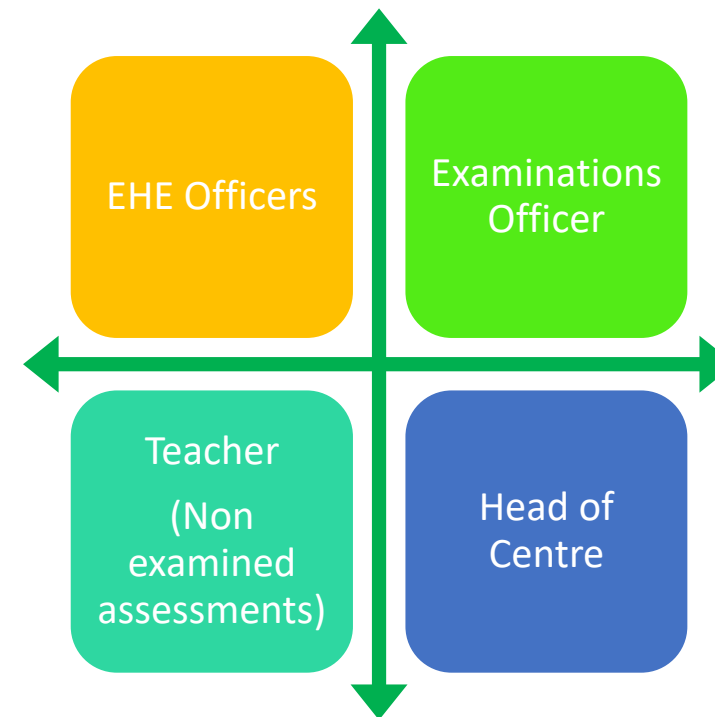


# Enabling access to examinations for the EHE community

A professional share from Monmouthshire



# Getting started

Welsh government asked Local Authorities to identify Examination Centres to support entries for the EHE community.

In Monmouthshire my own Pupil Referral Service was the best fit.

Welsh government awarded grant funding to Local Authorities to support the EHE Community.

In Monmouthshire some resource was reserved for examination entries and costs. Our key focus was to **lower potential barriers** to 16 year olds sitting English and Maths GCSEs



# How we made it work

Using professional relationships built by EHE Officers we engaged the community.

We knew which households contained rising 16yr olds and contacted these in early Autumn.

We made an initial offer of funded entries for English and Maths.

*\*We did not teach! We only provided professional assessment.*

We shared the neutral (not School) site where examinations would take place.

We made entries as soon as families were secure in their plans. So far we have made all entries by February each year avoiding late fees.

We funded opportunities to sit Non-examined Assessment ( NEA) for the English course which were marked by our teachers\*



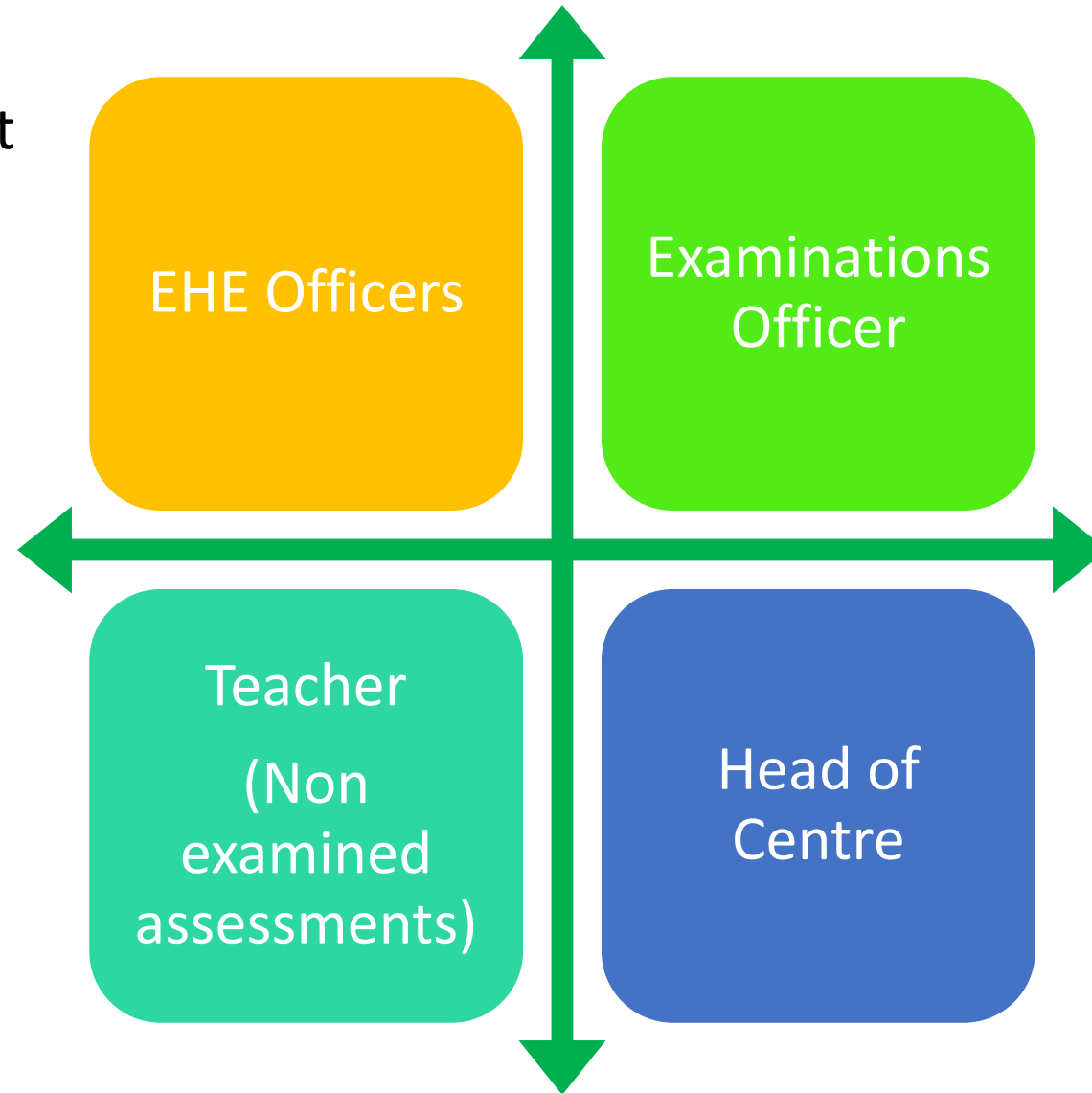
# What needs to be considered in your context?

Careful selection of the examination centre is crucial, they need capacity and flexibility to match your existing EHE community's potential needs.

Although the Centre will not teach these candidates they will need to ensure all JCQ regulations and 'Awarding Body' expectations are met just as though the children were pupils.



You will need to budget for some professional time from each role shown:



# Additional learning needs

Carefully identify your starting point for each candidate.

Are there identified ALN known to the Local Authority?

Does the candidates need to be assessed for ALN beyond the scope of Centre discretion Access Arrangements?

For example: A candidate's usual way of working is relevant. In the right context the Head of Centre can potentially allow a candidate:

- Extra time
- Breaks
- Laptop use to answer questions.



# Invigilation & Venue

You require invigilators on the busiest days on the Public Examinations calendar.

Please beware Schools or PRU centres are unlikely to have spare capacity for this due to their own extensive Access Arrangements.

Our practical solution was to train EHE Officers in invigilation – they are eligible as they have not taught the candidate(s).

Many families report to us that fear of entering a traditional School hall with hundreds of other candidates would stop their children from sitting the examinations.

We found a neutral venue and offer pre-visits to the families, which are often taken up. Currently we use smaller rooms in County Hall.



# Local flexibility

Our community request access to a broad range of GCSE subjects and Awarding Bodies. We welcome this, but caution colleagues that it needs to be planned for.

For us it was right to limit NEA activity to the WJEC qualifications we use with our pupils only.

We only accept entries for other subjects or Awarding Bodies if they are examination only. We do not ask our teachers to operate outside of specialism.





# Finally...

The key to success is matching capacity and professional time to need.

We needed:

- The deepening knowledge and professional relationships built by our EHE Officers.
- Positive engagement from families.
- A confident and experienced Head of Centre and Examinations Officer partnership.
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