

## Access arrangements policy

Key staff involved in the access arrangements process:

Role	Name(s)
SENCo	<b>Parita Khimasia (SENCo/CAL for Learning Support)</b> <b>Anthony Evans (Assistant Principal for Inclusion)</b>
SENCo line manager (Senior Leader)	<b>Mary Berrisford (Principal)</b>
Head of centre	<b>Mary Berrisford (Principal)</b>
Assessor(s)	<b>Linda Austin</b>
Access arrangement facilitator(s)	<b>Parita Khimasia (SENCO) and Fay Llewellyn (SEN administrator)</b>

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	Parita Khimasia (SENCO/Curriculum Area Leader)
Date of next review	September 2020

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## What are access arrangements and reasonable adjustments?

### Access arrangements

*“Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. 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 would be at a substantial disadvantage in undertaking an assessment.*

*A reasonable adjustment for a particular candidate 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 candidate/learner. An adjustment may not be considered reasonable if it unreasonable costs, timeframes or affects the security and 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”.*

[AA Definitions, page 3]

### Purpose of the policy

The purpose of this policy is to confirm that William Morris Sixth Form complies 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

This policy is maintained and held by the SENCo **Parita Khimasia**, 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.

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 policy covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The SEN/D policy is located on the Schools shared drive and School Website

<https://www.wmsf.ac.uk/learning-support/48.html>

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)

### LINDA AUSTIN

The British Dyslexia Association (BDA)- Teaching of Students with Specific Learning Difficulties (Dyslexia) and AMBDA Associate Member BDA

Kingston University- Postgraduate Diploma in Professional Studies in Education.

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

*“Maurice Hartnett (Vice Principal and Head of Centre) will have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments...”* [GR 5.4]

*“The Head of Centre will ensure the assessor’s qualification(s) are obtained at the point of employment and prior to the assessor undertaking any assessment of a candidate.*

*Evidence of the assessor’s qualification(s) will be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”* [AA 7.3]

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

A detailed history of needs is collated for a learner. At the start of the academic year, teaching staff identify learners who demonstrate persistent difficulties in their learning.

The learner is asked to complete a Data Protection Notice and the Access Arrangement Facilitators (Parita Khimasia and Fay Llewellyn) explain the application process, what information about them will be shared and with whom, in accordance to Data Protection Laws.

Evidence is gathered with regards to learner needs. Teaching staff complete a short questionnaire to identify the specific needs of an individual learner. This information reflects the learner's normal way of working and is reflected in Section A of the Form 8 which is completed prior to the learner being assessed.

The learner is tested, assessed and the Form 8 is signed by our qualified assessor *Linda Austin*. A letter is sent to the learner, parents and/or carers to explain the nature of changes that have been made. In addition, centralised SIMS records are updated with outcomes of Access Arrangements testing and the Exam Officer is notified of any access arrangements as a result of screening of testing.

*NOTE for private candidates*

The centre will undertake the necessary and appropriate steps to gather an appropriate picture of need and demonstrate normal way of working for a private candidate. This includes distance learners and home educated learners. The centre, where requested, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre.

[GR 5.4]

### Recording evidence of need

All assessment evidence is retained and kept on individual files for each learner who has Access Arrangements in place. We use Lucid Exact which is approved by the awarding body and marked against Standardised Scores. All tests and scoring are administered by our qualified Specialist Assessors.

Information regarding scores is recorded on the JCQ Form 8's by the Specialist Assessors.

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

Teachers and support staff are asked to make individual comments with regard to those learners who have been identified as having specific difficulties. They are asked to respond to complete a short questionnaire and provide additional comments on a learner's specific needs and how it has impacted on teaching and learning in the classroom.

Staff are also asked to provide any evidence of examples of work such as unfinished timed tests or handwriting samples that can be used to build a picture of the learner's need and support the application for Access Arrangements.

Information regarding learners specific circumstances or learning difficulties are kept on file and electronic copies are linked to learners profiles on SIMS, alongside any reports from outside agencies or organisations that support the learner.

Those students who have been awarded an Access Arrangement will routinely be given that provision in the classroom as their normal way of working. The support given in the centre reflects the arrangement put in place for the examination series.

All background information, support and or interventions are recorded in Section A of form 8. Where relevant include any additional information relating to private candidates.

## 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 those qualifications listed on page 74.

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.

*Further information on Access arrangements online is available from:*

***<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>***

The SENCo keeps a detailed record electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service.

[[AA](#) 8.6]

The files are kept in a locked filing cabinet in the SENCo Office to ensure compliance with new Data Protection Laws/GDPR guidelines.

## Centre-delegated access arrangements

Word processor use, separate room and rest breaks are dealt with internally on a needs basis, after referral from teaching staff, Pastoral staff or Leadership 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.

Word processors (with spelling and grammar check/predictive text) are disabled in exams.

Word processors are used when a learner's handwriting speed is below a standardised score of 85 or lower, or when a pupils handwriting makes it too challenge for an exam paper to be adequately marked.

Pupils will have been using computers either at home for homework, during lessons or during assessments. Evidence of this will be requested to ensure this is their normal way of working in lessons and assessments. Word processors will not be granted simply as a result of a preference to type. p

### 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]

Pupils will be provided with separate invigilation if the candidate is at a substantial disadvantage in comparison to other candidates without a disability undertaking the assessment, or, if their disability puts others at a disadvantage if not offered separate invigilation.

These needs will be clearly identified by the SENCO or Senior Tutor and will be their normal way of working. Needs may take the form of a medical condition, or social and emotional needs. Evidence will be required. [see AA 5.16 plus centre-determined criteria]