

# Access Arrangements Policy

Overton School

<b>Approved by:</b>	Omar Salahuddin, Principal
<b>Last reviewed on:</b>	26/08/20
<b>Next review due by:</b>	25/08/21

## 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 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 Definitions, page 3]

### Purpose of the policy

The purpose of this policy is to confirm that Cambian Hereford School 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](#).

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](#).

## Disability policy (exams)

A large part of the access arrangements policy 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.

SEN Policy

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)

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

Overton School Administrator carry's out the relevant checks and ensures that the paperwork to support in in place for inspection

## How the assessment process is administered

Pupils who have an EHCP are not required to be screened for Access Arrangements. All subject teachers monitor the pupils normal way of working within the centre and collate evidence to support the EHCP and the Candidates normal way of working during the lessons.

In the event of a pupil not having an EHCP and there is deemed an need for the pupil to be screened for Access Arrangements the subject teacher this will be discussed with the Head teacher and the appropriate action will be taken.

## Recording evidence of need

Evidence will be gathered from :-

IEP's

Reviews of Objectives

School Reports

EHCP

Pupils work

Teachers Planning

Pupil Assessment

External agencies – if appropriate

## Gathering evidence to demonstrate *normal way of working*

Subject teachers / TA / Headteacher complete an Access Arrangement Performance, and collate evidence to show normal way of working in their subject area.

Bear in mind *normal way of working* as defined by JCQ...

*"The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:*

- *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.*

*A form 8 will be completed to support the evidence / assessment*

## 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 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.

### Centre-delegated access arrangements

All Evidence for Access Arrangements is collated and filed in the Access Arrangements folder.

### 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.

At the Overton School a pupil will allowed to use a word processor in the examination if it is 'their normal way of working within the centre and be appropriate to the candidate's needs'. The subject teacher will identify this and collate evidence to support.

Please refer to Overton School Word Processor policy.

A statement will be written to support the Teachers request for a pupil to use a word processor in an examination if it is deemed their normal way of working.

### **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]