



Access Arrangements Policy (Exams) 2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
	K Hardy
Date of next review	November 2020

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	David Griffiths
SENCo line manager (Senior Leader)	Michael O'Hare
Head of centre	Kathy Hardy
Assessor(s)	Diane Cox
Access arrangement facilitator(s)	Jane Andrews

Contents

	1
Key staff involved in the access arrangements process	2
What are access arrangements and reasonable adjustments?	4
Access arrangements	4
Reasonable adjustments	4
Purpose of the policy	4
Disability Policy (Exams)	5
The Assessment Process	5
The qualification(s) of the current assessor(s)	5
Appointment of assessors of candidates with learning difficulties	5
Checking the qualification(s) of the assessor(s)	5
Reporting the appointment of the assessor(s)	5
How the assessment process is administered	6
Recording evidence of need	6
Gathering evidence to demonstrate <i>normal way of working</i>	6
Processing access arrangements	7
Arrangements requiring awarding body approval	7
Centre-specific criteria for particular access arrangements	7
Word Processor Policy (Exams)	7
Separate invigilation within the centre	8

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an assessment. They allow 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 intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. [AA Definitions, page 3]*

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:*

- *the needs of the disabled candidate;*
- *the effectiveness of the adjustment;*
- *the cost of the adjustment; and*
- *the likely impact of the adjustment upon the candidate and other candidates.*

An adjustment will not be approved if it:

- *involves unreasonable costs to the awarding body;*
- *involves unreasonable timeframes; or*
- *affects the security and integrity of the assessment.*

This is because the adjustment is not 'reasonable'. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'. [AA Definitions, page 3]*

Purpose of the policy

The purpose of this policy is to confirm that The de Ferrers Academy has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its "...obligation to identify the need for, request and implement access arrangements..." [JCQ General Regulations for Approved Centres, 5.5] This publication is further referred to in this policy as [GR](#).

The policy is maintained and held by the SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*'. This publication is further referred to in this policy as [AA](#).

Disability Policy (Exams)

A large part of the access arrangements process is covered in the Disability Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Disability Policy (Exams) is stored on Google Drive

The head of centre/senior leadership team will... recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010⁺. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect [GR 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

The Assessment Process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

The qualification(s) of the current assessor(s)

Diane Cox – SplD

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

Certification/qualifications are checked by SENCO (Dave Griffiths) and counter checked by Micky O'Hare (Senior Vice Principal) prior to the commencement of any assessment.

The de Ferrers Academy has a series of administrative and legal checks in place, to ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre (Kathy Hardy)**. The Senior Vice Principal and SENCO inspect the assessor's certificate and qualifications to ensure that they are appropriate for assessing student's needs.

Reporting the appointment of the assessor(s)

A copy of the assessor's certificate and qualification will be taken and stored in the Access Arrangements file at all times.

The names of the assessors are entered onto the Access Arrangements Online (AAO) system to confirm their status.

How the assessment process is administered

The assessment process is administered effectively by executing the following steps:

- The SENCO has a list of students who the teachers have highlighted as needing additional support / reasonable adjustments to help access the curriculum / examinations.
- The SENCO will observe a series of lessons to gauge an idea of 'normal working practise' and ask for written feedback from teaching staff.
- The SENCO will then highlight students, and their area of need (extra time, reader, scribe), who require additional support to determine whether access arrangements are needed.
- Communication with parents / carers to inform them of the assessment process

Recording evidence of need

All SEN students have an individual passport detailing their SEN need and Reasonable Adjustments. The passports are stored on Google Drive (Academy resources > SEN > Passports) and are regularly updated based upon external agencies / teacher / student / parental feedback

Teacher Feedback is collated and stored, under lock and key, in the Access Arrangements folder in TA44.

All Form 8 paperwork is also stored, under lock and key, in TA44.

Educational Health Care Plans are stored, under lock and key, in DA8

Gathering evidence to demonstrate *normal way of working*

A thorough transition programme is in place whereby the SENCO / Assistant SENCO communicated with primary school / external agencies prior to the students arriving at the Academy in Year 7. As part of the transition process, staff will learn what the students' normal way of working is and create a series of Reasonable Adjustments to support the learners' needs. All SEND students will have a personalised passport made for them that highlights their SEN need.

Teaching and support staff (Inclusion Support Assistants) are asked to implement the adjustment to support the student with their learning. Depending on the need, support can be individual, or small group for the following areas:

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *numeracy support lessons;*
- *numeracy intervention strategies;*
- *literacy intervention strategies;*
- *in internal school tests/examinations;*
- *pre-public examinations.*
- *Other*

For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCO or the assessor working within the centre.

SENCOs and assessors must refer to section 7.6.1, page 87, for information on how to confirm 'normal way of working'. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

The Assessor and SENCO will make the relevant application on Access Arrangements Online. The SENCO will keep a record of the administrative paperwork and will share it with the Examinations Officer / Access Arrangements Facilitator.

Centre-specific criteria for particular access arrangements

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Students will only be granted the user of a word processor (without spell check) where it is deemed at normal way of working and appropriate for the individual's needs. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Please see Word Processor Policy

Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet. [ICE 14.20]

A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with...

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. [AA 5.8]

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

The decision will be based on

- whether the candidate has a **substantial and long term impairment** which has an adverse effect; **and**
- **the candidate's normal way of working within the centre** [[AA](#)5.16]

Small room invigilation will only be granted if it is normal way of working or for medical reasons. Supporting evidence is required from professionals (GP, CAMHS etc.).

[see [AA](#) 5.16 plus centre-determined criteria]