



# Access arrangements policy

## 2019/20

This policy is reviewed annually to ensure compliance with current regulations

|                      |                |
|----------------------|----------------|
| Approved/reviewed by |                |
| PBurley              |                |
| Date of next review  | September 2020 |

## Key staff involved in the policy

| Role                               | Name(s)                     |
|------------------------------------|-----------------------------|
| SENCo                              | Charlotte Rheams            |
| SENCo line manager (Senior Leader) | Pip Burley                  |
| Head of centre                     | Timothy Ellis               |
| Assessor(s)                        | Warwickshire County Council |
| Access arrangement facilitator(s)  | Warwickshire County Council |

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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 Leamington LAMP 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 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 Disability policy is available on the LAMP website and in the exams file in the office.

**The head of centre/senior leadership team will...** 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;

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect [GR 5.4]

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)

*Qualifications will be checked prior to the point of commission.*

### 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)

LAMP will follow its recruitment policy ensuring that the specifics of the assessors qualification are checked against the requirements for the post.

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)

Evidence of Assessor qualifications will be held in the HR file in the office.

Make full reference to [AA](#) 7.4 *Reporting the appointment of assessors* and record your process that reflects the requirements.

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

For students who have EHCPs - SENCo folder contains PANDs. Relevant parts of Form 8 completed by the SENCo. Assessment organised where required according to the JCQ requirements. Correct paperwork completed

that the correct procedures are followed as per Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments...*

[\[GR 5.4\]](#)

#### 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. [\[AA 7.3\]](#)

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

Teaching staff will liaise with SENCo to ensure that the correct picture of need is gathered along with evidence that these are the normal ways of working for students.

**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]

## 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.

The SENCo processes any applications through Access Arrangements Online. These applications are made in the autumn term prior to the mock exam period.

**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]

### Centre-delegated access arrangements

The SENCo, teaching staff, HoC and Exam Officer will liaise regarding any centre-delegated access arrangements with all evidence kept 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.

The word processor policy can be found in the exams folder in the office and on the LAMP website

**Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.** [ICE 14.20]

**A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.**

**The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.**

**The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with...**

**A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.**

**[AA 5.8]**

### **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]**

LAMP will take the advice of the SENCo regarding any requirement for separate invigilation. In the case of where a reader and/or scribe is required this will mean that a separate room and invigilator will be used to ensure this can take place.

**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]**