



Access arrangements policy

2019/20

Approved by	
The Governing Body approved this statutory policy	
Date of next review	November 2020

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Yvonne Burrows
SENCo line manager (Senior Leader)	
Head of centre	Jo Tupman
Assessor(s)	Yvonne Burrows – pending qualification Linda Witham
Access arrangement facilitator(s)	SSA's

Contents

Key staff involved in the access arrangements process	2
What are access arrangements and reasonable adjustments?	4
Access arrangements	4
Reasonable adjustments	4
Purpose of the policy	4
Disability policy (exams).....	4
The assessment process.....	5
The qualification(s) of the current assessor(s).....	5
Checking the qualification(s) of the assessor(s).....	5
How the assessment process is administered	5
Recording evidence of need.....	5
Gathering evidence to demonstrate normal way of working.....	6
Processing access arrangements	6
Arrangements requiring awarding body approval	6
Centre-delegated access arrangements.....	6
Centre-specific criteria for particular access arrangements.....	6
Word processor policy (exams).....	6
Separate invigilation within the centre	6

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 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 Barking Abbey 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/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.

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 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.

Separate Policy: Staff File, exams office, SENCo

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)

Currently working towards qualification – SENCo

Level 7 qualification in Testing, Assessment and Examination Access Arrangements - Linda Witham

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

SEnCo to check and verify the qualification of the specialist assessor. Evidence to be kept on file by SENCo. Copy to be given to EO in readiness for JCQ inspection.

How the assessment process is administered

Generic referral forms are distributed to teaching staff in September where they can flag up any concerns regarding a student. Once these forms are returned, the SENCo and assessor liaise to determine the need for a diagnostic assessment. The specialist assessor will conduct a Wechsler Individual Achievement Test (WIAT-II-T) or Comprehensive Test of Phonological Processing (CTOPP) as appropriate. EO processes the application via EAAO.

Recording evidence of need

Centre referral form. Trial exam data and papers if appropriate. Diagnostic test. Medical evidence if appropriate. JCQ Form 8

Gathering evidence to demonstrate *normal way of working*

Evidence of the use of an EAA in lessons, trial exams and termly assessments.
Scribe practice in lessons.
Additional time given for work during lessons.
Modified written work and laptops for students with visual impairments.

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.

Form 8's, candidates personal data consent form and Diagnostic reports given to EO.
Applications submitted by EO in the presence of the SENCo. Approved applications printed and signed by SENCo as verification. Printed applications kept in candidate specific files. Files kept in SENCo office. EO to liaise with SENCo and specialist assessor if an application does not gain approval in order to gather evidence for AB referral.

Centre-delegated access arrangements

The need for a prompt, laptop or SRB. Evidence collected from referral forms, trial exams and medical evidence.

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.

Separate policy: Staff file, exams office, SENCo

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]

Separate document: staff file, exams office, SENCo