

# The Buzz

Issue 6 – Spring  
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The clocks have finally changed and the sunny days are upon us!

Last term found the team doing a lot of work on the exam access arrangements (EAA) for Y11 students in readiness for their GCSE exams and these have now been finalised. The EAA are there to ensure that a child is not disadvantaged due to any special educational needs or disabilities. A summary of what the EAA process looks like at The Bolsover School is included as part of this bulletin. We hope that you find this useful.



Sometimes students need additional support and help to access different curriculum areas beyond the classroom. At The Bolsover School, we offer a variety of clubs which are fully accessible and very well-suited to our SEND student.

Tuesday and Wednesday: 3pm – 4pm: Supported homework club. Students are assisted by SEND support staff to allow them to complete any homework tasks they are required to complete in a calm and supportive environment. Computers and other specialist devices are available to help with students may have difficulties accessing technology or who don't have WIFI at home.

Thursday: 3pm – 4pm: I'm Bored! This club is aimed at those students who enjoy playing board games or building with Lego.

Wednesday Lunch Time: SEND them to the top! Held in the Sports Hall, this inclusive and empowering lunchtime club offers a safe, supportive space for students with SEND to build confidence, develop new skills, and enjoy active, engaging sessions tailored to their strengths.



The Bolsover School SEND information report and SEND policy contain information about how the school aims to support all young people with additional needs and ensure that their educational journey is not affected by any conditions they may have. For more information visit: <https://www.thebolsoverschool.org/page/?title=SEND&pid=35>



## DERBYSHIRE LOCAL OFFER

The Derbyshire local offer is a service which helps and supports children and young people with special educational needs to be more confident in their communities and live independently. For more information, visit: <https://www.localoffer.derbyshire.gov.uk/home.aspx>



We are looking to hold a coffee morning for parents and carers regarding any special educational needs and disabilities during the summer term in either May or June. We will look to offer a daytime event and also an event later in the day to allow all parents the opportunity to attend. More details will follow in the next publication of The Buzz



## 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 or 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.
- Students in further education should record their additional needs on the college's enrolment form.
- The SENCo 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 or concentration.
- Not all students with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis 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 must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or 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. 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 have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

### FINALLY

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

**If you have any questions about access arrangements,  
please speak to the school, college or SENCo.**

### *AND Finally...*

If you would like any further information or would like to see anything including in future publications of The Buzz, please do not hesitate to get in touch with either Mr Topley ([r.topley@thebolsoverschool.org.uk](mailto:r.topley@thebolsoverschool.org.uk)) or Mrs Sayles ([k.sayles@thebolsoverschool.org.uk](mailto:k.sayles@thebolsoverschool.org.uk))