

# Access arrangements policy

2017/18

This policy is reviewed annually to ensure compliance with current regulations

**Approved/reviewed by**

Natalie Osborne

**Date of next review** OCT 2018

## Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Sabah Quazi</b>
SENCo line manager (Senior Leader)	<b>Natalie Osborne</b>
Head of centre	<b>Jan Atkinson</b>
Assessor(s)	
Access arrangement facilitator(s)	

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## What are access arrangements and reasonable adjustments?

### Access arrangements

*“Access arrangements are agreed before an assessment. They allow candidates with 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 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.”*

[[AA Definitions](#), page 3]

## Purpose of the policy

The purpose of this policy is to confirm that Shooters Hill 6<sup>th</sup> Form College 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](#).

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 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.

## 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)**

*Shooters Hill 6<sup>th</sup> Form College currently commissions a specialist assessor to carry out exam access assessments. The specialist assessor holds a practising certificate and a level 7 – Post graduate Diploma and has an APC number.*

*Hearing Impaired students are assessed by a teacher of the deaf who is contracted to carry out assessments by the Royal Greenwich Sensory Service*

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

Overtyping here the process followed to check the qualification(s) of the assessor(s). Signpost to the location of the evidence of the assessor's/assessors' qualification(s) held by the SENCo.

All assessors are recruited through Patoss and all qualification checks are completed with Patoss before they are recommended to Shooters Hill 6<sup>th</sup> Form College

Evidence of the assessor's qualification(s) is held on file by the SENCo and HR for inspection purposes and will be presented to the JCQ Centre Inspector when required.

Shooters Hill 6<sup>th</sup> Form College ensures that candidates with a learning difficulty have been assessed appropriately by a qualified assessor as appointed by the SENCo.

### **How the assessment process is administered**

Exam Access Assessment processes are administered with regard to the equality Act 2010 regulations and SEN code of Practice (2014).

The college makes every attempt to identify students needing exam access as early as possible.

- At the start of each academic year, the college collects data from new students about previously held exam access arrangements. The college may use this information to request form 8's from feeder schools and as evidence for history of need.

Teachers and the SENCo identify students needing exam access through:

- Screening tests (Lucid)
- GCSE English Results
- Candidates self-reported difficulties
- Information from feeder schools
- Comments on teacher questionnaires about a candidate's difficulties.
- Data drops and tracking information.

- Information contained in EHCP , EP reports or other documents

## Recording evidence of need

Teachers work with the SENCo to identify students who have exam access needs.

Teachers refer students to the learning support team for exam access assessment via an online referral system by half term.

The SENCo works with teaching teams to gather further evidence. Teachers complete a teacher questionnaire detailing how a candidates difficulties impact on teaching and learning. The deadline for completion is 23 November 2017

Once students have been identified, the SENCo completes a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8).

## Gathering evidence to demonstrate normal way of working

Students with exam access arrangements will have these arrangements in class tests, mock exams and assessments, Details of these measures provided in assessments are documented by the use of a 'Passport'.

For students with hearing impairments, the CSW may perform the roles of OLM and an SLI (where appropriate) Details of these measures provided in assessments are documented by the use of a 'Passport', and all classroom activity is recorded in a student-specific diary. “

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;

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.

## 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 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.

In line with JCQ regulations the SENCo makes the online applications by the published deadline of the 21st February 2018.

The SENCo keeps a record of the printed online application, letters from awarding

bodies, form 8's, a copy a data protection form, assessments and any additional forms or documents for inspection.

The files for inspection are located in the ALS Office.

Students and Teachers are informed via college systems and verbally of the outcome of their exam access assessment.

A record of a candidate's access arrangements are recorded on the college's MIS system.

### Centre-delegated access arrangements

The college follows JCQ guidance when providing centre delegated access arrangements.

The SENCo allocates candidates a prompter or rest breaks if;

- The need is a result of substantial and long term impairment and it is their normal way of working
- There is medical evidence to substantiate this arrangement and it is their normal way of working.

The SENCo keeps a record of all centre delegated access arrangements and evidence of need on file. Arrangements are also recorded on the MIS.

### 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.

The word Processor Policy and the SLt statement on the use of word processors is located in the Policy section of the College website and on the staff shared drive.

#### 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]

The need for separate invigilation must be substantiated by appropriate and current medical evidence.

The evidence can take the form of a letter from the GP, CAMHS or an EHCP.

This must be provided to SENCo or Exams Officer by December 2017

