



Access arrangements policy

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
S Stollery Feb 2019	
Date of next review	Oct 2019

Key staff involved in the access arrangements process

Role	Name(s)
SENDCo	Joanne Strong
SENDCo line manager (Senior Leader)	Kathie Hughes
Head of centre	Richard Millard
Assessor(s)	Marisa Sedgwick (Abi Edwards-Historic applications).
Access arrangement facilitator(s)	Sharon Baker
Examinations Officer	Sarah Stollery
Examinations Officer line manager(Senior Leader)	Kelli Foster

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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 Mark Rutherford 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.

Disability Policy (Examinations) is retained by the Examinations officer and available on the School Portal.

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)

Abi Edwards: IQ Level 7 Organisation Postgraduate Award in Proficiency in Assessment for Access Arrangements (PAPAA).

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)

SENDCo will ensure the following checks are made when appointing an access arrangement assessor.

- ▶ Check that Assessors qualification meets the requirements detailed in JCQ Access Arrangements and Reasonable Adjustments 7.3
- ▶ Assessor to provide original certificate which will be photocopied and held on file.
- ▶ References will be taken and confirmed prior Assessors appointment being confirmed.
- ▶ Enhanced DBS check will be made and confirmed prior to the Assessor commencing student assessments.
- ▶ Will provide assessor with JCQ Access Arrangement & Reasonable Adjustments Booklet 2018-2019
- ▶ Confirm Assessor has completed knowledge update for JCQ regulations and Procedures 2018-2019
- ▶ Provide the assessor with a copy of this policy

Reporting the appointment of the assessor(s)

- ▶ SENDCo will update Access Arrangements Online when a new Assessor is appointed.
- ▶ The SENDCo will retain a copy of the Assessors qualification certificate's

and relevant training updates on file.

- ▶ The Examinations officer will hold a duplicate copy of the Assessor's qualification Certificates and training updates for inspection purposes.
- ▶ Assessor's qualification record will be retained for the duration of students he/she assessed access arrangement approval.

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

The Centre will ensure the following processes are in place when assessing a student's learning difficulties.

- ▶ Picture of need built through new intake feeder school liaison as detailed in SEND Policy 4.1
- ▶ Reading screening is completed for the year 9 cohort.
- ▶ The school uses a graduated response as outlined in "The code of practice 2014", further detail can be found in SEND Policy.
Teachers to complete the SEND referral form if they feel that a student needs additional support, which should include relevant samples of the students work.
- ▶ On receipt of a SEND referral the SENDCo will contact students other subject teachers to see how the student is accessing learning other subjects. Subject teachers requested to provide samples of work.
- ▶ The SENDCo will provide the Assessor with background information prior to an assessment taking place. This will include a providing the Assessor with completed part A of Form 8 prior to the candidate being assessed.
- ▶ The SENDCo and the assessor will work together to ensure a joined up and consistent process.
- ▶ The Assessor must personally complete the assessments. They must not sign off assessments being conducted by another professional.

- ▶ The Assessor should only use tests which are relevant to support the application.

- ▶ The Assessor should only use nationally standardised tests which produce standardised scores. The student's chronological age must be less than the ceiling of that test.

- ▶ The Assessor is required to establish if the results of the tests in literacy and or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.

- ▶ The Assessor must ensure the student understands the Data Protection Notice and gives consent prior to conducting any tests.

- ▶ The Assessor should complete Section C of Form 8 prior to an Access Arrangement application being processed.

- ▶ The Assessor must discuss access arrangements with the SENDCo. It is the SENDCo's responsibility to request access arrangements JCO approval.

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

The Centre uses the following processes to establish a picture of need and when gathering evidence to demonstrate normal way of working

- ▶ New intake feeder school liaison as detailed in SEND Policy 4.1
- ▶ Reading screening is completed for the year 9 cohort.
- ▶ The school uses a graduated response as outlined in “The code of practice 2014”, further detail can be found in SEND Policy.
Teachers to complete the SEND referral form if they feel that a student needs additional support, which should include relevant samples of the students work.
- ▶ On receipt of a SEND referral the SENDCo will contact students other subject teachers to see how the student is accessing learning other subjects. Subject teachers requested to provide samples of work.
- ▶ SENDCo meets half termly with Department SEND representative supporting a whole school cohesive approach.
- ▶ Approved access arrangements are put in place for internal school tests, Pre Public Examinations and Examinations.
Following each Pre Public Examination season the usage of exam dispensations will be collated and reviewed.

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.

The Centre uses the following processes to for Access Arrangements requiring approval by the awarding body.

- ▶ The SENDCo/Assistant SENDCo to process Access Arrangement applications on Access Arrangements online (AAO).
- ▶ Applications should only be made on Access Arrangements Online if the student has given consent (completed data protection notice). When processing from GCSE to GCE qualification the student will need to sign a new Data Protection Notice.
- ▶ The SENDCo will update the Exams Officer when a new Access Arrangement application is approved, confirming the access arrangement the student requires.
- ▶ The SENDCo will provide the Examinations Officer with a print of the Access Arrangements approval from AAO, the completed JCQ Form 8, signed Data Protection Notice and all relevant supporting Evidence.
- ▶ The Examinations Officer will file all Access Arrangement Evidence alphabetically by year group in a locked cabinet. These files will be made available for the JCQ inspector on request.
- ▶ The Examinations Officer will maintain a central record of Access Arrangements for

all students in Years 10-13, this will be time stamped in order to track changes/additions made. This will include approval code and expiry date and record of completed Data Protection Notice.

- ▶ The Examinations Officer will ensure that the Sims Examinations package records students access arrangements and is updated if amendments or additions made.
- ▶ The SENDCo will disseminate Access Arrangement information to Teachers and other relevant centre staff.
- ▶ The Examination Officer will make applications qualification not included in the AAO Approval (Cambridge National, Btec & Cida qualifications) for students who already have an approved Access Arrangement.
- ▶ The SENDCo will ensure all Access arrangements are made before the published deadline (see table below) whenever possible at the start of the student's course.
- ▶ The Examinations Officer will ensure that applications for qualifications not included in AAO(Btec,CIDA & OCR Nationals) before the published deadline (see table below) whenever possible at the start of the student's course.
- ▶ The Examinations Officer will ensure that applications for modified papers are made before the published deadline (see below).

Month of Examination	Access Arrangement	Final Deadline
November 2018	Modified Papers	20/09/2018
November 2018	All other Access Arrangements	01/11/2018
January 2019	Modified Papers	04/10/2018
January 2019	All other Access Arrangements	21/10/2018
May/June 2019	Modified Papers	31/01/2019
May/June 2019	All other Access Arrangements	21/02/2019

Centre-delegated access arrangements

The Centre uses the following processes to establish a picture of need and when allocating Centre-delegated access arrangements within the centre

For the purpose of this policy Centre delegated access arrangements that may be awarded are listed below(see JCQ Access Arrangements and Reasonable Adjustments Page 92

- Amplification equipment
- Bilingual Dictionary
- Braille Transcript
- Brailers
- Closed circuit television(CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional

- Examination on coloured/enlarged paper
 - Live speaker for pre recorded examination components
 - Low vision aid/magnifier
 - Optical Character Reader (OCR) scanners
 - Prompter
 - Read Aloud (which can be include an examination reading pen).
 - Supervised Restbreaks
 - Separate Invigilation within centre(please see additional section)
 - Word Processor(please see additional section)
- ▶ Centre Delegated Access Arrangement will be awarded only to candidates who are entitled as they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking assessment and it is therefore reasonable to provide the arrangement, (JCQ Access Arrangements & Reasonable Adjustments Chapter 4 Pages15-19).
 - ▶ The Centre Delegated Access Arrangement reflects the candidate's normal way of working in internal school tests and Pre Public examinations.
 - ▶ The candidate has a Pupil passport in place outlining the candidate's area of need and centre delegated access arrangement.

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 Processor Policy (Examinations) and statement is retained by the Examinations officer and available on the School Portal.

Separate invigilation within the centre

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* [\[AA 5.16\]](#)

The Centre uses the following processes to establish a picture of need and when allocating separate invigilation within the centre

- ▶ Separate invigilation awarded only to candidates who are entitled as they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking assessment and it is therefore reasonable to provide the arrangement. (JCQ Access Arrangements & Reasonable Adjustments sections 5.16 and 4.14).

- ▶ The candidate's difficulties are established within the centre and known to his Form Tutor, Head of House and the SENDCo.
- ▶ Head of House/ Raising Achievement Manager/SENDCo/ Assistant SENDCo will provide a statement outlining the candidates area of need and if the student is externally supported ie CAMH, CHUMS.
- ▶ Separate invigilation reflects the candidate's normal way of working in internal school tests and Pre Public examinations.

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**MARK RUTHERFORD
 SCHOOL**

Exam Access Arrangements

Evidence of Separate Invigilation within Centre (Room Only).

Student Name	
Tutor Group	
Exam Number	

Alternate Venue Recommended by

Name	
Position	
Signature	
Date	

Name of Child	Class/year group
Attached documents: <ul style="list-style-type: none"> • Evidence of quality first teaching, differentiated work examples, showing impact. • Teacher-parent/teacher-child discussion notes • Data tracking of pupil progress • Other observations 	
Main area of concern make reference to the evidence you are providing	
What has been done to date (including impact)	
What needs to happen next and what will be the impact	
Informed Head of Department and discussed with student and parent- what next steps were agreed	
Any other comments	
Date of referral	Teacher making the referral