necessary.

Key stage one tests are undertaken at the end of year two and tests are not strictly timed, nor on set days, but must be completed between specific dates. Schools can give pupils the amount of time they feel is appropriate to enable each pupil to demonstrate their knowledge and understanding. Adjustments are able to be made with no need for applications.

Key stage two tests are undertaken towards the end of year six, test dates and times are given to the school in advance. Adjustments that can be made in line with normal classroom practice are:

- Use of a scribe
- Use of a transcript
- Written or oral translations
- Readers
- Prompters
- Rest breaks
- Compensatory marks for spelling (with application)
- Early opening (with application)
- Additional time. (with sufficient evidence)
- Enlarged scripts or Braille versions available on request

Who is able to use access arrangements?

When it is normal classroom practice to make adjustments for a child they can be considered for access arrangements. Examples of when a child would be suitable for access arrangement are if they have:

- Difficulty reading
- Difficulty writing
- Difficulty concentrating
- Processing difficulties
- Need to use sign language
- A hearing impairment
- A visual impairment

How are access arrangements applied for?

Where the class teacher feels that additional arrangements are required and evidence is sufficient that this is normal classroom practice, then an application will be made by the Assessment Leader in the spring term prior to the Key Stage Two tests.