

[Type here]



West Lothian
Council

WINCHBURGH ACADEMY



Assessment Arrangements Policy

Contents

INTRODUCTION	3
PRINCIPLES.....	4
KEY CONTACTS.....	5
QUALITY ASSURANCE	5
Quality Assurance Calendar 2025-26.....	6
Identifying Additional Arrangements	7
Transition Support for Candidates	8
RESPONSIBILITIES	9
Delivering Additional Arrangements	10
Evidence	11
Partnership with parents and carers.....	14
Right to Appeal	14
Candidate AA Opt Out Form	14
ASSESSMENT SUPPORT REQUEST FORM 2025-26	15
WINCHBURGH ACADEMY - ADDITIONAL ARRANGEMENTS	16
EVIDENCE 2025 - 26.....	16
Form B Evidence gathering for learners.....	16
Alternative Assessment Arrangements for Prelims and SQA Exams 2025/2026.....	17

INTRODUCTION

Winchburgh Academy is committed to ensuring that, regardless of any barriers an individual young person may have with their learning, they are given an equal opportunity to demonstrate their knowledge and understanding and level of attainment.

The following guidelines support the quality assurance of assessment arrangements; these reflect the current support in place for individual young people with additional support needs. They are intended to assist all staff in Winchburgh Academy and aim to:

- provide guidance on how to collect, consider and present the evidence of an additional support need that would benefit the young person from assessment arrangements.
- ensure that the system of assessment arrangements operates fairly and with integrity.

SQA and the school have a responsibility to ensure that assessment, including that leading to certification, is rigorous and fair for all candidates, enabling them to demonstrate the skills, knowledge and understanding required for progression in learning or national qualification award. It is therefore important the AA (Additional Arrangements) are only provided to those candidates identified as having a physical (including medical or sensory), behavioural, mental health or additional support need that prevents them from accessing learning, an assessment and demonstrating their attainment. Our guidelines will help ensure that all learners have equitable access to the curriculum and assessment by providing support and solutions to remove barriers to learning.

PRINCIPLES

1. AA are intended to enable candidates to demonstrate their attainment, not to compensate for lack of attainment.

Additional arrangements must be considered in the context of the distinction between a candidate's attainment and that of their ability to demonstrate their attainment under assessment conditions. Additional arrangements are agreed before an assessment takes place and allow candidates with additional support needs to access the assessment and show the skills, knowledge and understanding they have acquired.

Additional arrangements are not designed to compensate for a candidate having not acquired the key skills, knowledge and understanding of the qualification concerned.

2. The integrity of the qualification must be maintained.

Additional arrangements must be considered in the context of the assessment standards or competence standards for each qualification. Additional arrangements must not compromise these standards or undermine the integrity of the assessment or the credibility of the award. All relevant stakeholders, including candidates, must have confidence that the qualification that is awarded to a candidate provides a reliable indication of the knowledge, skills, understanding and competence of that candidate. For example, it is not possible for a candidate to use a human scribe in a National Literacy Unit, where writing skills are being explicitly assessed.

3. Assessment arrangements should be tailored to meet a candidate's individual need.

Additional arrangements must be considered in the context of the individual assessment needs of a candidate in each different subject area. As part of the overall support offered to them, candidates should have an assessment arrangement plan, considered subject by subject, with no assumption that the same kind or level of support will be required in every case.

a candidate with writing difficulties might not be at any disadvantage in a multiple-choice paper but might have difficulties producing a written essay. There should be documented evidence of a candidate's assessment needs.

4. Assessment arrangements should reflect, as far as possible, the candidate's normal way of learning and producing work.

Any additional arrangements requested for the final exams should reflect support received in the centre to access teaching and learning. There should be continuity between the candidate's need for support in everyday learning and need for additional support in their assessment. For example, if a candidate with dyslexia normally uses ICT with a spell checker or a human scribe to overcome writing difficulties, this should be the assessment arrangement provided in the assessment.

However, there may be situations where a candidate's particular type of support provided in the learning environment is not acceptable in an assessment. For this reason, it is very important that candidates are aware of, and have practise in, working in a way that reflects what could be permitted as support in the assessment situation.

KEY CONTACTS

Supporting and delivering additional arrangement entitlements are responsibilities of all teaching staff. In addition, the following staff have specific and whole-school AAR responsibilities:

- Caroline Campbell – SQA Co-ordinator
- SLT – Colin Kerr/Jonny Mitchell
- Caroline Ssentamu – Support for Learning/AAR / Evidence gathering
- Jo Riley – SQA Administrator

School staff are required to identify candidates who are eligible for additional arrangements, verify the need for a particular arrangement and quality assure the additional arrangement process to ensure that no candidate is disadvantaged or unfairly advantaged. This will include classroom teachers, PT of faculties, support for learning and year heads at different stages. It may also involve multi-agency input and support from partner agencies and other professionals, such as educational psychologists. Importantly, it will also involve parents/carers and the candidate.

QUALITY ASSURANCE

As per SQA guidelines regarding the Centre's internal quality assurance procedures, prior to authorising an Assessment Arrangement Request (AAR), the Centre needs to:

ü provide evidence that the candidate has an additional support need and how this affects the learning and teaching situation.

ü provide evidence of the need for a particular arrangement, where required.

ü provide evidence of confirmation from the candidate that he/she has agreed to the assessment arrangements and is intending to use them.

ü undertake a verification process.

We will:

- Regularly plan and review AA through meetings and learning conversations with the candidate, keeping parents/carers updated.
- Centrally record core information for each candidate, including an overview of their ASN and AA.
- Carry out review and verification meetings as part of our quality assurance cycle.
- Ensure a sample of candidates with AA undertaking National 3 and 4 qualifications are included in the verification process.

[Type here]

Quality Assurance Calendar 2025-26

Date	Process
June / August 2025	Create folders / update spreadsheet for evidence gathering, permission letters etc (CS).
September 2025 / October 2025	Discuss with identified pupils in new S4 additional arrangements (CS/subject teachers) Updated spreadsheet with recommended individual arrangement and issue to staff. Information also inputted onto Seemis (JR) In-School Assessment Arrangements - specific pupils Aug 25.xlsx Training to begin with pupils who prefer using digital papers / natural reader instead of human reader (CS) Training for staff on new AA procedures (CS)
17 October 2025	Requests for additional arrangement and submission of evidence deadline to faculty PT CS to gather evidence and collate for verification.
27 October 2025	Letter and additional arrangement information leaflet issued to parents and students (CS)
November 2025	AA prelim timetable (CK & CS) Pupil timetables (CK) School verification meetings. Dates to be agreed (CC/CS/JM) Pupil prelim timetables issued (CK)
December 25	Prelims
30 January 2026	Deadline - SQA AA system for adapted and digital papers (CS/JR)
February 2026	Following prelims review additional arrangements, any new arrangements put in place and new letters issued (CS) Verify any new arrangements Dates to be agreed (CC/CS/JR)
March 2026	AA SQA timetable (CK) Pupil timetables issued (CK) Estimated invigilator numbers to Chief Invigilator (CC) New/additional GDPR forms signed by students and / or parents/carers (CS)
27 March 2026	Deadline – SAQ AA system for additional requests (JR)
April 2026 – May 2026	SQA exam diet

Identifying Additional Arrangements

The process of identification will begin as early as possible and will include any necessary information gathering as part of the P7 into S1 transition or enhanced transition arrangements. Candidates who require AA may be identified at any stage of their school career.

The following people have a key role to play in the AA identification process:

- candidate
- parent or carer
- class teacher
- support for learning teacher
- PT faculty
- senior leadership team
- link educational psychologists
- professionals from other partner agencies

Candidates and parents/carers should participate in the identification process. A valuable part of gathering information on individual candidates is effective liaison between colleagues.

Additional arrangements should reflect the day to day provision made for the candidate within teaching and learning. When identifying candidates who are eligible for additional arrangements, emphasis should be on enabling candidates to work as independently as possible.

The following indicators may prove helpful in identifying candidates who require AA:

- a higher level of comprehension than reading accuracy
- a greater ability in verbal responses than written work
- an inability to write legibly
- an inability to remain focused on and complete a task within a given time frame
- a significantly slow rate of information processing, reading and/or writing
- a display of significant agitation/anxiety in the context of a formal assessment
- a specific language impairment
- a physical, medical, visual or hearing impairment which prevents the candidate from demonstrating their true level of attainment
- co-ordination and motor planning difficulties
- a specific difficulty with spelling
- temporary additional support needs related to a recent trauma
- requires the use of a bilingual dictionary and extra time
- family history of additional support needs
- difficulty recalling mathematical sequences
- difficulty carrying out simple calculations in practical situations and on paper
- a clear discrepancy across subject areas
- lifelong additional support need

[Type here]

Teaching and pupil support staff must be satisfied that they have the curricular and assessment evidence to support the candidate's additional arrangements entitlement. This information should be contained within relevant contextual assessment to be reviewed and updated regularly.

We must consider the motivation of the candidate along with other factors. For some candidates having access to additional arrangements may give them the motivation to continue attending school on a regular basis in the knowledge that they have the potential to achieve their personal best.

Every member of teaching/support staff has a professional responsibility to ensure they are fully aware of the additional arrangement entitlements in place for candidates.

The information is available on Seemis and also on a spreadsheet in File Manager/All Staff/Student Information/Additional Arrangements [In-School Assessment Arrangements - specific pupils Aug 25.xlsx](#)

Please note these are updated throughout the year. Any queries please contact Caroline Ssentamu.

Transition Support for Candidates

Identification of candidate ASN is made in liaison with our cluster primaries as part of our well-established transition support arrangements. Staff liaise with primary schools and relevant partner agencies to ensure that P7 candidates who require additional support or AA are identified and effective arrangements put in place to support their transition to S1. The school will also liaise with college and university to share information on a candidate's ASN/ additional arrangements to ensure that appropriate support is in place at their post-school destination. Levels of attainment commensurate with their ability.

[Type here]

RESPONSIBILITIES

All staff have a responsibility to:

- Identify any young person who will require any assessment arrangement

SfL Department are responsible to:

- Ensure that arrangement(s) put in place are the most appropriate to meet the young person's needs through discussion with class teachers and the young person
- Ensure effective internal quality assurance systems for verifying young person's needs and additional arrangements

Class Teacher

Class teachers are crucial in supporting the SfL department to identify young people with a potential need who have not already been identified. Any potential concerns should be raised with your faculty PT who will then liaise with support for learning as appropriate. Teachers should provide evidence of this barrier in learning. This could include comments from the teacher as well as classwork evidence.

If required, the SfL department may carry out diagnostic test to further investigate the young person's difficulty.

Pupils who have received arrangements in previous years do not automatically receive arrangements this session. Documented evidence is required to support the current session.

Teachers are also responsible for ensuring the young person is given the opportunity to practise using the agreed arrangements.

Class teacher should supply evidence by the agreed date, using the documentation provided, see form at end of document. This should be handed to the faculty PT in first instance. They will quality assure the evidence before passing to Caroline Ssentamu for collation and verification.

[Type here]

Delivering Additional Arrangements

After appropriate consultation, the school will determine how the candidate's ASN will be supported, and which additional arrangements are appropriate across the curriculum.

Additional arrangements may include:

- adapted assessment papers
- digital question papers
- ICT using appropriate software (with/without spellchecker)
- bilingual dictionary
- additional use of calculator
- extra time/rest breaks
- separate accommodation / smaller setting
- prompt to keep candidates on task
- reader/e-reader/scribe
- transcription/transcription with correction
- communication devices

Candidates who are eligible for AA should have regular opportunities to access additional arrangements as part of their everyday learning. Candidates will require training and practice to make the most effective use of their additional arrangements. Decisions on the use of additional arrangements should be taken in partnership with candidates, parents/ carers and relevant school staff.

Additional arrangements should reflect the methods most suited to an individual candidate's learning style. In assessments, the candidate should have access to the support they normally receive in the classroom. It is recognised that, by their nature, some standardised assessments preclude such flexibility.

Evidence

Providing evidence for candidates who may need AA is a responsibility of all teaching staff. AA and ASN information, including these guidelines, are stored in File Manager All Staff/Student Information/Assessment Arrangements and in the pupil data sheets. Any changes to this will be undertaken by SfL/Pupil Support and shared with relevant staff.

Evidence that demonstrates the learner's difficulty

This written evidence could be in documented form, or you may wish to provide an explanation of the learner's support needs.

Examples of evidence

- Sources of evidence could take the form of an extract from a Learner Profile
- Social work or medical reports
- Psychological or medical assessments
- Pupil Passports
- Support for Learning plans
- Observations and commentary from teachers and/or pastoral care staff

Evidence the most appropriate assessment arrangement for each learner

This evidence should include how the decision was tailored to the learner's needs across different subjects and levels. This evidence must show how the learner's difficulty has been taken into consideration in the process of deciding on the most appropriate assessment arrangements. This evidence should link any ongoing support being provided to the assessment arrangements that have been agreed across subjects and levels.

In instances where an assessment arrangement has been provided to a learner in a previous year and the learner is going on to study at another level, the evidence should demonstrate that the centre has considered whether the assessment arrangement provided in previous years is still appropriate for the learner's needs, or whether any changes should be made.

Examples of evidence

- Naturally occurring classwork that has been used to inform subject teachers and Support for Learning staff's professional judgement.
- Records of consultation and discussions between subject teachers and Support for Learning staff, which considers different subject and assessment requirements.
- Forms used by teaching staff to record commentary on assessment arrangements
- Departmental/Faculty meeting minutes to discuss a learner's need for an assessment arrangement.
- Details of support regularly required from subject teachers on a learner.
- Any relevant recorded notes stored on Seemis
- Record of the decisions and rationale for the proposed assessment arrangements, including discussions with the learner about whether this is appropriate to their needs.

Examples of Classwork/Assessment work

[Type here]

Classwork/assessment with a line drawn different coloured pen for extra time showing clearly an improvement in work produced/understanding/processing time with arrangement. It is no longer necessary to provide a 'with and without' pieces of evidence.

The form accompanying the evidence must clearly state how this arrangement benefits the young person.

Examples of good impact statements can be found on the following page.

Types of Evidence:

- extra time – young person uses different coloured pen during extra time plus teacher comment how the time benefitted the young person
- use of a reader/scribe/prompt – and the impact this has had on the completion of the assessment. Views from the class teacher/candidate included as necessary
- use of IT for handwriting – examples of handwriting
- white noise / ear buds etc - comment to how this benefits the learner by the class teacher and the candidate
- separate accommodation / smaller setting – evidence / teacher comment of how this benefits the young person
- practical (cookery) – if written evidence it not suitable a teacher comment will suffice
- anxiety (separate accommodation/small setting) - teacher comment stating how this arrangement benefits the young person and a comment from the candidate if appropriate.

Examples of good evidence be included on form:

"Allowed learning additional time to read and process questions and review answers. Separate accommodation increased focus and concentration".

"Extra time has allowed the young person to produce more structures answers. This has also helped with processing time. Answers are more detailed and in-depth".

"In class whenever the young person does not know what to do, they sit there and do nothing. With arrangements in place, they were able to complete the paper, therefore the prompt was especially important".

"Results show an improvement in the quality of the candidates answers and show a better understanding the subject's key concepts".

"The young person struggles and process and interpret written info quickly and struggles to read large amounts of texts due to being dyslexic. The use of a reader enables them to access the questions, and extra time allows her to complete more of the paper".

"The young person is an extremely anxious student and often worries how others perceive them as they work. Sep accommodation allows them to feel more relaxed during assessments. Extra time allows them to calm down and centre themselves when they get flustered".

[Type here]

“Having extra time and separate accommodation helped the young person get his thoughts straight and without they found is difficult to focus and write down what they were thinking”.

“The young person has ADHD and often gets overwhelmed and flustered during assessments. Separate accommodation provided has seen them calmer. When stressed they can mutter to themselves, therefore separate accommodation is also a benefit to others”.

“The young person’s ASD means he can become fixated on distractions and thus struggle to complete tasks. Separate accommodation removes distractions and allows them to fully focus on the task in hand as is evident by the completed task provided. The candidate also feels more at ease with these supports in place”.

“Extra time allows the young person to think critically about their answers, resulting in more organised and structured responses that clearly convey their understanding of the material. Extra time also enabled the young person to process the questions more thoroughly, leading to deeper insights and more comprehensive answers. Results indicate that responses are of a higher quality, showcasing her ability to engage with the subject matter more effectively”.

“Although there was no obvious improvement in grades, the results show an improvement in the quality of the candidate’s answers indicating a stronger grasp of the subject’s core ideas. The young person struggles to quickly process and interpret written information and has difficulty reading large amounts of text due to dyslexia”.

Evidence that is no longer acceptable:

- More marks gained during period of extra time.
- Extra marks.
- Marked increase in score with arrangements offered.
- No arrangement 43%, arrangement 55%.

[Type here]

Partnership with parents and carers

Parents/carers will be involved in the AA process as outlined in these guidelines. Support for Learning staff will also liaise with parents/carers on any situations or AA requests that happen out with our AA planned timeline.

Right to Appeal

Candidates and parents/carers will be notified if their AAs have to be changed. Parents/carers have the right to appeal these decisions. A meeting will be arranged and evidence considered accordingly. The SQA will be consulted in cases where agreement cannot be reached.

Candidate AA Opt Out Form

The Candidate AA Opt Out form must be completed and returned to SfL before the assessment is scheduled to take place. Ideally this would be at least one week before the assessment.



ASSESSMENT SUPPORT REQUEST FORM 2025-26

Form A For learners already identified with AA

Please complete and return to the Assessment Arrangements box in Caroline Ssentamu's room. Please submit by the FRIDAY a week before required.

Thank you.

Student name:	Class:
Subject:	Level:
Teacher:	

Date of assessment:	Time:
Duration of assessment (without extra time)	

SUPPORT REQUESTED <i>(please tick appropriate box/boxes)</i>			
▪ Reader only		▪ Prompt	
▪ Reader and Scribe		▪ Scribe only	
▪ Use of Laptop		▪ Extra time	
Other		▪ Separate accommodation	
SIGNED :			

FOR ASN/SFL USE	
Allocate support:	Date:
Signed:	

[Type here]

WINCHBURGH ACADEMY - ADDITIONAL ARRANGEMENTS

EVIDENCE 2025 - 26

Form B Evidence gathering for learners

Student name:	Class:
Subject:	Level:
Teacher:	

Type of arrangement offered: (tick all that apply)				
Extra time (length)	Digital Paper	Reader	Scribe	Prompter
Separate Accommodation	Breaks	Other (please state)		

What was the young person's barrier to learning in relation to assessments?

Please state how the support has benefited the candidate (e.g. able to finish, reduced anxiety):

This arrangement has been discussed with the candidate: yes / no
Candidate comments:

Teacher: _____ Date _____

Faculty PT: _____ Date _____

PT to sign and pass to Caroline Ssentamu with appropriate evidence by Friday 17 October 2025.

[Type here]

Alternative Assessment Arrangements for Prelims and SQA Exams 2025/2026

Pupil name:

Year group:

Scottish Candidate Name:

I have been informed that the following SQA assessment arrangements are being requested for me:

I fully understand what this means and intend to use these arrangements in my examinations where there is sufficient evidence to show I require this assessment arrangement.

I give my consent for the school to share any data with the SQA and allow the school to make this request on my behalf.

Print pupil name:

Pupil signature:

Date:

Print parent/carers name:

Parent/carers signature:

Date: