



مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

ASSESSMENT ACCESS ARRANGEMENTS POLICY GRDS 2020-21

Review Date: 15.2.21
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Head of Inclusion



1. INTRODUCTION AND AIMS

At GEMS Royal Dubai we believe that **formal tests make up one piece of evidence for overall teacher judgment. Our overall objective is to ensure we do not advantage or disadvantage any child by using or failing to use access arrangements.**

“Adjustments must be based primarily on normal classroom practice for pupils with specific needs”.
STA, test administration guidance.

Access Arrangements apply to all forms and types of assessments where appropriate (e.g., Star Reader, end of Term assessments, Progress Tests, SATs etc.).

2. EXEMPTIONS FOR ASSESSMENTS

Students should **ONLY** take the assessment if the teacher is confident that they are able to answer the easiest of questions as a starting point. Practice tests should be used to allow teachers to make this judgement and inform access arrangements. Should a child not be able to access any of the questions, even with suitable access arrangements, a **meeting must be held with the class teacher and a member of the ACE department or SLT (if necessary).**

Pupils who are mute or selectively mute will not take part in phonics or spoken language assessments. Students working below standard (GRDS *Beginning*) should not take the test.

Once the Head of ACE/DP has agreed that a child should be removed from an assessment this will be formally communicated to parents by the class teacher in the form of a letter. No child must be excluded without ACE and SLT consultation and agreement. Records will be kept in ACE files.

3. ADMINISTERING AND RECORDING ASSESSMENTS

Assessments must be administered consistently with the child’s normal teacher/ support assistant in a familiar setting. A child who needs additional time must also remain supervised by a known adult. Where children receive additional adult support, specific guidance is detailed in the ‘Prompts and Readers’ section of the appendix.

Teachers can use their discretion if students need a rest break or to stop the test early to ensure that students are under minimal stress. Timings for End of Phase tests are given as guidelines whereas GL tests are untimed; professional judgement needs to be applied as to when is sufficient time to stop working.

Access arrangements should be agreed or updated with class teacher, Inclusion Support Team and documented on the appropriate paperwork before the end of Term 1. Children who join the school or who have significant changes in their SEND will have their access arrangements agreed at the earliest opportunity to ensure that they are not disadvantaged.



4. PUPILS WHO MAY BE APPROPRIATE FOR ACCESS ARRANGEMENTS

The following is not an exhaustive list but indicates categories of pupils for whom access arrangements should be considered.

Pupils:

- who are on the GRDS SEND register
- who have documented behavioural, emotional or social difficulties
- who have Educational Assessments where specific guidance on access arrangements is outlined
- who are considered 'beginners' on the ELL programme. (* If staff believe a child could access a mathematics test at standard in their own language, all reasonable attempts should be made to translate the test into their home language)
- with a temporary injury e.g a broken arm (25% additional time should be allocated). Time should be allocated for a child to practice taking a test with this support within the preceding week
- who are too ill to take the test should remain home. Opportunities to take the test within a limited time frame will be at the discretion of the school
- Students working below standard (GRDS *Beginning*) should not take the test
- Selectively mute students will need accommodations to enable them to take part in phonics or spoken language assessments

5. MODIFICATIONS TO SUPPORT CHILDREN WITH SEND STATUS

These may include:

- children with an IEP should have access to their usual classroom resources
- enlarged print
- additional time with breaks to aid concentration (25% extra)
- supervised rest breaks
- quieter setting
- coloured overlay or printed on contrasting paper/different dyslexia friendly fonts
- hard copy instead of on-screen
- readers
- prompts – must be the child's ongoing support assistant
- scribe
- using a computer instead of handwriting
- using assistive software (screen reader/voice recognition)
- written or oral translations such as sign language
- apparatus in mathematics tests
- modified test papers

Further guidance can be found in this file

<https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements>

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