

Gosforth Academy Exam Access Arrangements (EAA) process 2025/2026

Year 9

Students in Year 9 who have been using exam access arrangements (EAA) as their normal way of working from their middle school will continue to do so (these are **temporary** until after they have been formally assessed/applied for & supporting teacher evidence gathered). These students have been highlighted during transition prior to starting at Gosforth Academy.

All Year 9 students will be screened using a digital assessment tool, designed to identify students who **may** require exam access arrangements and provide supporting evidence for applications. Please note: this is not a diagnostic tool for specific learning difficulties.

Any students who are experiencing persistent and significant difficulties throughout the year will be referred by teaching staff, along with supporting evidence to the EAA Assessor in Year 10.

Year 9 is an evidence gathering year – no arrangements are finalised until the student has been assessed or investigated in Year 10 (when the students begin their GCSE subjects).

Students with a diagnosis of a specific learning difficulty or disability (e.g. Dyslexia, ADHD, ASD) are **not** automatically entitled to EAA. This will be used as supporting evidence.

Year 10

Students referred by teaching staff will be assessed (if required) and evidence compiled to form a picture of need (required by Part 1 of JCQ Form 8).

Any student who had a temporary EAA in Year 9 and does not qualify will have their arrangement removed.

Qualifying students will ideally have their EAA in place for the June mocks as a temporary measure. The Exam team will collect evidence to see if the arrangement has been used. This will form part of the evidence gathering for normal way of working and any arrangements not being used will be removed.

Year 11

Teaching staff have an opportunity to refer students throughout the year until the January mocks. By Year 11 most students in need of EAA will have it in place as they will be using it as their normal way of working.

All GCSE arrangements are finalised prior to the January mocks as students must have been using their EAA in class and for all tests/assessments as their normal way of working.

The deadline for GCSE referrals is Friday 24th October to allow for the necessary testing and paperwork to be submitted.

Y12 & Y13

Students from Gosforth Academy who had EAA for GCSE do not need to be reassessed, but new teacher evidence must be gathered to support their continued need prior to the EAA being reapplied for. Some students will no longer require their EAA due to a change in subjects.

New Year 12 students joining Sixth Form who had a previous EAA must be reassessed, and new teacher evidence gathered. **All documents relating to their arrangement must be provided to the EAA Assessor (Form 9/Form 8 & Assessor certificate).** This is the responsibility of the student.

Teaching staff have an opportunity to refer students throughout Year 12. By Year 13 most students in need of EAA will have it in place as they will be using it as their normal way of working.

The deadline for Year 13 referrals is Friday 24th October to allow for the necessary testing and paperwork to be submitted.

Guidance for parents, carers and students about access arrangements

What are access arrangements?

Access arrangements allow students with specific needs, such as special educational needs and disabilities to access an exam. They allow students to show what they know and can do without changing the demands of the exam.

How will the process start?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- The SENCo & EAA Assessor will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working and concentration.
- **Not all students with additional needs will require access arrangements.** It depends on whether their difficulty affects their access to exams. Additional needs alone do not entitle a student to access arrangements.

Who will make the assessment?

- If a student has learning difficulties, the school or college's appointed assessor will conduct the assessment to determine the need for access arrangements such as 25% extra time. This is based on teacher referral or a history of need.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia), the assessment can only be used as evidence for access arrangements.
- Specialists (for example, a medical consultant, a psychiatrist) are responsible for providing a formal diagnosis. **They are not responsible for decisions about access arrangements.**
- The school or college must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed in line with JCQ regulations. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams.

What else needs to be done?

- The school or college will apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.
- The Exam team are responsible for facilitating the arrangement during the exams.

Finally

Schools and colleges must follow the rules. They are inspected regularly by the JCQ and if they are found to be breaking the rules, this will be malpractice.