



KING HENRY VIII JUNIOR SCHOOL

Policy on Support in Assessment and Exam Access for SEND Pupils

Last Review Date: Autumn 2021
Person Responsible: SENCO
Review Date: Autumn 2024

King Henry VIII Junior

POLICY ON SUPPORT IN ASSESSMENTS AND EXAMINATIONS FOR CHILDREN WITH DIAGNOSED SPECIFIC NEEDS.

This policy sets out the provision school will make in assessments and examinations for children with diagnosed specific needs.

1 Additional Time

For children with a diagnosed requirement for additional time in assessments this will be applied as follows:

- Standardised Tests

This includes Verbal and Non-Verbal Reasoning tests, standardised spelling and reading tests - no additional time is given in these tests

- Formal school examinations in English and Maths (and Science in Year 6)

Additional time will be offered to children in all examinations except Mental Maths and Spelling sections of the examinations. Children entitled to additional time who finish before the end of their time will be strongly encouraged to go through their work and check it but they will not be made to sit out the whole of the additional time if they feel they cannot improve their work further.

Where it is possible to fit the additional time allocation into a normal lesson, children with additional time will normally sit the examination with their peers. Where more than 1 hour is needed for children with additional time they will sit their examinations in a separate room so they are not disturbed at the end of a lesson period.

- Informal assessments during the year in English and maths

In situations where these tests are time limited, those with additional time allocations will be offered their full allocation of additional time – in a separate room if necessary.

- Assessments in other subjects throughout the year

These assessments are generally not specifically time restricted, although children with additional time allocations will be allowed a fair amount of additional time, if required.

2 Access Arrangements

In accordance with the DfE guidance 'Key Stage 2 tests: How to Use Access Arrangements', readers, prompters and scribes will only be used in examinations and assessments if this is part of normal classroom procedure. This does not apply in the case of a child who sustains an injury and is physically unable to write due to the injury – although when a scribe is used the child must be able to dictate spelling and punctuation and this will be done in a separate room – a child may be given up to 25% additional time in these circumstances.

Rest breaks – a child who finds it difficult to concentrate or experiences fatigue may be given rest breaks by splitting tests into sections.

Special arrangements will be made for children who are visually or hearing impaired in accordance with their needs.

Tests and examination papers may be enlarged, printed on coloured paper or used with an overlay if this is normal practice.

Word processors and other technical aids may be used if it is normal practice and the machines do not have functions which give the child any advantage in terms of mathematical symbols, spelling, punctuation or grammar.

Review: Autumn 2021

Reviewer: Mrs Claire Brindley Head of learning support

Review date: Autumn 2024