



Joseph Leckie Academy

Access Arrangements policy

This policy is reviewed annually

History of Document

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What are Access Arrangements?

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

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.

Purpose of the Policy

The purpose of this policy is to confirm that Joseph Leckie Academy fulfils “its obligations in respect of identifying the need for, requesting and implementing access arrangements.”

[JCQ ‘General regulations for approved centres’ Chapter 5.5]

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.

This policy is available either by request from the exams officer or looking for it on the school website.

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 appointed by the head of centre. The assessor is appropriately qualified as required in JCQ regulations as follows:

“A head of centre will appoint:

- an access arrangements assessor who has successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment*. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or
*The reference to at least 100 hours relating to individual specialist assessment would include lecture, seminar and tutorial time, study time, assessment time and time spent completing assignments. Courses which are accredited at AMBDA or APC Level would meet this requirement, as would post-graduate courses at or equivalent to Level 7 which provide a qualification in access arrangements assessment.
- a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by BDA, the Dyslexia Guild or Patoss and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.”

[AA 7.3.3]

and

“An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- the appropriate use of nationally standardised tests for the age group being tested;
- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;
- the appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 86;
- the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional.”

[AA 7.3.4]

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

The qualification of the assessor has been checked by the Headteacher and exams officer. Evidence can be found within the school and are checked annually.

How the assessment process is administered

Initial identification of any need is from a pupil's induction into the school and information gleaned from previous placements, KS2/3 data and from teaching and support staff once the pupil has transitioned to us. Relevant support is put in place to show a history of normal working practices. Regular assessments are carried out as per the regulations of the assessments by our in house assessor. Appropriate evidence is collated over time which includes various documentation and the relevant mainstream schools are kept informed. If the need for Access arrangements is evident, mainstream schools are contacted, the relevant paperwork is sent to them in order for them to apply for access arrangements.

Assessment is carried out in a quiet room by the assessor in question. All work is reviewed independently by them and the school make arrangements following these recommendations. Candidates for screening are put forward by teachers, and discussed at SLT/Curriculum leaders level to gauge whether or not an assessment is needed. We confirm that all assessments are chosen for relevancy and administered correctly in accordance with the assessments individual instructions. Consent is gained from both parents and pupils and both are fully informed of the process and reasoning behind the assessments and subsequent access arrangements awarded to the pupils. All pupils who are awarded access arrangements are given appropriate training in order to transfer the arrangements from the classroom to the exam room so that they fully benefit from an arrangement given.

Recording evidence of need

Each pupil is assessed at the end of each half term and results are recorded by subject staff. The support and teaching staff monitor any type of intervention required by each pupil and record on monitoring documents. These are available for all staff to access and aid to the consistency of the support across the subject areas.

Each member of staff record any access arrangements carried out within classroom based assessments on a specific 'Pink access arrangements' form. Teaching and support staff report information through regular meetings and emails.

Past papers, school based assessments and examples of written work are used to provide evidence of need. A fully completed Form 8 is available for all AA Students. External reports/letters from outside agencies such as Educational Psychologists and CAMHS. EHCP or Statement of Educational Need. Parental views are also taken into account through discussions at reviews.

Gathering evidence of normal way of working

Arrangements that are awarded should reflect the pupils 'normal way of working' within the classroom. If an Access Arrangement is never used then it is not a candidate's normal way of working and the arrangement should not be awarded for examinations.

Past papers, school based assessments and examples of written work are used to provide evidence of need. Staff should keep a dated record of when an arrangement is used both in the classroom and following internal assessments.

Any concerns and information for each pupil is relayed through discussions at meetings and emails. A fully completed Form 8 which shows a history of need is completed for all identified pupils. All information is kept in a separate file and added to over time which includes reports and letters from outside agencies along with school based evidence.

“The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3, page 89).”

[AA 4.2.5]

Processing applications for access arrangements

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

“For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement. Further information on Access arrangements online is available from: <http://www.jcq.org.uk/exams-office/aa-access-arrangements-online>”

[AA 8.1]

All of the evidence collated is kept on file for each pupil and stored within the exams office. This includes a signed and dated form 8, data protection form signed by the candidate, evidence of normal way of working and any other supporting evidence.

For all pupils it is the responsibility of the exams officer/SENCo to make the appropriate applications when all the relevant paperwork is in place which may include either a form 8 or in other cases a file note on letter headed paper.

If the application has been refused, it may be referred to the relevant awarding body for consideration using the awarding body referral section if appropriate.

Centre-delegated access arrangements

For all centre-delegated arrangements the evidence is collated as per usual which show a normal way of working. These arrangements include:

- Rest breaks
- Coloured overlays
- Prompters
- Coloured/enlarged paper
- Low vision aid/magnifier
- Word processor

Word processor policy

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.

A candidate will be allowed to use a word processor if it is evident that there is a need and it is the normal way of working for that pupil. A word processor will be approved in cases where the candidate’s difficulties may include:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly.
- a medical condition.
- a physical disability.
- a sensory impairment.
- planning and organisational problems when writing by hand.
- poor handwriting.

*See appendix for the full Word Processor Policy

Separate invigilation within the centre

The decision as to whether a candidate will complete their exams separately within the centre will be dependent on the candidate's specific needs or arrangements. These may include:

- A Reader
- Read aloud
- SEMH needs

In all cases the JCQ rules will apply for both the invigilation and the application of access arrangements.

Appendices

1. Word Processor policy 2017-2018