**Appendix 5 – Exam Access Arrangements Policy** 2022/23

Key staff involved in the policy

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| **Role** | **Name(s)** |
| ALS lead/SENCo | **Miss N Bannister** |
| Head of centre | **Mrs M Mincher** |
| Assessor(s) | **Miss N Harding** |

Contents

[Key staff involved in the policy 2](#_Toc51674453)

[What are access arrangements and reasonable adjustments? 4](#_Toc51674454)

[Access arrangements 4](#_Toc51674455)

[Reasonable adjustments 4](#_Toc51674456)

[Purpose of the policy 4](#_Toc51674457)

[General principles 4](#_Toc51674458)

[Equalities Policy (Exams) 5](#_Toc51674459)

[The assessment process 5](#_Toc51674460)

[The qualification(s) of the current assessor(s) 5](#_Toc51674461)

[Appointment of assessors of candidates with learning difficulties 5](#_Toc51674462)

[Process for the assessment of a candidate’s learning difficulties by an assessor 6](#_Toc51674463)

[Painting a ‘holistic picture of need’, confirming normal way of working 6](#_Toc51674464)

[Processing access arrangements 6](#_Toc51674465)

[Arrangements requiring awarding body approval 6](#_Toc51674466)

[Centre-delegated access arrangements 7](#_Toc51674467)

[Centre-specific criteria for particular access arrangements 7](#_Toc51674468)

[Word Processor Policy (Exams) 7](#_Toc51674469)

[Separate Invigilation Policy 7](#_Toc51674470)

[Appendices 9](#_Toc51674471)

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’.

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that Kingsmead 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, (section 5.4)]

This publication is further referred to in this policy as [GR](http://www.jcq.org.uk/exams-office/general-regulations)

This policy is maintained and held by the ALS lead/SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate’s e-folder must hold each of the required documents for inspection. ([AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 4.2)

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

General principles

The principles for the centre to consider are detailed in [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment 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, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement /reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the start of the course.

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)/reasonable adjustment(s) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities 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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| Appendix 3 |

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) , section 7.3.

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

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| Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)   * *Certificate of Competence in Educational Testing (CCET)* * *Access Arrangements Course (AAC)* |

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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance). This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

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| The Head of Centre is responsible for:   * checking the qualification(s) of the assessor(s) and that the correct procedures are followed as in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4) * ensuring 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. * Ensuring 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) |

**Reporting the appointment of the assessor(s)**

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| The names of all other assessors, who are assessing candidates studying qualifications will be entered into Access arrangements online to confirm their status. ([AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 7.3)  The credentials of assessors used by the school will be held on file by the SEND team. |

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

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| the correct procedures are followed as in Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments.*  ([GR](http://www.jcq.org.uk/exams-office/general-regulations) 5.4)  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 SENDCo will paint a picture of need and demonstrate the candidate’s normal way of working and complete Part 1 of Form 8 prior to the candidate being assessed.  All candidates will be assessed in light of the picture of need and relevant background information.  The assessor will establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.  The assessor will carry out tests which are relevant to support the application. Current editions of nationally standardised tests which produce standardised scores will be used, where published.  For candidates potentially requiring a Language Modifier reading comprehension will be assessed using a recognised test of text or sentence comprehension.  Reading speed will be tested in various ways depending on the individual candidate.  Candidates will be allowed the use of a scribe where they have a substantial impairment:   * a below average standardised spelling accuracy score with unrecognisable spelling attempts;   or   * a below average standardised score for writing speed.   Cognitive processing assessments will include a range of assessments as determined appropriate for the candidate by the assessor.  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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 7.3) |

Picture of need/normal way of working

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| The SENDCo will work closely with Subject Leaders, teachers, teaching assistants and other centre staff to gather information to paint a picture of need for candidates, as required in Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.  All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.  Statements regarding the candidate’s normal way of working in the classroom and in internal assessments will be held on file.  The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo**.** ([AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 7.5) |

Processing access arrangements and adjustments

Arrangements/adjustments 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. (Refer to [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance), (chapter 8) **Processing applications for access arrangements** and adjustments (chapter 6) **Modified papers**)

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites.

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| Applications will be processed for both long-term and temporary conditions.  The approval will be filed alongside the candidate’s EHCP/Statement of Special Educational Needs (or letter/report from a medical professional), the form 8 where appropriate, any statements gathered to evidence the candidate’s normal way of working, and the signed and dated Personal data consent, Privacy Notice (AAO) and Data Protection confirmation for inspection by the JCQ Centre Inspection Service. ([AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 8.6)  For cases that are not approved, the SENDCo will consider whether this is because the candidate does not meet the published criteria, whether the reasonable adjustment is not listed, and consider further exploration in relation to the competence being tested. |

Centre-delegated arrangements/adjustments

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| Centre-delegated arrangements will be looked at on a case-by-case basis. Candidates with anxiety will be seated in the main room where possible (after discussion with the EO seating will be allocated appropriately in the room, separate invigilation will only be allocated if deemed necessary). |

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate’s normal way of working within the centre.

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| A member of the centre’s senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection. (AA, section 5.8) |

Separate Invigilation Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by Senior Leaders/the SENDCo.

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](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration) 5.16)

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| In the case of separate invigilation, the candidate’s disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.  Separate invigilation must reflect the candidate’s normal and current way of working in internal school tests and mock examinations.  Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA, section 5.16) |