



Access arrangements policy

2018/19

These procedures are reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

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Purpose of the policy

The purpose of this policy is to confirm that Ninestiles School, An Academy fulfils its obligations in respect of identifying the need for, requesting and implementing access arrangements

The policy is reviewed annually to ensure that processes 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 (AA)*.

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

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

What are access arrangements and reasonable adjustments?

Access arrangements

Access Arrangements are pre-examination adjustments for candidates/learners with special educational needs, disabilities or temporary injuries. The intention behind access arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment. Access Arrangements aim to remove barriers for a candidate and prevent from placing him/her at substantial disadvantage. Access Arrangements fall into two distinct categories:

- ▶ Arrangements which are delegated to centres
- ▶ Arrangements which require prior JCQ awarding body approval

Access arrangements are the principal way in which Awarding Bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

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.

The qualification(s) of the current assessor

Karen Newman – Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A)

Appointment of assessors of candidates with learning difficulties

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

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

Assessors show their original certificates to the EO and photocopies are made. These copies are kept in the Exams Office in secure storage, along with students' files. It will be presented to the JCQ Centre Inspector when required during inspection.

The assessors receive an up-dated copy of the JCQ regulations annually. Every year, assessor attends a course CommunicateEd – Exams Access Refresher Course.

Process for the assessment of a candidate's learning difficulties by an assessor

Exam Access Assessment processes are administered conforming the equality Act 2010 regulations. Ninestiles School, An Academy usually does not accept external candidates.

Ninestiles School, An Academy aims to identify students needing exam access as early as possible. This allows students to trial their access arrangements in class and during mocks.

Teachers work with SENCO to identify the exam access need.

Students may already have EHCP which identifies specific learning difficulties, including ASC (Autism). SENCO identifies students that may require exam access provision through discussion and feedback from subject staff as to the specific level student is working at and the level of support they require within the class. The student may also have support withdrawn from mainstream lessons to work within a small group focusing on specific language, literacy and numeracy skills.

If the student don't have EHCP or SEN statement, they may still be identified on the school database as K code, which meant they require support for MLD (moderate learning difficulty); Speech and Language and Communication Needs; Social, Emotional and Mental Health and a sensory impairment or physical disability.

Teachers complete a questionnaire detailing how a candidates' difficulties impact on teaching and learning This covers specific areas of learning, eg. Reading, writing, extra time for tasks, enlargement of papers, to show student's normal way of working within class.

The Exams SENCO correlates all evidence of need, both from the official assessors (Form 8s and test papers) and from the Teachers, TAs and Tutors.

Students are required to sign a data protection form to allow the Exam Access Provision Assessor to apply for SAAs on-line. Assessor makes applications for AAs on-line. All evidence is stored securely.

Students with exam access arrangements will have these arrangements in class tests, mock exams and assessments

Overtyping here details of the process followed in your centre.

Show that where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* that the SENCo is painting a picture of need and demonstrating the candidate's normal way of working and completing Section A of Form 8 prior to the candidate being assessed.

Make full reference to [AA 7.5 Guidelines for the assessment of the candidate's learning difficulties by an assessor](#) and [7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties](#) and record your process that reflects the requirements

By detailing this, you should be confirming

*“... that the correct procedures are followed as per Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments*...”* [GR 5.4]

Also detail any process (where relevant) for private candidates, distance learners and home educated students - refer to the requirement in [GR 5.4](#)

Painting a picture of need and gathering evidence to demonstrate normal way of working

EHCP or statement, reports from Junior School which could include SATS results and TA support provision that the student had, how they are working in the class, results and feedback from mock exams and feedback from subject teachers/staff.

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

SENCO and the Assessor work together in collaboration also with subject staff and TA supporting within lessons.

The access arrangement(s) put in place for a student may also reflect the support given to the student in the

- ▶ in the classroom (where appropriate);
- ▶ working in small groups for reading and/or writing;
- ▶ literacy support lessons;

The evidence for awarding AAs is held in the Exams/ SENCO Office. It is arranged alphabetically in Year Group. For each candidate there is the following evidence:

- ▶ Form 8 signed by EO and JCQ Approved Assessor
- ▶ Data Protection Agreement signed by candidate
- ▶ Print out of permission awarded by JCQ
- ▶ Test papers

SENCO also gathers evidence regarding

- ▶ why the candidate needs the support
- ▶ how the candidate receives this support in school as their 'normal way of working'

These documents are completed by Teachers, TAs and Tutors to paint a picture of need for the candidates

Overtyping here information relating to the centre's process for painting a *picture of need* and gathering evidence to demonstrate *normal way of working*.

Where relevant include any additional information relating to **private candidates**.

“Before the candidate’s assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.” [AA 7.5.2]

“An independent assessor must contact the centre and ask for evidence of the candidate’s normal way of working and relevant background information. This must take place before the candidate is assessed.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

An independent assessor must discuss access arrangements with the SENCo.

The responsibility to request access arrangements specifically lies with the SENCo.” [AA 7.5.3]

Make full reference to [AA 7.5 Guidelines for the assessment of the candidate’s learning difficulties by an assessor](#) and [7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties](#) and record your process that reflects the requirements.

Special Access Arrangements most commonly awarded at Ninestiles School, An Academy

- ▶ 25% Extra Time
- ▶ Reader/ Computer reader/ reading pen
- ▶ Scribe/ voice activated technology
- ▶ Word Processor
- ▶ Prompt
- ▶ Rest breaks
- ▶ Separate accommodation
- ▶ Bi-lingual dictionaries

This list is not exhaustive.

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 92 of AA. This tool also provides the facility to order modified papers for certain qualifications.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Exam Access Provision Assessor processes all AA Arrangements online. Paperwork is held securely in Exams Office office. Exam Access Provision Assessor and EO liase to ensure all deadlines are met well in advance of any exam entries. All applications notified and confirmed to students, teachers, parents/guardians.

Centre-delegated access arrangements

Ninestiles School, An Academy follows JCQ guidance when providing centre delegated access arrangements.

Evidence to all centre delegated access arrangements is kept in secure storage, alongside other SEN files. Medical evidence is kept with the Form 8s etc

Word processor use, separate room and rest breaks are dealt with internally on a needs basis, after referral from teaching staff, Senior Leadership Team staff or Behaviour team. Medical evidence required for non-standard room use and rest breaks.

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.

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*

Ninestiles School, An Academy require a medical/psychological/behavioural report as evidence of the need for separate accommodation.