

Access arrangements policy

2022/23

This policy is reviewed annually to ensure compliance with current regulations

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| **Approved/reviewed by** | |
| Governors | |
| **Date of next review** | November 2023 |

Key staff involved in the access arrangements process

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| **Role** | **Name(s)** |
| SENCo | **Anna Burdett / Jo McDougall** |
| SENCo line manager (Senior Leader) | **Laura Gauvrit** |
| Head of centre | **Paul Letch** |
| Assessor(s) | **Anna Burdett** |
| Access arrangement facilitator(s) | **Lisa Gidney / Linda Glasby** |

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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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) *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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) *Definitions*, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Huxlow Academy complies 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](http://www.jcq.org.uk/exams-office/general-regulations).

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’*.

This publication is further referred to in this policy as [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance).

Disability policy (exams)

A large part of the access arrangements policy is covered in the Inclusion Policy Accessability Plan which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 7.3.

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

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| Cath McManus – Level 7 Diploma |

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

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| All Assessors are required to present their certificate of qualification(s) for verification, and a copy kept on file.  Where an Assessor belongs to a professional body/institute, the membership is checked against the institutes registered professionals records. |

How the assessment process is administered

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| Students with access arrangement needs are identified and assessed to establish the level of requirement using the following methods:   * Identification of SEN – possibly through a referral from previous school / educational establishment * Y7 Cognitive Ability Tests (CATs) and Y9 CATs – students who score 84 or below will then be tested for AAO via DASH / WRAT testing * Reading age and spelling age tracked and monitored including students below 89 * teacher referral * parental concern * Dyslexia  screener * Whole school testing data * prior medical / mental health history * EHC plans |

Recording evidence of need

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| Following referral and testing, the SENCo completes a Form 8 (JCQ).  All Form 8’s and ‘evidence of need’ documents filed in the Exam Managers office. |

Gathering evidence to demonstrate *normal way of working*

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| Evidence of support given to candidates reflecting their *normal way of working* is gathered in the following way:   * in the classroom (where appropriate); * working in small groups for reading and/or writing; * literacy support lessons; * literacy intervention strategies; * in internal school tests/examinations; * mock examinations*.* |

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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance). 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.

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| Candidates applying for access arrangements are required to sign a Data Protection Notice giving Huxlow Academy permission to disclose personal data such as disability, health and medical condition to JCQ and participating awarding bodies. These permissions are kept in the Access Arrangements file.  Applications for access arrangements are then submitted online through the *Access arrangements online* (AAO) tool by the Exams Manager in association with a member of the SENCo team.  AAO approvals are printed and filed with the candidates Form 8 and other evidence in the Exam Manager’s office.  Candidates are informed of the outcome, and in cases that do not gain approval, the SENCo will discuss alternative ways to support the candidate with the candidate and all other interested parties. |

Centre-delegated access arrangements

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| Reasonable adjustments not requiring AAO approval such as   * separate exam room arrangements, * exam seating requirements, * use of coloured overlays * medical requirements * rest breaks * prompts * use of a word processor   are recorded on Huxlow Academy MIS system (SIMS). |

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.