



# **ACCESS ARRANGEMENTS POLICY (EXAMS) 2020-2021**

Policy Approved: November 2020  
Policy Renewal: November 2021

This procedure is reviewed annually to ensure compliance with current regulations

Reviewed by the Examinations Officer, SENDCO and LGB Governors

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

## Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
SENDco	<b>Mrs H. Howe</b>
SENDco line manager (Senior Leader)	<b>Mr I. Raikes</b>
Head of centre	<b>Ian Raikes</b>
Assessor(s)	<b>External Providers and Mrs H. Howe</b>
Access arrangement facilitator(s)	<b>Mrs H. Howe</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 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 [insert centre name] 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 SENDCo, 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.

## Equality Policy policy (exams)

A large part of the access arrangements policy is covered in the Equality Policy (previous known as 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 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 Qualifications of the current assessors:

Mrs Helen Howe – NASENDCO Award plus CCETTAAC, CPTBA

Mrs Colette McCoy – Level 7 PAPAA

Copies of all qualification certificates are held in centre centrally and by the SENDCO.

### 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 evidence relating to the qualifications of assessors used is held in the SEND Examination file. This accessed by the SENDCO and Lead TA.

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

- Individual candidates needs are assessed twice yearly by the SENDCO, SSENIS,
- Recording evidence of need
- Gathering evidence to demonstrate *normal way of working through teacher evidence.*

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

The Assessor is centre based and is the school SENDCO.

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

The centre SENDCO will work alongside the schools SEND registers to identify pupils who will warrant additional arrangements.

The SENDCO works in conjunction with the Examination Officer to report and process candidates requiring adaptations.

## **Centre-delegated access arrangements**

These include:

- A Reader / C-Pen
- A Prompt
- A small setting
- Use of a laptop
- Coloured Examination Papers
- All centre delegated arrangements are approved by the SENDCO and the Examinations Officer.
- Evidence of the arrangement on school letter head signed by the SENDCO.

## **Painting a 'holistic picture of need, confirming normal way of working**

The SENDCO completes all Form 8's and details file notes to paint a picture of need.

All pupils access files contain a Pupil Profile detailing the child's need.

All pupil access files contain medical letters evidencing a child's need.

## **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.

## **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.

### **Separate Invigilation Policy**

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCO.

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]

### **All SEND staff receive updated annual training to ensure JCQ compliance.**

Invigilator training takes place annually for all involved in the examination process.