

Access Arrangements policy

2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	October 2020

Key staff involved in the policy

Role	Name(s)
SENCo	Kahlen Spaulding
SENCo line manager (Senior Leader)	Neil Burch (Deputy Head Academic)
Head of centre	Chris Stevens
Assessor(s)	Natasha Bell, Keri Howells, Kahlen Spaulding
Access arrangement facilitator(s)	Fiona Wilson (Exam Officer)

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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'. 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]

Purpose of the policy

The purpose of this policy is to confirm that Bradfield 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](#)

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)

Assessing for Access Arrangements (Level 7 certification)

Kahlen Spaulding

Keri Howells

Natasha Bell

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 certifications for the assessors have been verified by the Senior Management Team and are maintained in the Support and Study Skills Department. The assessors attend the yearly training for Assessing for Access Arrangements updates which entails any updates from the JCQ.

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 per **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)

The credentials on the assessors are held on file in the Support and Study Skills Department.

7.4.1 The SENCO holds a certificate of completion for the Patoss AAA: Assessing for Access Arrangements obtained 12th September, 2018 which is updated annually. See file of assessors and credentials.

7.4.2 We do not employ the Psychologist directly rather charter a Psychologist from the Helen Arkell Centre for Dyslexia whom we have an established relationship with. This relationship has been ongoing. Upon selection of a psychologist we request the credentials.

7.4.3 Keri Howells, Natasha Bell, Dr Lisa Lynch

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

A full educational report is required and carried out by the assessor with whom the College has an established relationship with.

Appropriately qualified staff carry out any in-house assessments; each is appropriately qualified as required by JCQ regulations and attend yearly update courses. The qualifications are held in the Support and Study Skills Department.

The assessment process starts with the school wide screening process when a pupil joins Bradfield College. Every pupil's reference is reviewed in conjunction with his or her Common Entrance exam results. All pupils in Year 9 take the MidYIS test while all pupils in Year 12 take the ALIS. The results of the MidYIS and ALIS testing are reviewed by the SENCO. A monitoring list is devised for those scoring a D in the Skills area or scoring low across all subtests. As evidence (teacher feedback and pupil performance data) becomes available, pupils are invited to the Support and Study Skills Department where an initial interview is conducted and next steps are discussed.

An assessment may be conducted to discover the pupils learning profile. The learning profile does not just drive the assessment process but is important for the young person to develop their own learning style as they cope with independent learning. The assessments which are administered vary depending on the young person, their age, previous assessments, and the purpose of the assessment.

The range of assessments which are available to the assessors are:

- DASH 11 – 16
- DASH 17+
- CTOPP 2
- WRAT 4
- TOMAL-2 (Test of Memory and Learning-Second Edition)
- TOWRE-2 (Test of Word Reading Efficiency-Second Edition)
- Signal Digit Modalities Test.
- HAST-2 (The Helen Arkell Spelling Test Version 2)
- Mathematics Competency Test
- Myself As a Learner Sale 8-16+ Analysing self-perception

The administration of the assessments is internally moderated yearly. Collaboration is established within the Rugby Group (a network of established schools similar to Bradfield College), and the Update Courses from Communicate Ed, RTA (Regional Training Agency) and PATOSS to ensure assessments are correctly administered.

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

Prior to an assessment, Section A of Form 8 is filled out by the SENCO. All assessment results are collated and documented on the Assessors Assessment Form to support the need. All Assessments for the JCQ application must be conducted by one of the assessors the school has named.

Gathering evidence of Need

Gathering evidence to demonstrate *normal way of working*. The arrangement(s) put in place must reflect the support given to the pupil in Bradfield College, for example:

- in the classroom (where appropriate);
- in internal school tests/examinations;
- mock examinations.

All teaching staff at Bradfield College have a responsibility to provide evidence to the SENCO to support the normal way of working within the pupil's lesson or activity.

The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment. The SENCO must gather information regarding the temporary injury or impairment to 'paint a picture'.

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

The SENCo is responsible for submitting the application to AAO, and this can happen throughout the year before the deadline which is published by JCQ. All applications are to be stored as hard copies with the supporting documentation, in the Learning Support Office. Each pupil must sign a JCQ Data Protection Form prior to an application, and this is stored with their Form 8.

Applications are processed again for A Levels following GCSE examinations. Access Arrangements will only allow a maximum of 26 months for any arrangements.

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]

Centre-delegated access arrangements

Teachers and pupils can refer pupils/themselves given any concerns re handwriting, concentration/focus and needs pertaining to reading. We continually explore pupil need. We seek teacher and pupil feedback which helps to make informed decisions. This information is then used to grant centre delegated arrangements. All pupils and teachers complete an exam reflection where we discuss the awarded arrangements and the effectiveness to determine continued use.

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.

A pupil sitting an exam may be approved the use of a word processor where this is appropriate to the pupil's needs and not simply because this is the pupil's preferred way of working. A word processor cannot simply be granted to a pupil because he/she now prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the pupil's normal way of working within the centre and be appropriate to the pupil's needs. In order to use a word processor in both internal and external exams, the pupil must show a significant and substantial need.

The example of the type of evidence for the use of a word processor in exams are one of more of the following:

- The handwriting is so messy and a high percentage of words are illegible so that someone unfamiliar with the handwriting cannot read it fluently and easily.
- The pupil experiences extreme discomfort when handwriting at length and has a medical condition diagnosed and confirmed by a practising medical professional.

- The pupil has legible handwriting but makes omissions and cannot order his/her ideas correctly so that the sense gets lost and is difficult to decipher and will significantly impact the outcome.
- The content and expression of the typed work is of a significant better quality than handwritten work.

Evidence is required in all cases.

Pupils using Word Processors at Bradfield College will be required to use the school's equipment in all examinations. We encourage pupils to disable their spell and grammar check unless they qualify for use of these tools within the JCQ guidelines as these functions will not be available in exams. All pupils allocated use of Word Processor for examinations purposes are seated in the IT suites together.

Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) **with the spelling and grammar check/predictive text disabled** to a candidate **where it is their normal way of working within the centre**, unless an awarding body's specification says otherwise. **For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.** This also includes an electronic braille or a tablet. [ICE 14.20]

A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically **and the centre provides word processors to all candidates.**

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with...

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 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]

Pupils' learning profiles and progress are reviewed to establish substantial and long-term impairments paired with their normal way of working within the centre as it relates to the need of separate invigilation. Teacher and pupil input is sought as is feedback from the Exam's Officer. Normal way of working within the centre is documented by teachers, Housemistress/master, and SENCO.

For example, in the case of separate invigilation, the candidate's difficulties are **established within the centre** (see Chapter 4, paragraph 4.1.4, page 16) 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