



Chulmleigh Community College

Access Arrangements Policy 2018 - 2019

Approved/reviewed by	
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Date of next review	November 2019

This policy is reviewed annually to ensure compliance with current regulations

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Laura Mackie
Head of Centre	Michael Johnson
Assessor	Michael Clarke

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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 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 Chulmleigh Community College 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](#)

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 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”

The full policy can be viewed on the Chulmleigh Community College website. Please follow the link:

www.chulmleigh.devon.sch.uk - “Curriculum” - “Examinations” - “Exams Information & Policies”

The access arrangements policy further covers the assessment process and related issues in more detail.

[AA Definitions, page 3]

Exam Access Arrangements available

- ▶ Scribe: a trained adult who writes for the student.
- ▶ Word Processor: with spell check or without, according to identified needs
- ▶ Reader: a trained adult who would read the question and any relevant text for the student (with the exception of GCSE English sections which are testing the student’s reading ability)
- ▶ Computer reading programmes
- ▶ Supervised Rest Breaks: where students are permitted to stop for a short break/s during the exam and the time is added to the finish time
- ▶ Prompter: where the student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left
- ▶ Modified papers (e.g. coloured/enlarged paper)
- ▶ Separate Accommodation: For a student with a medical condition such as severe epilepsy/diabetes where it is not appropriate for them to sit in the main body of the exam hall. Students who have a psychological condition, which is being addressed by CAMHS or an approved counsellor.
- ▶ Extra Time: students may be entitled to additional time, most commonly this is 25% extra, depending on the history of evidence of need and the recommendation of the Assessor. More than 25% is only given in exceptional circumstances

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements.

The Examination Boards recommend that before extra time is awarded, rest breaks must be considered, since this may be more appropriate for the student with a medical or psychological condition.

All of the above EAA have to be a student's normal way of working with evidence provided.

The assessment process

Assessments are carried out by an external specialist assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

The qualifications of the current assessors

Michael Clarke (Specialist Assessor)

- Assistant Test User: Educational
- Test User Educational: Ability and attainment
- Certificate of psychometric testing, assessment and access arrangements (CCPT3A)

Vanessa Hair

- Professional Association of Teachers of Students with Specific Learning Difficulties- SpLD Assessment Award and Practising Certificate

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. Upon the first meeting with the centre's SENCo, the assessor has his/her qualifications verified and a photocopy is made and stored in the access arrangements file. This is in accordance with AA guideline 7.4

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

- The assessment procedure is led by the specialist external assessor, based on a referral system by the centre's SENCo
- The SENCo makes a referral based on observations and recommendations from teachers and TAs, observations carried out within classes, and via consultation/requests made by parents and carers where we gather a picture of need.
- This evidence is then considered in discussion with the SENCo, SEND team and / or curriculum leaders.
- The independent external assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an access arrangement application. The original tests are stored in the candidate's files in the access arrangements folder.

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

The centre maintains a folder of Access Arrangement information, including evidence of need, Form 8s and access arrangement application outcomes.

The folder is stored in the SEND Department and is updated by the SEND team and the SENCo as necessary.

Evidence recorded includes, but is not limited to:

- Previous Access Arrangements from other schools
- Tests to measure reading comprehension, reading speed, and memory and learning
- Past papers completed under examination conditions
- Assessment profiles and reports
- Examples of class work and independent learning
- Doctors' letters and notes describing physical and/or mental needs.

Gathering evidence to demonstrate *normal way of working*

Evidence of a normal way of working is gathered in the following ways.

- in the classroom (where appropriate)
- working in small groups for reading and/or writing
- literacy support lessons
- literacy intervention strategies
- in internal school tests/examinations
- mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre.

SENCos and assessors must refer to section 7.6.1, page 87, for information on how to confirm 'normal way of working'. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ..."

[AA 4.2]

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.

The procedure for applying for access arrangements via AAO is as follows: • The SENCo/SEND Team will have identified candidates who would benefit from access arrangements, and have compiled evidence of need and evidence of normal way of

working in the access arrangements folder

Upon completion of a candidate's access arrangement portfolio, the SSEN Administrator will complete the application via AAO.

The SENCo will provide answers to necessary questions as part of the application process

The results of completed applications are printed and kept in the candidate's access arrangement portfolio along with the appropriate evidence of need (where required) and a signed data protection notice

The access arrangements folder is stored in the SEND Department and is available for inspection by the JCQ Centre Inspection Service.

Centre-delegated access arrangements

Centre-delegated access arrangements refer to those which are granted by the centre. These arrangements include, but is not limited to:

Separate accommodation

- Word Processor
- Prompter
- Rest breaks
- Coloured paper

When a centre delegated arrangement is put in place then this is recorded by the SENCo and the printed letter is stored in the Exam Access Arrangements folder, located in Students Support, for that exam series.

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 full policy can be viewed on the Chulmleigh Community College website. Please follow the link:

www.chulmleigh.devon.sch.uk - "Curriculum" - "Examinations" - "Exams Information & Policies"

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 SENCo will gather evidence and compile a portfolio for any candidate who may require separate invigilation, and then liaise with the exams officer to determine an appropriate venue within the centre. The evidence will be stored in the SEND Department.

The Exams Officer is then responsible for ensuring that the venue is appropriately prepared for separate invigilation, in accordance with JCQ regulations on the matter. The SENCo and the exams officer will appoint an appropriately qualified invigilator for the separate invigilation. The exams officer will train the invigilator to the usual invigilation standard and to the individualized needs of the candidate, with the details recorded in the invigilator training log.

Staff roles in determining and managing EAA

SENCo

- ▶ To ensure there is a 'whole centre' approach to access arrangements it is therefore the responsibility of the head of centre, members of the senior leadership team and the specialist assessor/SENCO within the centre to familiarise themselves with the entire contents of the latest JCQ guidance
- ▶ The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre
- ▶ Teaching staff and members of the senior leadership team must support the SENCo in determining and implementing appropriate access arrangements
- ▶ The SENCO will liaise with the independent specialist assessor(s) and will thus assess candidates, process applications on-line and hold the evidence for inspection purposes for GCSE qualifications

SEN Department EAA coordinator

- ▶ To communicate with parents/carers regarding decisions made about EAA for an individual
- ▶ To assist the SENCo in the decision making process about EAA
- ▶ Complete form 8s and complete online applications
- ▶ To track use of EAA on record sheets as evidence of use
- ▶ To liaise with exams officer, teaching staff and specialist assessors/SENCO
- ▶ To hold student briefings concerning use of access arrangements

Independent Specialist Assessor(s)

- ▶ To work with students at KS3 (and at KS4 in exceptional circumstances) to do basic assessments, give strategies and build a picture of need and provision
- ▶ To administer recognised psychometric testing after gathering evidence from teachers, student interviews and classroom observations
- ▶ To assist the SENCo in the decision making process about EAA

Examinations Officer

- ▶ To ensure that external invigilators, readers and scribes are fully competent with JCQ requirements
- ▶ To ensure that the agreed EAA provisions are in place for exams and are communicated to the invigilators
- ▶ To ensure the agreed EAA provision is updated in Sims Exams tool
- ▶ To manage any on the day questions and queries regarding EAA provision
- ▶ To put in place (in conjunction with the SEND department) any on day provisions – such as medical emergencies

- ▶ To ensure students are roomed suitably for their Access Arrangement and to ensure no disruption for other students also sitting exams

Teaching Staff

- ▶ To provide relevant information/evidence of the candidate's persistent and significant difficulties
- ▶ To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the SENCo
- ▶ Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example teaching staff must record any support regularly provided in the classroom
- ▶ To ensure that the correct EAA are in place for assessments

Malpractice

Schools are regularly inspected to ensure they have followed JCQ regulations. The consequences of malpractice can be severe. Examples of malpractice include:

- ▶ Students being granted EAA which are not their normal way of working
- ▶ EAA being 'suddenly' granted before examinations
- ▶ EAA being granted when a student has no history of need or provision
- ▶ EAA being granted without sufficient evidence
- ▶ Students not using their EAA in a mock examination and still being allowed it in the real examination