

# St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY  
CO-ED SIXTH FORM



## **ACCESS ARRANGEMENTS (EXAMINATIONS) POLICY**

APPROVED: November 2021  
DATE TO BE REVIEWED: November 2022

## ACCESS ARRANGEMENTS POLICY

**Approved: November 2021**

**Review: November 2022**

At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

### **Our vision**

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

### **Our Mission**

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

*'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech.' Titus 2: 7-8*

### **St Martin's School Prayer**

Dear God,

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

*Inspired by St Martin's Original School Prayer*

**We nurture. We develop. We educate. We are St Martin's.**

**WHAT ARE ACCESS ARRANGEMENTS?**

- To ensure a student has a fair and equal chance of accessing learning and assessment, and making this their normal way of working
- Adhere to the **Equality Act (2010)** supporting students who would be at a 'substantial disadvantage' in accessing learning compared to those without a 'disability'.
- A 'Disability' may be 'a physical or mental impairment' that has a 'substantial' and 'long term' impact on 'normal day to day activities' and may include Special Educational Needs

## TYPES OF ACCESS ARRANGEMENT

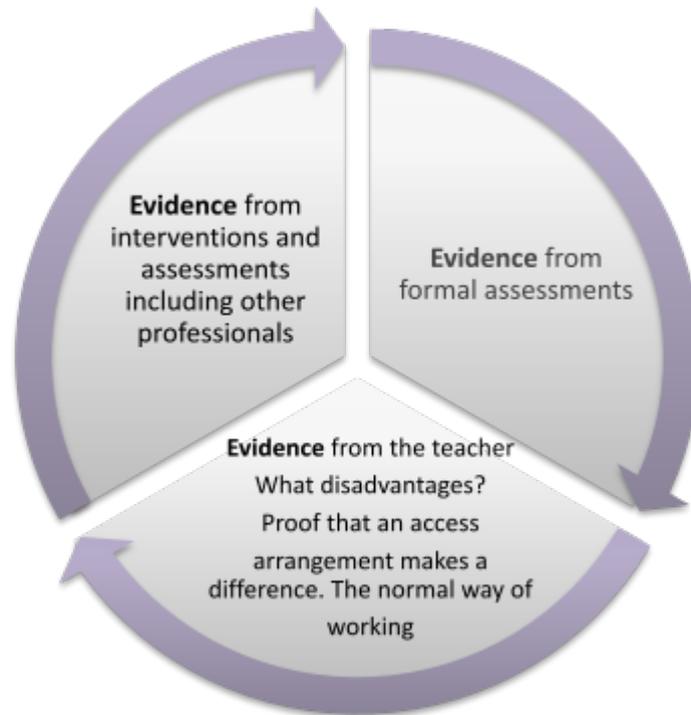
ARRANGEMENT	ADVANTAGES	CONSIDERATIONS
<b>UP TO 25% EXTRA TIME</b>	Gives those with cognitive processing speed difficulties a chance to think and process information.	Rules of this are much tighter and you need a lot of evidence as well as test scores.
<b>SUPERVISED REST BREAKS</b>	May suit students with behavioural/ concentration difficulties. Stop the clock at the start of the break, restart after.	Would this be more productive than extra time?
<b>ORAL LANGUAGE MODIFIER</b>	A specifically trained adult may rephrase challenging language. Comes with 25% extra time.	<ul style="list-style-type: none"> <li>→ Can't be used in a paper testing reading.</li> <li>→ Cannot explain technical or subject- specific terms.</li> <li>→ Can only be used if the student requests explanation.</li> </ul>
<b>MODIFIED PAPERS</b>	More accessible e.g rephrased language, larger print, coloured paper	
<b>PROMPTER</b>	Helpful for students who lose concentration easily, have a poor concept of time, become fixated on some questions. Adults can prompt.	Cannot read or have any other conversation other than to prompt
<b>READER</b>	Adults read as much or as little text as the student would like. May come with 25% extra time.	Cannot be used in a test that assesses reading (English Language, Modern Foreign Languages).
<b>SCRIBE OR VOICE RECOGNITION TECHNOLOGY (OR LAPTOP WITH SPELL CHECK ENABLED)</b>	Student dictation to adults or computers, would free them up to think about content or produce more work when typing. May come with 25% extra time.	Unless the student dictates letter by letter they miss out on SPAG points.
<b>LAPTOP (SPELL CHECK DISABLED)</b>	Quicker/ more comfortable than handwriting for some.	Must be the usual way of working, needs evidence to back up its use.
<b>BILINGUAL DICTIONARY</b>	For students with EAL who have been in the UK less than 2 years having 'very limited knowledge of English language.' May come with 25% extra time, or from September 2016 with 10% extra time.	<ul style="list-style-type: none"> <li>→ EAL is <b>not</b> a special educational need.</li> <li>→ The exam rules allow a bilingual dictionary in some subjects but <b>NOT</b> English Language/ Literature, History. Geography or RS.</li> </ul>

## HOW DO WE KNOW WHO QUALIFIES?

Substantial evidence is required that would demonstrate the student would be at a significant disadvantage to accessing learning should these arrangements not be in place. A portfolio of evidence of what we are doing to support the student is in place.

## WHAT DO WE NEED TO HAVE IN PLACE?

An equal weight of evidence from each section below is required to demonstrate that an application can be made for access arrangements:



## EVIDENCE IN THE CLASSROOM

- Accuracy of word reading
- Speed of reading
- Reading comprehension ability (may or may not be affected by word reading skills)
- Ability to interpret a question
- Speech and Language skills
- Processing speed – how long it takes to take in and understand information, or to formulate response
- Laboured handwriting that may be illegible
- Spelling ability. Is it phonetically plausible or incomprehensible?
- Ability to complete tasks within the normal time frame.
- Ability to stay on task and physically remain in the venue.