



Allerton Grange

Exams Policy 8

Access Arrangements Policy

2021/2022

DRAFT

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Michaela Child	
Date of next review	Nov 2022

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Michaela Child
SENCo line manager (Senior Leader)	Mike Roper
Head of centre	Mike Roper
Assessor(s)	Michaela Child
Access arrangement facilitator(s)	Jane Dempster Alisha Effendi

DRAFT

Contents

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
Process for the assessment of a candidate's learning difficulties by an assessor	6
Painting a <i>picture of need</i> and gathering evidence to demonstrate <i>normal way of working</i> ...	7
Processing access arrangements	7
Arrangements requiring awarding body approval	7
Centre-delegated access arrangements	8
Centre-specific criteria for particular access arrangements	8
Word processor policy (exams)	8
Separate invigilation within the centre	8
Appendices	Error! Bookmark not defined.

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 7]

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’.

[AA Definitions, page 7]

Purpose of the policy

The purpose of this policy is to confirm that Allerton Grange 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, 5.4d]

This publication is further referred to in this policy as [GR](#). 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.

The policy is annually reviewed 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.

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

“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 5.4c]

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)

The school assessor is Michaela Child who holds a certificate for Psychometric Testing, Assessment and Access Arrangements and is registered with The British Psychological Society for Educational Assistant test User and Educational Ability/Attainment.

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)

“The head of centre/senior leadership team 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 5.4f]

“The head of centre must ensure that evidence of the assessor’s qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”
[AA 7.3.4]

Reporting the appointment of the assessor(s)

A copy of Michaela Child’s certificate is held by the exams office and in the SENDCO’s office.

If any additional assessors are appointed they will be recorded in AA online as requested in [AA 7.4]

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

1. A concern is raised by a teacher or member of staff in the school.
2. The SENDCo will then look at evidence or ask for more evidence of the students’ need.
3. An observation of the student could take place to see their normal way of work.
4. Testing of that student will then take place, dependant on what their need is.
5. Once the results have been standardised, interventions are put in place or adjustments to the student access to learning is changed (laptop, reader pen etc) as this becomes their normal way of working
6. Access Arrangements are applied for with a complete FORM 8 and evidence to support the application.
7. JCQ are informed and the paperwork is filed in a locked cupboard in the exams office and SENDCo office.
8. Students are re-tested 6 months later to see if the arrangement still needs to be put in place.

The assessor will 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.

The assessor will follow [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*.

If a private candidate is entered for the exam, the exams officer will require evidence of any assessment and the assessor used. The school does not support distance learners.

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

The centre uses concern forms from teachers and members of staff, evidence from student's workbooks, getting to know you meetings and also observation of the students in lesson and around school. The centre ensures they have a holistic picture of the students before moving forward with any assessment.

"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]

The assessor will be fully knowledgeable of [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](#)

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 (BTEC via PAAO).

Once a candidate has been tested for Access Arrangements the co-ordinator/SENDCo will write up the Form 8. This alongside the evidence collected will be passed on to the exams office where they will complete the AAO. Two copies are printed, one for the exams office which goes with all the other paperwork and is then locked away and the other copy goes up to the SEND office. When a case is not automatically approved the evidence will be sent to the exams board.

“The SENCo must keep detailed records, whether 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]

AA 8 Processing applications for access arrangements details the procedures used for processing applications

Centre-delegated access arrangements

For other arrangements that do not need to be recorded on AA online, the exams office and the SEND office (or DAHIT office where applicable) will hold details of any arrangements that need to be in place. E.g for braille, use of reader pens or communication professionals for visually impaired or DAHIT students.

Centre-specific criteria for particular access arrangements

Word processor policy

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.

It is not necessary to record the use of word processors in AA online. Allerton grange will provide a word processor to a candidate if it is their normal way of working, within the guidelines in AA 5.8..

“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 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.

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. If a candidate has been approved for use of a word processor they will use this in every lesson where applicable.

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](#)]

Separate invigilation will be provided for students with medical conditions, social, mental or emotional needs.

“SENCOs must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCO or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.”

[[AA 5.16](#)]