

# Access Arrangements Policy

## 2020/21

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Board	
Date of next review	October 2021

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**Access arrangements policy template** (2020/21) Hyperlinks provided in this document were correct as of September 2020 (updated 22/09/2020)

## Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
ALS led/SENCo	<b>Mrs Jessica Abel-Goldbin</b>
Head of centre	<b>Mr. Rupert Moreton</b>
Assessor(s)	<b>Mrs Corinne Clawson, Mrs Susan Lonford Brown, Mrs Jessica Abel-Goldbin</b>
Access arrangement facilitator(s)	<b>Mrs Corinne Clawson, Mr. S Mitchell</b>

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## 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 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'.

### 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 several 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'.

### Purpose of the policy

**The purpose of this policy is to confirm that Malmesbury 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, (section 5.4)]

This publication is further referred to in this policy as **GR**

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

**Where the SENCo is storing access arrangements documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)**

**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**

### General principles

**The general principles of access arrangements for the centre to consider are detailed in AA (section 4.2). These include:**

**The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.**

The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.

Arrangements must always be approved before an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

## Equalities Policy (Exams)

A large part of the access arrangements process is covered in the Equalities Policy (Exams) 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, including private candidates, as defined under the terms of the Equality Act 2010†. This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR 5.4)

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

## The assessment processes

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)

Jessica Abel-Goldbin – Post grad BDA accredited course

Susan Lonfod-Brown – PATOSS SPLD Assessment Award Practising Cert

Corinne Carpenter-Clawson – IQ Level 7 Organisation Post grad Award of Proficiency in Assessment for Access Arrangements.

### 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)

Before completing any assessment, the original of the assessor (s) qualification is seen by the SENCo or Deputy SENDCo. A copy of the Assessor (s) qualification is taken, these are filed in the exam's office. In the case of the use of an external assessor of Education Psychologist the qualification is verified with the relevant professional body by either the SENDCo or Deputy SENDCo.

Bear in mind **all** relevant JCQ regulations and guidance provided in GR and AA including:

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 in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments... (GR 5.4)

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)

Make full reference to AA 7.3 Appointment of assessors of candidates with learning difficulties and record your process that reflects the requirements.

### Reporting the appointment of the assessor(s)

Evidence in the exams' office.

Make full reference to AA 7.4 Reporting the appointment of assessors and record your process that reflects the requirements.

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

The assessment for access arrangements is monitored by the SENCo and the Deputy SENDCo. Evidence for individual candidates is collated and monitored on a central spreadsheet. Candidates are identified from a history of need with evidence on the schools SEND provision map, this is supported by evidence from the candidate (s) class teachers and other professionals involved with the candidate (s). Where evidence is collated assessment is conducted by one of the schools qualified assessor (s), beginning with a screening process using Lucid Exact following by further testing as appropriate.

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)

#### Note

... SENCos and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

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 'holistic picture of need', confirming normal way of working

Evidence of need is held in various ways:

Via the S:drive through PPE's, where invigilators complete a pro-forma detailing whether access arrangements were used. Evidence of candidate's usual way of working is constantly updated by teaching staff and support staff as appropriate. This is linked to the access arrangement spreadsheet or in the candidates file in Learning Support. Occasionally we need to ensure this has been updated so we use a standard working request when asking for evidence.

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 Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.**

**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.**

**All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 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)**

**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.**

## 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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, (chapter 8) **Processing applications for access arrangements** and (chapter 6) **Modified papers**)

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Form 8s are forward to the Exams Officer for entering on AAO. Copies of Form 8's, approvals and data are kept in both Exam's Office and Learning Support Office. Any applications turned down for approval are dealt with by Exams' Officer in consultation with SENDCo, which may require further evidence sent to EBs.

**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 candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (AA 8.6)

**Make full reference to AA 8 Processing applications for access arrangements and record your process that reflects the requirements.**

### Centre-delegated access arrangements

Centre delegated access arrangements are recorded on the AA spreadsheet and must be the candidate's normal way of working.

## 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 Process Policy is held in the S: drive, on school website and in the exams' office Policy folder.**

A centre must have a policy on the use of word processors... 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 Policy**

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the **ALS lead**/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 SENDCo will decide on separate invigilation for candidates. Pro-forma is completed and forwarded to the Exams' Officer, in order to provide separate invigilation for exams.

For example, in the case of separate invigilation, the candidate's difficulties are **established within the centre** (see Chapter 4, paragraph 4.1.4) 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)

## Appendices

### Appendices

**Delete this text box when the information contained below is understood**

Include any documentation or information here that you have made reference to in the policy that has been provided as an appendix. Number each appendix and start each one on a new page. If no appendices are provided – delete this page. (Remember: adding or deleting headings from the policy template affects the table of contents which will need updating).