



Access Arrangements Policy 2019-2020

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Julia Tyldesley
Head of centre	Chris Ash
Assessor(s)	Julia Tyldesley
Access arrangement facilitator(s)	Elaine Scott
Exams Officer	Julie Clarke

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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	5
Painting a <i>picture of need</i> and gathering evidence to demonstrate <i>normal way of working</i>	6
Processing access arrangements	7
Arrangements requiring awarding body approval	7
Centre-delegated access arrangements.....	7
Centre-specific criteria for particular access arrangements.....	8
Word processor policy (exams).....	8
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’.”

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

Purpose of the policy

The purpose of this policy is to confirm that Dagenham Park Church of England School 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](#)

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](#)

Access arrangements policy template (2019/20)

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.

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)

Dagenham Park Church of England School currently commissions a specialist assessor to carry out exam access arrangements. The specialist assessor holds a practising certificate and has a RQTU (Register of Qualifications in Test Use) membership number.

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)

A written process is in place to complete qualification checks before assessors are appointed to work at Dagenham Park Church of England School.

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.

Dagenham Park Church of England School ensures that candidates with a learning difficulty have been assessed appropriately by a qualified assessor as appointed by the SENCo.

Reporting the appointment of the assessor(s)

The assessors certificates are held in the Examinations Office for reference and inspection.

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

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

The school makes every attempt to identify students needing exam access as early as possible for new students. Where applicable Form 8's are collected 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
- Termly assessments and tracking information.
- Information collected in EHCP, EP reports or other documents.

“... 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

On admission students with an EHCP (Educational Healthcare Plan) are allocated appropriate in-class support by the SENCo.

At any point throughout the year, the Behaviour and Inclusion Team and SENCo will aim to identify new students (without an EHCP) who may require Lucid Exact testing to confirm any additional needs (using input from prior data and teaching staff concerns over performance in class/test situations over an extended period/concerns raised by parents).

Additionally evidence is also gathered for SME students via CAHMs, counselling, police reports, inclusion notes, EP and other reports

Year 9 – Access Arrangements Testing

Following assessments that are carried out in the Autumn term (TA1 November 2019) SLT will identify Year 9 students selected to sit a Lucid Exact test which will provide the school with an indication as to whether further testing (SPLD assessments) may be necessary for specific students. Year 9 SPLD assessments should be completed by the end of the Summer First Half Term (22 May 2020), in order that applications for Access Arrangements can be completed and approved by Exam Boards before the start of Year 10.

(When making an application the school utilises all previous years' testing as evidence of the student's difficulties as well as being able to demonstrate the normal way of working within the classroom and during test situations, which is a JCQ requirement. Any application we make requesting Access Arrangements needs to include school-based evidence of need.)

Students with approved applications for access arrangements will have these arrangements in class tests, mock exams and assessments.

Details of measures provided in mock exams and assessments are documented by the use access arrangement dispensation logs sheets maintained by the Access Arrangements Facilitator.

For students with hearing impairments individual arrangements are made with advice from the SENCo.

Private Educational Psychologist Reports

If under the schools testing system, a student does not qualify for Access Arrangements parents can, if they wish, obtain a Private Educational Psychologist (EP) Assessment. If parents wish to submit an EP report as part of their request for the school to consider their child for Access Arrangements parents should be aware that the school will require to see:

- A full copy of the report and Original copies of all the tests completed.

This will enable the School (who under JCQ guidelines, can be the sole referrer for Access Arrangements) to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria.

Even in this instance the report will only form part of the school's evidence when applying for Access Arrangements and may not guarantee that concessions will be awarded.

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.

In line with JCQ regulations the SENCo makes the online applications by the published deadline of the 21st February 2020.

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 Exams Office.

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

A record of a candidate's access arrangements are maintained and held electronically by the Access Arrangements Facilitator.

Centre-delegated access arrangements

The school 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.

A record of arrangements are maintained and held electronically by the 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.

The school policy on the use of word processors is located in the Exams Information section of the school website and on the staff Sharepoint.

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 evidence of need.
- ▶
- ▶ The evidence can take the form of a letter from the GP, CAMHS, EHCP, EP or SENCo instructions.
- ▶ This must be provided to SENCo or Access Arrangements Facilitator by 30th March.