



ROUNDWOOD PARK SCHOOL
Access arrangements policy
2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Standards & Curriculum	
Date of next review	March 2022

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Hollie Hall
SENCo line manager (Senior Leader)	Alan Henshall
Head of centre	Alan Henshall
Assessor(s)	Kirsty Briggs
Access arrangement facilitator(s)	Hollie Hall, Mel Lennon, Michele Darvill

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 Roundwood Park 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...*”

[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.

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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)

Kirsty Briggs;

- Postgraduate Certificate in Languages, Literacies & Dyslexia
- Assessment Practising Certificate from British Dyslexia Association
- Associate Member of British Dyslexia Association to teach and assess learners with Specific Learning Difficulties

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 Head of Centre will ensure that prior to appointing an assessor they have completed the relevant courses/qualifications and presented evidence that this is the case according to JCQ regulations. The centre will keep copies of this evidence on file for inspection purposes

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

Where a candidate has learning difficulties and is not subject to a current Education, Health and Care Plan or Statement of Special Educational Needs the SENCo paints a picture of need and demonstrates the candidate's normal way of working and ensuring that Section A of Form 8 is completed prior to the candidate being assessed.

The SENCo makes full reference to [AA](#) 7.5 Guidelines for the assessment of the candidate's learning difficulties by an assessor and 7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties

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

Before the candidate's assessment, the SENCo provides the assessor with background information, i.e. a picture of need. The SENCo and the assessor work together to ensure a joined-up and consistent process.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

The responsibility to request access arrangements specifically lies with the SENCo.

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 SENCo is responsible for making applications using the online tool.

Applications are made as soon as possible after receipt of a completed assessment from the assessor.

The SENCo requires the completed Form 8, assessor's recommendations together with a signed Data Protection form and a comprehensive picture of need.

All relevant evidence and applications are held by the SENCo.

The Exams Officer will hold copies of applications, Form 8 and Data Protection form.

Centre-delegated access arrangements

Centre delegated arrangements are granted based on a picture of need, pastoral evidence, medical evidence as appropriate to the individual while adhering to JCQ regulations. Decisions will be confirmed by the SENCo

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.

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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

- Exams officer ensures criteria for candidates granted separate invigilation within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms
- In the case of separate invigilation, the candidate's difficulties are established within the centre 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.