



FOUNDED 1900

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

The English School Policy and Practice for Access Arrangements

Instructions for Parents and Educational Psychologists

The English School

Person responsible for Policy	Ms. Maria Rousou – Assistant Head i/c Examination
Ratified by	Mr. Nicholas Eatough
Date Approved	June 2026
Review Period	Two Year
Next Review date	June 2028

Contents

Rationale	1
Definition	1
Reports – dates and procedures	1
Dates:	1
Two-year rule:	1
Report requirements	2
TEST SCORES	4
Submission: Instructions on how to forward your report.	4
Contact information	4

Rationale

The English School Exams Office must work within the regulations stipulated by JCQ (Joint Council for Qualifications) when applying for Access Arrangements.

Definition

Access Arrangements refers to allowing candidates with specific needs, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The kinds of arrangements that can be offered, if need is proven through a verified specialist and a profile of need is established by the school.

As with every year, The English School's Exam Office will be updating records in December with a view to submitting the required evidence to Exam Boards and JCQ (Joint Council for Qualifications).

Reports – dates and procedures

Dates:

All reports must be submitted by the **first Friday of December of each year** to establish normal way of working. If referrals are made after this date, they need to be submitted as soon as possible to meet deadlines and to establish normal way of working.

Two-year rule:

All reports must have been submitted within TWO years of sitting an external exam.

Example 1: a student with a report issued in Year 3 is not eligible for Access Arrangements for the Year 5 Summer I/GCSE sitting. The report is more than two years old and not valid.

Example 2: a student with a report from December of Year 4 is not eligible for Access Arrangements for the Summer sitting of his Year 7 A Level exam. The report is more than two years old and not valid.

Example 3: The Exams Office receives a specialist's report for a student in September of Year 4. They are eligible for Access Arrangements in their Year 5 Summer I/GCSE Summer exams.

Example 4: The Exams Office receives a specialist's report for a student in November of Year 6. They are eligible for Access Arrangements in their Year 6 (if applicable) and Year 7 A Level Summer exam.

Example 5: The Exams Office receives a specialist's report for a student at the beginning of their Year 4. They are eligible for Access Arrangements for exams in Year 4 and Year 5. However, they will need to supply a new report for Access Arrangements no later than the 9th of December in their Year 6 for Access Arrangements for English School internal exams and the external A-Level exam.

Please be reminded that our students sit external exams in Year 4. This means that the school will need a valid report by the first Friday of December of Year 4 unless they have a valid report from the beginning of their Year 3.

Reports – submission by commissioned specialists

Reports coming from specialists not commissioned from the school will have to be rejected. Privately commissioned assessments carried out without prior consultation with the school cannot be used to award access arrangements.

Please contact the school's reception to be transferred to the appropriate person who can help guide this process.

Report requirements

The report must have the following:

The following should be included in all reports submitted to the school:

- The specialist's header, Cyprus registration number and stamp.
- The qualifications of the specialist need to be included in summary format.
- Declaration of no conflict of interest or personal interest form needs to be submitted with the report (see Appendix 1). Failure to provide this will result in the rejection of the report.
- All reports need to be personalised to the student. If reports have heavy generic references/descriptions, the school can reject the report and discontinue commissioning reports from the specialist.
- If recommendations are made regarding access arrangements, they need to be in line with those approved with the regulatory bodies (JCQ) or exam boards (AQA, Pearson/Edexcel, Cambridge International). It is preferred that recommendations are only made regarding the educational needs of the child as all access arrangements/exam accommodations are under the auspices of the regulatory and exam bodies.
- Submission of reports by certain deadlines: mid-December of that academic year to establish normal way of working. If referral is made after this date, then the report must be submitted as soon as possible, but only after communication with the school so that deadlines can be clearly communicated. There will be no guarantee of approval from the exam board if deadlines are not adhered to and normal way of working is not first established.
- ADHD and/or ASD diagnosis must be clearly explained in detail showing how the diagnosis was determined.
- Standardised scores of tests such as WISC, WIAT must be included. The final and full report must be written in English.

Reports should be submitted to the school by the specialist to maria.rousou@englishschool.ac.cy and maria.papachristodoulou@englishschool.ac.cy.

Recommended Tests:

- Weschler Intelligence Scale for Children V Score (verbal, visual, spatial, fluid reasoning, working memory, processing speed)
- Weschler Individual Test 3rd UK 2017
- TEA-Ch Test of Everyday Attention in Children
- MOXO CPT /T.O.V.A
- Motor Free Visual Perception Test
- DISCO (Diagnostic Interview for Social and Communication Disorders)
- ADOS (Autism Diagnostic Observation Schedule)
- ADI-R (Autism Diagnostic Interview – Revised)
- ASEBA (Achenbach Scales of Empirically Based Assessment)

Reading Accuracy, Speed and/or Comprehension

- Wide Range Achievement Test - WRAT 5 or
- Hodder Oral Reading Test - HORT or
- Academic Achievement Battery - AAB or
- Diagnostic Reading Analysis - DRA

Writing Skills

- Wide Range Achievement Test - WRAT 5 or
- Academic Achievement Battery - AAB or
- Graded Word Spelling Test – GWST

Evidence for Extra Time

- Academic Achievement Battery - AAB or
- Diagnostic Reading Analysis – DRA

TEST SCORES

How results from the above tests must be presented in the final report

- Test scores must be included in all reports. It is also useful when reports include test descriptors.
- Test scores must be based on the standard baselines outlined by the respective test. The recommended tests are listed above.
- It is also important that the report includes a clear set of Standard Deviations and descriptors such as Average, Below Average, etc.

In addition to the tests and questionnaires suggested in this document, diagnosis should be substantiated by the appropriate interviews, observations and time spent in clinical sessions between the psychologist, child and family. This aspect of the evaluation process should be documented without breach of confidentiality.

The Exams Office reserves the right to reject a report based on JCQ's regulations and may ask for another report if the one submitted does not meet all the above requirements.

Obtaining a verified report is at the cost of the family.

Submission: Instructions on how to forward your report.

Submissions of reports for review need to be emailed **no later than the first Friday of December of each academic year.**

Contact information

Ms Maria Rousou, Assistant Head, i/c Exams, Inclusion – maria.rousou@englishschool.ac.cy
Ms. Maria Papachristodoulou, School Councillor - maria.papachristodoulou@englishschool.ac.cy
Ms Elena Kazantzi, Exams and Assessments Coordinator – elena.kazantzi@englishschool.ac.cy

Exams Office: exams@englishschool.ac.cy