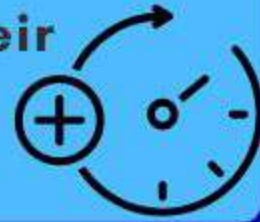


ACCESS ARRANGEMENTS

Pupils must have a history of need to qualify for AA. If a child has not been placed on the SEND register or Safeguarding lists whilst at secondary school, they will not be awarded AA as there is no evidence of a need for adjustments and/or intervention over a period of time.

Strategy 1:

EAA extra time should only be in place for pupils who experience substantial difficulties in completing work within the stipulated time in lessons and or assessments and need adjustments in place as their normal way of working.



Strategy 2:

Pupils experiencing difficulties with reading acquisition or comprehension (which is not in line with their overall level of ability) may qualify for a reader/reading pen/computer reader. This should be provided in the classroom setting in addition to assessments and exams.



Strategy 3:

When teachers make a referral for EAA, this must be done in writing and evidence must always be attached. When evidencing a need for extra time, pupils must swap to a different coloured pen to clearly demonstrate the work completed in the section of extra time.



Strategy 4:

Upon entry in Y7 teaching staff should make the SEND team aware of any pupils with illegible handwriting so that this is recorded as evidence of the need for, and use of, a laptop as the usual way of working. Evidence should be provided.



Strategy 5:

EAL pupils, not proficient in English, should have access to a bilingual dictionary as their normal way of working. New copies of these can be used in exams.



Strategy 6:

Pupils who qualify for extra time for processing reasons can become very anxious when they don't get it, this negatively affects self esteem and confidence. The SEND team can help with providing extra time. Always acknowledge to pupils that you are aware of their need for extra time and offer it, or mark work accordingly. AA need to be recognised and normalised in our classrooms for pupils to fully accept, and make best use of, their entitlements.

