

Access Arrangements Policy 2022/23

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Lucy Saxon, SENCO	
Date of next review	Sept 2023

Key staff involved in the policy

Role	Name(s)
SENCo	Lucy Saxon
Head of centre	Dennis O’Sullivan, Headteacher
Assessor(s)	Lucy Saxon
Access arrangement facilitator(s)	Karen Baker, SEN Administrator

Purpose of the policy

The purpose of this policy is to confirm that Chauncy School 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.

This policy is maintained and held by the SENCo alongside the individual files for 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.

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 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'.

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 several 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'.

General principles

The general principles of access arrangements for the centre to consider are detailed in AA (section 4.2).

These include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- The SENCo ensures that the proposed access arrangement does not disadvantage or advantage the candidate.
- Arrangements must always be approved before an examination or assessment.
- The arrangement(s) put in place must reflect the support given to the candidate in the centre.
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

Equalities Statement (Exams)

The head of centre/senior leadership team will recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010. This will include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

The assessment process

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in AA 7.3.

The qualification(s) of the current assessor(s)

Lucy Saxon, SENCO, holds the following qualification which meets the criteria set out by JCQ. She completes annual update training and is on the British Psychological Society Register of Qualifications in Test Use. Her line manager is the Head of Centre and the performance process ensures adherence to the correct procedures for the access arrangements.

CCET + AAC = CPT3A (Certificate in Psychometric Testing, Assessment and Access Arrangements) Real Training, Middlesex University,

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

The head of centre ensures the assessor's qualification remains appropriate and up to date as part of the performance review process. Details of training completed is recorded to reflect the most current competencies of the assessor. This evidence is held on file and is available for inspection purposes and will be presented to the JCQ Centre Inspector by the SENCO whenever requested.

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

Exam Access Arrangements processes are administrated with regard to the Equality Act 2010 regulations and SEN Code of Practice (2014).

Students will be identified for possible access arrangements through a combination of the following criteria/on-going assessment and review:

- Information on Key Stage 2 access arrangements is requested and shared at transition and students are monitored through Key Stage 3 to look for on-going need
- Assessment and monitoring of students' academic and processing begins in year 7 where students complete a range of cognitive and literacy assessments
- Termly assessment and tracking information
- As part of the EHCP annual review process
- In KS3 students with specific needs are allowed access arrangements for class work and assessments to allow them to display their full underlying knowledge. This information is

shared with staff via the KS3 Access Arrangement Spreadsheet. On-going monitoring ensures this provision remains appropriate and informs Key Stage 4 assessment.

- Referral from a teacher and evidence supporting student's area of need – from year 7
- Presentation of a recent medical letter/diagnosis from a qualified health care professional
- Parental concern/request for assessment
- In year 10 staff are canvassed again to identify students who may require access arrangements.
- Students are also identified via prior literacy testing and the school SEN register
- The assessor meets with each student individually, who have been identified as requiring formal access arrangements, to complete a range of JCQ approved assessments. These tests include:
 - DASH 11-16
 - WRAT 5
 - TOMAL 2
 - CTOPP 2
 - SDMT (until 30 April 2023)
 - RAN – RAS
 - NFER
 - ACCESS Reading and Mathematics
- Private assessments are also considered as part of the process for deciding on assessment. The SENCo will use these to guide student's assessment and to help confirm a picture of need.
- Students and their parents are able to share concerns around access needs and request further investigations and assessment if appropriate.
- Where students join Chauncy with access arrangements in place, Form 8s are requested as soon as possible to support online applications and as evidence for history of need.

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

The SENCO has responsibility for compiling evidence on history of need and gathering evidence to confirm current needs and evidence of normal working practice.

The aim in gathering evidence of need is to demonstrate normal way of working within the centre. The arrangements must reflect the support given to students in Chauncy, for example:

- In the classroom where appropriate
- In internal school tests/assessments
- Mock exams

All teachers at Chauncy have a responsibility to provide evidence to the SENCo to support the normal way of working with the students' lessons and activities. The only exception to this is where an access 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 of need'.

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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included.

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 for approval is required for each candidate regardless of the awarding body used.

The SENCO is responsible for submitting the applications to AAO and this can happen throughout the year in line with the published JCQ deadlines. All applications are stored as hard copies with the supporting documentation in the SENCOs office. Each student must sign a JCQ Data Protection Form prior to an application and this is stored with their Form 8. The files for inspection are available for inspection whenever requested.

Parents and students are informed of the outcome of any assessment and the arrangements in place. Information on each student's provision is shared with staff through the Access Arrangement spreadsheet. Students are offered a card with details of their specific arrangements to share with staff for assessments.

Applications are processed again for Key Stage 5 following GCSE examinations. Students and teachers are consulted prior to this application to ensure the arrangements remain appropriate.

Centre-delegated access arrangements

The school follows JCQ guidance when providing centre designated arrangements. Students who meet the criteria for centre delegated arrangements complete appropriate assessments to ensure the support meets their needs and reflects their normal working arrangements. Teacher feedback is sought to help the SENCO make an informed decision. Staff are made aware of these arrangements and students are allowed these for internal assessments to allow them to display their full knowledge and to ensure they reflect their normal working practise.

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 centre policy reflects the arrangements for use of word processors in exams. This policy is available for inspection purposes.

Separate Invigilation Policy

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)

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 decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo, supported by evidence from teachers, the Pastoral team and outside professionals.

Use of technology

Chauncy will consider the use of technology to support students in their exams. Computer readers, examination reading pens, speech recognition technology and word processors will continue to be explored to allow candidates to work independently but also as better preparation for Further and Higher Education and the world of employment.