

Access arrangements policy (exams) 2020/21

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Leadership	
Date of next review	Spring 2022

Key staff involved in the policy

Role	Name(s)
SENCo	Mrs L Gatford, Ms Z McCallion-Bowen
SENCo line manager (Senior Leader)	Mrs L Gatford
Head of centre	Mrs M George
Assessor(s)	
Access arrangement facilitator(s)	

The main policy and procedures for Access Arrangements are held by the SENCo in the Grove Suite.

This policy is produced by the exams officer and is mainly concerned with exam arrangements.

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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 Stockland Green 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.

The Senco area is in the Grove Suite on the first floor of the school.

The centre's policy is located in the Grove Suite in the storage facility opposite the Head of Senco's office.

The head of centre/senior leadership team recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide

access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

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 is appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

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

Available in the Grove Suite

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)

Overtyping here the process followed to check the qualification(s) of the assessor(s).

Bear in mind **all** relevant JCQ regulations and guidance provided in [GR](#) and [AA](#) including:

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)

Available in the Grove Suite

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

Available in the Grove Suite

Show that where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* that the SENCo is painting a picture of need and demonstrating the candidate's normal way of working and completing Part 1 of Form 8 prior to the candidate being assessed.

Make 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* and record your process that reflects the requirements

By detailing this, you should be confirming ...that the correct procedures are followed as per Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments*...

Note

... SENCOs and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. [AA 7.3]

Also detail any process (where relevant) for private candidates, distance learners and home educated students (refer to the requirement in [GR 5.4](#))

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

Available in the Grove Suite

Where relevant include any additional information relating to **private candidates**.

Before the candidate's assessment, the SENCO must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The SENCO and the assessor must work together to ensure a joined-up and consistent process...

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements with the SENCO. The responsibility to request access arrangements specifically lies with the SENCO... [AA 7.5]

Make 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](#) and record your process that reflects the requirements.

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.

Available in the Grove Suite

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]

Make full reference to [AA 8 Processing applications for access arrangements](#) and record your process that reflects the requirements.

Centre-delegated access arrangements

Available in the Grove Suite

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 Word processor policy (exams) is held by the Exams Officer in the Exams Room.

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]

Stockland Green School typically accommodates candidates with access arrangements in a separate room (e.g. T5) with screen to reduce disturbance from scribes and readers.

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]