



# Priory School Access Arrangements Policy

## 2019/20

This policy is reviewed annually to ensure compliance with current regulations

<b>Approved/reviewed by</b>	
Julian Ashworth / Jo Nulty	
<b>Date of next review</b>	December 2020

## Key staff involved in the access arrangements process

Role	Name(s)
SENCo	<b>Roxy Miremadi</b>
Lead SENCo	<b>Jo Nulty</b>
Head of centre	<b>Tony Smith</b>
Assessor(s)	<b>Alexandra Sanderson</b>
Access arrangement facilitator(s)	<b>Jo Nulty</b> <b>Fiona Harris</b>

Documents referred to in this Policy:

JCQ General Regulations for Approved Centres 2019-2020 [GR]

Access Arrangements Regulations 2019-2020 [AA]

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## 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]

[AA Definitions,

### 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 Priory 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.

The Disability Policy (Exams) is saved to the policy library.

*“A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes.*

*for 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)

Alexandra Sanderson (details of qualifications on file)

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

Priory School requires a copy of the certificate of the specialist assessor before they are permitted to work with students. A copy of the certificate is kept on record for inspection purposes.

The assessment process is carried out in conjunction with the SENCO or the Assistant Headteacher with responsibility for Inclusion.

The Head of Centre signs a form to confirm the name and qualifications of the person who has been appointed as the specialist assessor. This is stored in the Access Arrangements filing cabinet in the Exams Office.

*“...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...”*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**”*

[GR 5.4]

*“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]

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

Priory School operates a Yr9 screening process which starts in term three when all students sit a battery of tests to establish current reading, spelling and speed of writing scores (wpm). These tests are administered within two English lessons by a trained member of the inclusion team (with a classroom teacher present) and marked within the inclusion team. The following tests are administered: Macmillan Group Reading – GRT2, SWST (Single Word Spelling Test), DASH (Speed of Writing Test). The data is compiled on a spreadsheet which also includes the student’s SEN status, EAL background, CAT scores, DST scores and any involvement or support from the inclusion team and/or outside agencies such as CAMHS/CLASS. The inclusion team then looks at every student to highlight those students who should be considered for access arrangements. A Form 8 is completed for relevant students, which is reviewed by the external assessor before they meet individual students and administer further testing as appropriate.

*“The SENCo must arrange for the candidate to be assessed by an assessor.” [AA 7.5.1]*

Privately commissioned assessments on their own cannot be used to award access arrangements. However,

*“... 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 ways of working within the centre and ultimately assessing the candidate themselves should be instigated.” [AA 7.3]*

Home educated students on roll will be assessed. The school arranges for the Year 9 students to come in for an assessment in LS1. The SENCo is guided by feedback from parents requesting access arrangements. The SENCo then gathers evidence such as medical, E.P reports etc.

*“The Head of Centre / SLT will ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate. This includes distance learners and home educated students. The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre’s appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements” [GR 5.4d]*

### **Recording evidence of need**

When the inclusion team scrutinises the spreadsheet an internal access arrangement form will be filled in confirming previous tracking scores, yr9 screening scores, CAT scores, any previous reports from outside agencies and inclusion involvement.

*“All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.” [AA 7.5.3]*

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

As the inclusion team completes the Form 8, detailed feedback questions are shared with all relevant teaching staff to get their feedback on the student’s needs, the impact on teaching and learning and normal way of working. This feedback is included in the pack which is made available to the specialist assessor prior to any further assessments and is also made available to the inspection service.

## 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.

Once section c of the Form 8 has been signed, the specialist assessor has completed the assessments, and the student has given their written consent for data protection purposes, the SENCO and Exams Officer together make the online access arrangements. This ordinarily takes place in Term 6, however where a need arises and a case develops, the same process is replicated.

Parents and students are advised regarding the outcome of an application and documentation is retained centrally in the Inclusion filing cabinet in the Exams Office.

*“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 centre follows JCQ regulations with regard to centre delegated access arrangements. Evidence is held in the Inclusion filing cabinet in the Exams Office.



## 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 and statement is saved in the policy library.

*“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. 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 5.8.4]

### 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 it is the candidate's normal way of working within the centre.”* [AA 5.16]

A candidate will only be permitted separate invigilation within the centre if the SENCO is satisfied that the JCQ requirements have been met. Written confirmation from a specialist medical practitioner will be required to inform the decision making process.

A candidate will not be permitted separate invigilation due to exam anxiety or personal preference.

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.

[see AA 5.16 plus centre-determined criteria]