



# Q3 Academy

## Access Arrangements Policy

### 2017 - 2018

This policy is reviewed annually to ensure compliance with current regulations

<b>Approved/reviewed by</b>	
Mr M Arnall (Head of Centre)	
<b>Date of next review</b>	Oct 2018

## Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Mrs E Hooper</b>
SENCo line manager (Senior Leader)	<b>Mr M Harris</b>
Head of centre	<b>Mr M Arnull</b>
Assessor(s)	<b>Mrs E Hooper</b>
Access arrangement facilitator(s)	<b>Mrs E Hooper/ Mrs C Busby</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] complies 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](#).

The policy is annually reviewed to ensure that arrangements 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 policy 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 Academy Disability Policy is available in the DAC examination folder.

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)

Specialist Assessor: Mrs E. Hooper (SENCo)

Qualifications Held:

Post-Graduate Certificate in Special Educational Needs Co-Ordination (National SENCo Award)

Post-Graduate Certificate for Proficiency in Access Arrangements.

### Checking the qualification(s) of the assessor(s)

An Access Arrangements folder is held by the SEN department and accessible to the SENCo and Exams officer. Relevant evidence of qualifications is enclosed and available for inspection.

Letter signed by the Head of Centre naming the Specialist Assessor is also enclosed.

### How the assessment process is administered

The process is led by the Centre. Students who may be eligible for access arrangements are identified at the start of Key Stage 4 (Year 9) based on prior attainment data and feedback from Learning Consultants. The assessment process is administered using the following:

York Assessment of Reading and Comprehension (YARC)

Detailed assessment of Speed of Handwriting (DASH)

Learning Consultant Feedback

Evidence of the candidates normal way of working within the centre

Advice and recommendations from Sandwell Inclusion Support and other external agencies.

Stage on the SEND code of practice

Where required, the candidate will be assessed away from the centre.

## Recording evidence of need

All candidates who may be eligible for Access Arrangements are assessed by the Specialist Assessor within the centre.

A Form 8 is completed by the SENCo prior to the assessment and a detailed history of need is gathered which can include extracts of student work, emails, reports from external agencies, copies of EHCPs, feedback from Learning Consultants and excerpts from 'Additional Adult' Books.

All assessments carried out for the purpose of Access Arrangements are retained in the Access Arrangements folder which can be centrally accessed by both the SENCo and Exams Officer.

## Gathering evidence to demonstrate *normal way of working*

Access Arrangements are only implemented for a student where:

*"The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:*

- *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]

The Specialist Assessor/SENCo gathers evidence to support applications as outlined below:

- Extracts of student work
- Staff Emails
- Reports and recommendations from external agencies
- Copies of Education, Health and Care Plans

- Feedback from Learning Consultants
- Excerpts from 'Additional Adult' Books
- Results of psychometric tests carried out by Specialist Assessor
- Records of observations carried out in lessons.

## 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 Specialist Assessor/ SENCo or Exams Officer can submit applications to Access Arrangements online once a skeleton form 8 has been completed by the SENCo. Approved Applications are printed and kept on file along with signed data protection sheets, Form 8s and copies of assessments carried out.

For applications that are not approved, candidates may be re-assessed and centre-delegated arrangements may be put in place as an alternative, or further evidence may be gathered and the application resubmitted.

All Access Arrangements for the Academic Year are submitted by February before the exams are due to commence unless there are extenuating circumstances.

### Centre-delegated access arrangements

Students with centre-delegated access arrangements are assessed in the same way as those requiring approval from an awarding body –a Form 8 is completed by the SENCo and relevant evidence is kept on file to support the student'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.

The 'Word Processor Policy' is stored in the DAC Exam folder and on the Academy website.

### 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.”* [\[AA 5.16\]](#)

A Candidate may be approved for separate invigilation based on recommendations from an external agency/ medical professional or substantial evidence that demonstrates that this is the candidate’s normal way of working within the centre. All candidates will be assessed on an individual basis and a decision made by the SENCo.