



St Hugh's School

Access Arrangements Policy

2019/20

Contents

.....	
What are access arrangements and reasonable adjustments?.....	3
Access arrangements	3
Reasonable adjustments	3
Purpose of the policy	3
Disability policy (exams)	4
The assessment process	4
The qualification(s) of the current assessor(s).....	4
Appointment of assessors of candidates with learning difficulties	4
Process for the assessment of a candidate's learning difficulties by an assessor , including painting a picture of need and gathering evidence to demonstrate normal way of working.....	5
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 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'."

Definitions, page 3]

[AA

Purpose of the policy

The purpose of this policy is to confirm that St Hugh's 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 Exams Officer (assistant head teacher) acting as SENCO in this special school setting alongside the individual files of each access arrangements candidate. Each file 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. See Disability Policy (exams) - exams policy folder.

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)

For the summer 2019 series:

Donna Millward (exams officer)

CCET (Real Training)

Patricia Anne Van Wren (external)

Postgraduate Diploma in Professional Studies in Education (The Teaching of Students with Specific Learning Difficulties (Dyslexia)) (Kingston University)

SpLD Assessment Practising Certificate (Patoss)-500001562-IF5841

JCQ Access Arrangements: Assessment and Management 2018-2019 CPD (Patoss)

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)

Certification (copies/screenshots are acceptable) is checked by the head of centre prior to any assessment of a candidate to ensure qualification and understanding to at least JCQ requirements. It is also expected that the assessor has completed CPD for the current academic year testing cycle.

Reporting the appointment of the assessor(s)

Documented proof (copies) of the appropriate qualifications of assessors is held on file (access arrangement folder).

Process for the assessment of a candidate's learning difficulties by an assessor, including painting a picture of need and gathering evidence to demonstrate normal way of working

St Hugh's School is a special school and therefore all students have a current EHCP. Stated needs vary and include MLD, SLD, SPLCN, physical disability, SEMH and behavioural difficulties, ASD etc. The EO, acting as SENCO for the purposes of access arrangement organisation, will decide whether and what additional evidence, other than that documented in the candidate's EHCP is required to ensure that they can access an assessment, without gaining an unfair advantage. As such, there may be occasions where a picture of need is not demonstrated on the candidate's EHCP and further evidence, including assessment, may be required.

Part 1 of form 8 will be completed by the EO prior to the assessor testing a candidate and will be accompanied by other evidence about the candidate's normal way of working and their current EHCP. The assessor and EO will discuss the evidence presented and whether testing of the candidate is necessary or would offer further evidence about their needs. The tests that are to be carried out are to be fully discussed with the EO, along with evidence of their reliability and validity.

In order for the EO to be able to complete part 1 of form 8, information will be gathered from a variety of sources in addition to the current EHCP. Checklists will be completed by different teachers related to the student's normal way of working and examples of instances when the candidate, for example, needed longer than others to complete written work. Students will also be asked to complete a checklist to gain their view about their normal way of working and complete details, over time, of when, for example, they needed extra time or help with reading. Teachers will also be given the opportunity to complete a referral form for those students that they feel may require access arrangements to be in place.

This process also applies to any private candidates, distance learners and home educated students using the centre for the purpose of exams, although the evidence of need relating to the candidate's normal way of working would need to be sought from and discussed with those working with the student prior to meeting with the assessor. If possible, those working with the student would also be present at the meeting prior to assessment. It remains the responsibility of the EO to complete part 1 of form 8.

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.

Centre-delegated access arrangements

It is the responsibility of the EO to apply for awarding body approval via AAO. This will be done ideally at the start of the candidate's course (January year 10, following evidence gathering during the first term). The EO will ensure that deadlines are met.

All evidence, including AAO approval, will be kept on file and be securely stored. Student signed candidate personal data consent forms will be kept with evidence for each candidate.

If approval is not gained, referral will be made to the awarding body by the EO and evidence provided.

Appropriate evidence will be held on file for any centre-delegated access arrangements. Evidence will be securely stored

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. See Word Processor Policy (exam policy file).

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the EO acting as 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 invigilation will be provided for those candidates that have approved access arrangements that require this, for example, a reader or a scribe.
- **Separate invigilation will also be provided for any candidates with behavioural, social or emotional difficulties or a medical need which means that they would be at a substantial disadvantage without this being in place. It remains the decision of the EO to decide whether needs constitute a substantial disadvantage and evidence will be gathered from a variety of sources, including teachers and candidates as mentioned above. Needs must be stated on the student's current EHCP and be the normal way of working in tests at the centre. Evidence of need will be provided as detailed above, held on file and stored securely.**