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Hornsea School and Language College supports a diverse range of students, including those with SEND, EAL and neurodiverse needs. Teachers Karen Chilton, Hannah Watson and trainee teacher Chloe explain how clear language, structured resources and accessible assessment design help ensure every student can demonstrate what they know and achieve their potential.



Accessibility starts with clarity

For staff at Hornsea, accessibility is about making learning and assessment easier to understand, without reducing challenge.

“Accessibility is not overloading our students,” explains Karen. “It’s about delivering specifications in a way that is enjoyable, engaging, relevant and challenging.”

This becomes particularly important in exam situations, where students are working under pressure and against the clock.

“Our students are stressed; they’re working under timed conditions,” she says. “So the language used in assessment needs to be short, concise and clear. If it can do that, then it’s accessible.”

Hannah sees the impact of this every year with students beginning their courses.

“We have students who struggle to even access the questions,” she explains. “Cambridge OCR has really thought about how to make them more accessible.”



Supporting teaching from the start

Accessibility is not only about the assessment itself. It also means making sure teachers have the resources and guidance they need to support students effectively.

For Chloe, who was training to teach, clear and structured materials helped build confidence from the outset.

“The schemes of work have a very clear layout,” she explains. “They set out lesson objectives, resources and activities step by step, which makes a big difference.”

Karen also values the support available through Cambridge OCR resources.

“I use Teach Cambridge resources a lot in my planning and delivery,” she says. “It gives me confidence that I’m teaching the right material in the right way for my students.”

Together, these resources make it easier for teachers to focus on engaging students and supporting different learning needs in the classroom.

Helping every student access assessment

“There’s no ambiguity. Students know exactly what they have to do, and that’s a real source of support.”

At Hornsea School and Language College, classrooms include students with a wide range of needs and backgrounds. For accessibility to be effective, it has to work for everyone.

“We have a range of needs in the classroom, and all of that has been thought about,” says Hannah.

Karen highlights the difference that clear and consistent assessment language can make for neurodiverse students.

“I have an autistic student who finds it really helpful that there’s no ambiguity,” she explains. “She knows exactly what she has to do, and that’s a real source of support for her.”

Breaking assessment tasks into clearly structured sections can also help students engage more confidently.

“Assessments are clearly broken down into manageable chunks,” Chloe adds. “That means all young people can access exam questions and show what they know.”



Giving teachers confidence

For staff, accessibility is strengthened by clear specifications, practical resources and support from subject specialists.

“All of the resources are developed with subject advisors who understand the classroom,” says Hannah. “They know the barriers we face and genuinely want to support.”

This clarity creates consistency between teaching, learning and assessment.

“If I know exactly what I need to deliver and what the exam requires, I can guide students in what is expected from them,” she explains.

That shared understanding helps teachers prepare students with confidence and focus attention on supporting achievement rather than navigating complexity.

Fairness without compromising challenge

“Accessible assessment removes barriers but keeps the challenge.”

For Karen, accessibility and rigour go hand in hand.

“A fair assessment has to consider the nature of challenge,” she explains. “These are A Levels. They have to be difficult, robust and challenging.”

The role of accessible assessment is not to reduce expectations, but to remove unnecessary obstacles that can prevent students from showing what they know.

“What Cambridge OCR has done is remove those barriers that sometimes prevent students from doing their best. That’s fair assessment. That’s accessible assessment.”

Hannah agrees: “We need papers where all students can feel some sense of success. Accessibility makes that possible.”

Why Cambridge OCR is the right fit

For Hornsea School and Language College, Cambridge OCR's combination of clarity, consistency and support makes a real difference.

"The specifications are clear, with no unnecessary wording," says Hannah. "Everything is exactly as it needs to be."

Karen believes that clarity runs throughout the whole experience.

"The language is always clear. There's no ambiguity, so students know what's being asked and can produce their best work."

That confidence extends beyond students to teachers as well.

"I feel confident putting my students in that exam room, knowing they've got the best chance to shine," she says.

Making assessment straightforward, for every student

Hornsea's experience highlights what accessible assessment looks like in practice:

- clear, concise language with no ambiguity
- structured resources that reduce overload
- support that helps teachers teach with confidence
- assessments broken into manageable sections
- fair opportunities for every student to demonstrate what they know.

At Cambridge OCR, this is what **making assessment straightforward** means.

Accessibility is not about lowering standards. It is about removing unnecessary barriers so more students can engage confidently with learning, demonstrate their knowledge and achieve their potential.



Find out more

If you want to make assessment more accessible for your students:

[Explore our accessibility approach](#)

[Speak to the team](#)

Because when assessment is straightforward, every student has the opportunity to succeed.