



# BRADFIELD COLLEGE

## Access Arrangements Policy

2017/18

*This policy is reviewed annually to ensure compliance with current regulations*

### **Key Staff involved in the Access Arrangement Process:**

**Head of Centre / Headmaster:** Chris Stevens

**Head of the Support and Study Skills Department /** Kahlen Spaulding

**Examination Officer/** Fiona Wilson

**Qualified Assessors:** Keri Howells, Kahlen Spaulding, Natasha Bell

### **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 Bradfield College School complies with its

*“...obligation to identify the need for, request and implement access arrangements...”*

[JCQ General Regulations for Approved Centres, 5.5]

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*'.

### **The assessment process**

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 Head of SSSD. 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, and the Update Courses from Communicate Ed to ensure assessments are correctly administered.

### Recording evidence of Need

Prior to an assessment Section A of Form 8 is filled out by the SENDCO. 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 Head of the Support and Study Skills Department 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 SENDCO must gather information regarding the temporary injury or impairment to 'paint a picture'.

### **Processing access arrangements**

*Access arrangements online* (AAO) is a tool provided by JCQ member awarding bodies for Bradfield College to apply for required access arrangement approval. This tool also provides the facility to order modified papers.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each pupil regardless of the awarding body used. A separate application must be made to CIE as appropriate.

The SENDCO 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.

### **Word processor policy (within exams)**

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 wants 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 pupil must be proficient (30 words per minute with 90%

accuracy) in the use of the word processor. If the structure, quality and quantity is significantly improved, we consider the advantage of using a word processor as opposed to handwriting.

The criteria 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 consultant.
- 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.
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Evidence is required in all cases.

Pupils using Word Processors at Bradfield College will be required to use the school's equipment. 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.

KAS

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