



BELIEVE

IN A HEALTHY MIND AND BODY
IN STRIVING TO BE THE BEST WE CAN BE
IN RESPECTING EACH OTHER AND OURSELVES

GROW

THROUGH LEARNING
IN HUMANITY AND KINDNESS
THROUGH EMBRACING OUR OPPORTUNITIES

SUCCEED

IN MAKING OTHERS PROUD
IN BUILDING POSITIVE RELATIONSHIPS
IN BEING RESILIENT AND COURAGEOUS

Access Arrangements Policy 2021/22

Version 11.21

Document Control

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Key staff involved in the policy

| Role | Name(s) |
|---|---------------|
| ALS lead/SENCo | Mr R Simpson |
| ALS lead/SENCo line manager (Senior leader) | Mrs B Marsden |
| Head of centre | Mr C Ash |
| Assessor(s) | Ms R Hall |
| Access arrangement facilitator(s) | Mrs E Scott |



Contents

| | |
|---|----|
| Document Control | 2 |
| Key staff involved in the policy..... | 2 |
| What are access arrangements and reasonable adjustments? | 4 |
| Access arrangements..... | 4 |
| Reasonable adjustments | 4 |
| Purpose of the policy..... | 4 |
| General principles..... | 6 |
| Equalities Policy (Exams) | 6 |
| The assessment process | 6 |
| The qualification(s) of the current assessor(s) | 6 |
| Appointment of assessors of candidates with learning difficulties..... | 7 |
| Process for the assessment of a candidate’s learning difficulties by an assessor..... | 7 |
| Painting a ‘holistic picture of need’, confirming normal way of working | 8 |
| Processing access arrangements and adjustments | 8 |
| Arrangements/adjustments requiring awarding body approval..... | 8 |
| Centre-delegated arrangements/adjustments | 9 |
| Centre-specific criteria for particular arrangements/adjustments | 10 |
| Word Processor Policy (Exams) | 10 |
| Separate Invigilation Policy | 10 |
| Appendices – Separate Processes for Access Arrangements (2021/22)..... | 11 |



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 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](#))

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 several 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'. ([AA Definitions](#))

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AA 1.8](#)). The definitions and procedures in [AA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that **Dagenham Park Church of England 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...

(General Regulations for Approved Centres, section 5.4)

This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the ALS lead/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.

Where the SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. ([AA 4.2](#))



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](#)



General principles

The principles for the centre to consider are detailed in [AA](#) (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCo, or an equivalent member of staff within a FE college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Equalities Policy (Exams) 2021-22 can be found here: [Sharepoint: Data & Assessment\Exams Documents\Exam Policies\](#)

The head of centre/senior leadership team will... recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010+, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid...

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ([GR](#) section 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](#), section 7.3.

The qualification(s) of the current assessor(s)

Ms Ruth Hall

Certificate in Psychometric Testing, Assessment and Access Arrangements (July 2015)



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)

Prior to undertaking any assessment of a candidate, the SENCo or Access Arrangements Facilitator will obtain evidence of qualifications which fall into one of the following categories:

- Specialist assessor with a current SplD Assessment Practising Certificate (APC)
- Health and Care Professionals Council (HCPC) registered psychologist
- Access arrangements assessor who has completed a post-graduate course in individual specialist assessment at or equivalent to Level 7 and completed at least 100 hours relating to individual assessment.

Checks are made to ensure that all assessors:

- have a thorough understanding of the current edition of the JCQ publication Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- are familiar with the Equality Act 2010;
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be a HCPC registered psychologist

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 in 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](#))

Reporting the appointment of the assessor(s)

Copies of certificates for internal and external assessors are displayed in the Exams Office.

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.

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

Appendix 1 – Separate Processes for Access Arrangements outlines the centre processes for assessment of a candidate's learning difficulties by an assessor. Evidence from the school setting is used to inform the assessor before they make any recommendations.

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 'holistic picture of need', confirming normal way of working

Appendix 1 – Separate Processes for Access Arrangements outlines the centre processes for painting a 'holistic picture of need' and gathering evidence to demonstrate normal way of working.

Private candidates: are only excepted as ex-students with access arrangements to take resits for A-Levels and GCSE's which they have received the testing for.

Before the candidate's assessment, the SENCo **must** provide the assessor with background information, i.e. a picture of need has been painted as required in 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. Additionally, the independent assessor **must** be approved by the head of centre to assess the candidate.

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/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo. (AA 7.5)

Make full reference to AA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties) and record your process that reflects the requirements.

Processing access arrangements and adjustments

Arrangements/adjustments 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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers)).

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 for approval is required for each candidate regardless of the awarding body used.

The Access Arrangements Facilitator:

- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), and/or centre based evidence including concise file note(s) on centre headed paper, signed and dated, and a body of evidence to substantiate the candidate's normal way of working within the centre. Form 8 will only be used for candidates with learning difficulties who are not subject to a current EHCP or Statement of Special Educational Needs or those requiring a Language Modifier.
- Ensures where Form 8 is required to be completed, the form is signed (a handwritten, electronic or typed signature is acceptable) and dated as required **prior** to approval being sought and that the form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status including any professionals working outside the centre



- Confirms by ticking the ‘*Confirmation*’ box prior to submitting the application for approval that the ‘*malpractice consequence statement*’ has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is processed at the start of the course and at the latest by the awarding body deadline
- Maintains a file for each candidate (the required documentation for a candidate will either be all in hard copy within the candidate’s file and will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications covered by AAO (where approval is required), a print out/PDF of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
- Presents, if the SENCo is unavailable, the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the SENCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)

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 arrangements/adjustments

The school follows JCQ guidance when providing centre delegated access arrangements.

The SENCo will make a decision to approve a centre-delegated access arrangement based on:

- whether the candidate has a **substantial and long-term impairment** which has an adverse effect; **and**

there is a genuine need for the arrangement and it reflects the candidate’s **normal way of working** within the centre.



Appendix 1 – Separate Processes for Access Arrangements outlines the centre’s processes for dealing with centre delegated arrangements (those arrangements which may be granted by the centre and appropriate evidence held on file or those arrangements that do not need to be recorded).

Centre-specific criteria for particular arrangements/adjustments

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate’s normal way of working within the centre.

The Word Processor Policy (Exams) 2021-22 can be found here: Sharepoint: Data & Assessment\Exams Documents\Exam Policies\

A centre **must** have a policy on the use of word processors... 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 Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/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)

SENCo’s must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement.

The SENCo must make their decision based on:

- whether the candidate has a **substantial and long term impairment** which has an adverse effect; **and**
- there is a genuine need for the arrangement and it reflects the candidate’s normal way of working within the centre.

(The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

Appendix 1 – Separate Processes for Access Arrangements outlines the centre processes for approval of separate invigilation within the centre.

For example, in the case of separate invigilation, the candidate’s difficulties are **established within the centre** (see Chapter 4, paragraph 4.1.4) 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, emotional and mental health needs. (AA 5.16)



Appendices – Separate Processes for Access Arrangements (2021/22)



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Separate Processes for Access Arrangements 2021/22

Version 11.21

This document is reviewed annually to ensure compliance with current regulations



Document Control

| Date | Version | Author | Notes |
|--------------|---------|---------|---------------------|
| October 2021 | | E Scott | Document creation |
| October 2022 | | | Date of next review |

Key staff involved in the policy

| Role | Name(s) |
|--|---------------|
| Head of centre | Mr C Ash |
| ALS lead/SENCo | Mr R Simpson |
| ALS lead/SENCo line manager (Senior leader) | Mrs B Marsden |
| Inclusion Manager | Ms R Burvill |
| Access arrangement facilitator | Mrs E Scott |
| Exams Officer | Mrs J Clarke |
| Assessor(s) | Ms R Hall |



Important notes

Year 9 students are to be identified by the SENCo/Inclusion Manager by the end of the autumn term. It is expected that identified students will already be showing evidence of need in the classroom and assessments *prior* to Year 9 (e.g. teacher referrals to SENCo, teaching assistants, learning mentor, pastoral team, screening tests). Each student will have a file in SharePoint/DSEN Admin file.

Evidence of need/paperwork is to be gathered throughout the year for filing (and added to the student record file in DSEN admin on SharePoint so that Access Arrangements Co-ordinator can print information for files.

Before an AAO application for 25% extra time is made, the SENCo needs to consider whether it is the best arrangement to meet the candidates' needs and whether supervised rest breaks are a more suitable arrangement. Some students with severe needs may require both 25% extra time and supervised rest breaks (**Appendix 2**).

Access Arrangements Co-ordinator to submit applications to AAO/PAAO within the first two weeks of students starting Year 10.

Inclusion

- The Inclusion Manager will identify students who come under 'Inclusion' who, due to severe social and emotional difficulties require a separate venue for their exams.
- For students under 'Inclusion' who require a separate venue *and* supervised rest breaks, the Inclusion Manager and the SENCo must establish (for JCQ inspection) there is genuine need for the arrangements before they are granted (**Appendix 2**).
- Inclusion Manager to liaise with AA Coordinator.
- Inclusion Manager will email the AAC with the final list of students identified, confirming the arrangement required and that it is the student's normal way of working within the centre.
- AAC will then complete a short concise note on behalf of the SENCo for students requiring SRB once evidence has all been gathered. (**Appendix 3**)
- SENCO will check and sign the short concise note.

NB. Students requiring supervised rest breaks do not need to be assessed for access arrangements.

Learning difficulties – students with EHCP

- SENCo to advise AAC on the students requiring support and the type of support they need (e.g. 25% extra time, supervised rest breaks, reader, scribe, prompt, word processor etc), and establish if the same support is required for every lesson (for example only a reader for Maths, but a scribe for English as student cannot use a word processor).
- A referral fact finding form/round robin (**Appendix 4**) can be sent to the teachers to help identify where the need is. All information should be kept on student record file in DSEN admin on SharePoint.
- When the support is identified, AAC will use the information on the students file on SharePoint to complete the detailed file note (**Appendix 5**) on behalf of the SENCo.
- The SENCo will check and sign the detailed file note.
- AAC - Application for exam support submitted to AAO/PAAO



NB – students with EHCP requiring 26% + extra time, who do not have a PD, medical condition or sensory impairment will need a Form 8 (Assessor report)

Learning difficulties - students *without* EHCP

- SENCo/Inclusion Manager to identify students whose main SEN is **not** cognition and learning, but do fall under the following categories:
 - Communication and interaction
 - SEMH
 - Sensory and physical
- It is not necessary for these students to be assessed for a scribe, supervised rest breaks 25% extra time, reader, 26% to 50% extra time, but the centre must have, on file, documents from an appropriately qualified professional confirming their disability, persistent/significant. Examples of acceptable documents include a letter/report from:
 - CAMHS
 - a HCPC registered psychologist
 - a Medical Consultant
 - a Psychiatrist
 - a Speech and Language Therapist (SaLT); or
 - a letter/report from the Local Authority Specialist Service (e.g. Sensory Impairment Service or Occupational Health Service)
 - **it cannot be a note from a G.P.**
- In order to establish which area of concern the student has, the SENCo/ Inclusion Manager can refer the student for a baseline test with either the AAC and/or HLTA (DF), get feedback from teachers from TAGs, referral/round robin (**Appendix 4**)
- This information should then be kept on the student record on DSEN admin on SharePoint.
- The SENCo will inform the AAC of the list of students requiring support and the type of support they need (e.g. 25% extra time, reader, scribe, prompt, WP etc) and establish if the same support is required for every subject (for example only a reader for Maths, but a scribe for English as the student cannot use a word processor).
- When the support is identified, the AAC can use the student file on SharePoint to complete the detailed file note (**Appendix 5**) on behalf of the SENCo.
- The SENCo will check and sign the detailed file note.
- The AAC will submit the application for exam support to AAO/PAAO.

Learning difficulties - students *without* EHCP – Form 8 required for scribe, 25% extra time

- The SENCo/Inclusion Manager to identify students whose main SEN is Cognition and Learning (MLD, SpLD). These students will need to be formally assessed for a scribe and/or 25% extra time. (students do not need a formal assessment for reading, this can be established in the centre)
- To establish which area of concern the student has, the SENCo/ Inclusion Manager can refer the student for a baseline test with either the AAC and/or HLTA, get feedback from teachers from



TAGs, referral/round robin (**Appendix 4**), examples of internal test/mock papers with extra time in a different colour pen, and/or IEP/Review noting the need for extra time.

- When the students have been identified, AAC use the student file on SharePoint to complete Part 1 and 3 of Form 8 on behalf of the SENCo, in preparation for when the Assessor assesses the student.
- Once the assessor completes the assessment, and completes Part 2 of Form 8, the SENCo will check the form with the AAC.
- The AAC will then submit the application on AAO/PAAO.

Other difficulties

Computer reader/ reader

- Students identified by SENCO/ Inclusion Manager.
- When the need is identified, AAC can look at the student file on SharePoint, and can complete the short concise note (**Appendix 3**) on behalf of the SENCo.
- The SENCo will check and sign the short concise note.

Word Processor

- Students are flagged by staff for poor handwriting skills.
- AAC/HLTA can do a baseline test to establish the need for a word processor.
- AAC to contact teachers of subjects where there is extended writing to ensure students are using a word processor as their normal way of working.
- AAC will put a word processor in place for their exams. (no extra time required)
- Students using a word processor, who also require extra time, will need to have either confirmation from the SENCo, or be assessed for extra time (if cognition and learning is the main need).

EAL

- EAL Coordinator identifies students requiring a bilingual dictionary with or without 10% extra time. Once identified, teachers to be made aware so that the students are using the dictionary as their normal way of working within the centre.
 - For GCSE, level 1 and 2 qualifications only (exc. English Lit/language, Geography, History, RE and MFL – exceptions to these rules are the writing test in GCSE Bengali, Modern Hebrew, and Panjabi where the specification states that all candidates must have access to a bilingual dictionary).
- EAL coordinator to complete a Referral Form (**Appendix 1**) and a Data Protection Form for students who will need 10% extra time. Completed forms to be passed on to AA Coordinator who will submit the referral to AAO. This information needs to be with AA Coordinator by the time the student starts their GCSE/BTEC courses in Year 10. EAL Coordinator to also update AA Coordinator of any new students requiring dictionaries. (*JCQ inspectors only require evidence for students with extra time*).
- List of students and their preferred language to be sent to AA Coordinator. (*To be kept on file so that the Exams Officer is aware of students requiring a dictionary in the main hall*).



- Students will require a dictionary for the exam that does not contain notes, revision data or other unauthorised information. EAL Coordinator must ensure that every identified student has access to an exam dictionary. These dictionaries must be kept in the secure storage room.

Access arrangements rolling over to DP6

- The Access Arrangements Co-ordinator will send referrals to teachers for updated information on students' needs in class. Staff need to reply within 72hrs.
- AAC will update all paperwork for Level 1/2/3 students, liaising with the SENCo/DP6 staff.
- V1/QA Level 1 forms will be completed by AAC and signed off by the BTEC Quality Nominee (B Gill)



Appendices

Appendix 1 - Bilingual Dictionary with up to 10% Extra Time – record of evidence

(On school headed paper)

Bilingual Dictionary with up to 10% Extra Time – record of evidence.

Candidate Name:

Year Group:

Preferred language:

Exam series:

| | | | |
|---|------|----------|-----------|
| Does the candidate usually work with a bilingual dictionary in lessons? | | Yes | No |
| Does the candidate refer to the dictionary so often that it delays the answering of questions in exams? | | Yes | No |
| Has the candidate been resident in the UK for less than 36 months at the time of the exam series (including holidays)? | | Yes | No |
| Date of entry to the UK: | | | |
| Date verified by: | Name | Position | Signature |
| Type of verification, e.g., Passport stamp (please attach a photocopy), letter from parents, date of enrolments at centre: | | | |
| Is English one of the languages spoken in the family home? | | Yes | No |
| Prior to arrival in the UK, was the candidate educated in a school where some of/all the curriculum was delivered in English? | | Yes | No |
| Prior to arrival in the UK, was the candidate prepared/entered for IGCSE qualifications with question papers in English? | | Yes | No |
| Prior to arrival in the UK, was the candidate prepared in English for other qualifications? | | Yes | No |
| Does the candidate have an appropriate dictionary (i.e., word for word translation, no pictures or explanation of word meanings)? | | Yes | *No |
| *If No, who will be responsible for finding an appropriate dictionary? | | Name: | |



| | | | |
|---|------|--|--|
| Is the dictionary paper or electronic? | | Paper | Electronic |
| If paper: has the dictionary been checked for notes, revision data or other unauthorised information? | | If electronic: Does the dictionary only offer an equivalent word, with no other explanation? | |
| Yes (please give date checked) | | No | Yes (please give date checked) No |
| This form was completed by: | Name | Position | Signature |
| Parent/Carer; I confirm that the information on this form is correct: | Name | | Signature |
| Candidate: I confirm that the information on this form is correct: <i>(Please sign attached Data Protection notice for application to be submitted onto the Access Arrangements Online)</i> | Name | | Signature |



Appendix 2 – Supervised Rest Breaks

taken from AARA 5.1

*There is **not** a requirement to process an application for supervised rest breaks using Access arrangements online. However, for GCSE and GCE qualifications the SENCo **must** produce a short concise file note on centre headed paper, signed, and dated, confirming the need for supervised rest breaks to a JCQ Centre Inspector upon request. This **must** confirm the nature of the candidate's impairment and that supervised rest breaks reflect his/her normal way of working within the centre.

The SENCo **must** have considered and thoroughly exhausted the option of supervised rest breaks before making an application for 25% extra time.

5.1.1

The SENCo is allowed to provide a supervised rest break to a candidate where it is his/her **normal way of working within the centre**.

The SENCo **must** be satisfied that:

- the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and
- there is a genuine need for the arrangement.

Supervised rest breaks will be awarded on account of:

- cognition and learning needs.
- communication and interaction need.
- a medical condition.
- sensory and physical needs.
- social, emotional, and mental health needs.

In addition, the candidate's difficulties **must** be **established within the centre** and thus, known to a Form Tutor, a Head of Year, Inclusion Manager, the SENCo and/or a senior member of staff with pastoral responsibilities.

5.1.2

There is no maximum time set for supervised rest breaks. The decision must be made by the SENCo based on their knowledge of the candidate's needs and the candidate's normal way of working when placed under timed conditions. It may be helpful to consider in advance of the examination(s) how many breaks a candidate might need and the approximate duration of the supervised rest break. This will allow sufficient staff to be available to facilitate the rest break.



Appendix 3 – Concise file note template

(On school headed paper)

Student name:

D.O.B:

Year Group:

Date:

| | | |
|---|------------|-----------|
| Information below is based on sections 5.1 and 5.5 of the JCQ booklet 'Access Arrangements and Reasonable Adjustments', providing evidence for Supervised Rest Breaks or a Computer Reader/Reader. | | |
| The Candidate requires: | | |
| Supervised Rest Breaks <i>(centre delegated arrangement)</i> | Yes | No |
| Computer Reader/Reader <i>(application submitted to AAO)</i> | Yes | No |
| What is the nature of the candidate's impairment? | | |
| Please comment: | | |
| Is the access arrangement the candidates normal and current way of working within the centre? | | |
| Please comment: | | |
| | | |



Form completed by:

Signed:

Role:

Date



Appendix 4 - Referral Form for Assessing the need for Access Arrangements in Examinations

Referral Form for Assessing the need for Access Arrangements in Examinations

Please complete this form if you have concerns over a student who does not appear to be making the expected progress.

Students Name:

Staff Name:

Course:

Year Group:

| TIME | YES | NO |
|---|-----|----|
| Finishes tasks after others | | |
| Needs extra time for assignments | | |
| Needs time to formulate an answer to a verbal question (slow responding) | | |
| Needs careful explanations in straightforward language of tasks/assignment titles | | |
| READING | YES | NO |
| Needs reading support in class | | |
| Avoids reading out loud | | |
| Has difficulty following written instructions | | |
| Finds it difficult to quickly get the idea of what they have read | | |
| Finds it hard to remember what they have read | | |
| WRITTEN WORK | YES | NO |
| Handwriting is difficult to read | | |
| Has difficulty copying from the board | | |
| Finds taking notes hard | | |
| Works on laptop/computer rather than writing | | |



| | | |
|--|------------|-----------|
| Needs support for planning written work | | |
| Can explain verbally without problems but struggles to write anything down | | |
| Needs support with spelling | | |
| Grammar and punctuation insecure | | |
| MEMORY AND CONCENTRATION | YES | NO |
| Has difficulty following oral instructions | | |
| Has difficulty concentrating for long periods | | |
| Needs to have instructions repeated | | |
| Needs to have instructions written down | | |
| PRACTICAL TASKS | YES | NO |
| Prefers practical tasks to written ones | | |
| Understanding is better if able to consolidate learning through practical experience | | |
| ORGANISATION | YES | NO |
| Organisational skills are weak – loses things, forgets items they need to bring | | |
| Find it hard to meet deadlines | | |
| Has difficulty working efficiently | | |
| VISION | YES | NO |
| Needs large print version | | |
| Uses overlay when reading. Please state colour: | | |
| Benefits from handouts on coloured paper. Please state colour: | | |
| EXAMS | YES | NO |
| Finds revising for exams hard | | |
| Unable to finish an exam in the time allowed | | |
| Panics when faced with tests | | |
| Needs to take frequent rest breaks | | |
| Needs timely reminders to stay focused on task | | |



Any other information

What adjustments are made in lesson? E.g. Strategies, interventions, support

***Please note that the information you are giving on this form will be used as supporting evidence towards the SENCO making an application for access arrangements. Thank you.**



Appendix 5 – Detailed File Note (SENCo)

Example 1 - Exam Access Arrangements – Substantial Impairment Detailed File Note Evidence: SENCO Version

Student name Example 2 Date of Birth 01/03/2000 CAND No. **1000**

Year Group 10 Date 25/09/2020

Conditions for Candidates with a Substantial Impairment: JCQ regulations

A) Confirmation of the candidate's disability.

Please attach document(s) from an appropriately qualified professional, confirming that the Candidate has persistent/significant difficulties and is disabled within the definition of the Equality Act 2010, e.g. a letter from:

- CAMHS
- A HCPC registered psychologist
- A hospital consultant
- Psychiatrist
- A Speech and Language Therapist (SaLT)
- Local Authority Specialist Service (e.g. Sensory Impairment Service or Occupational Health)
- A **current** Education, Health and Care Plan, **which confirms the candidate's disability**

Please confirm the exact nature of the candidate's disability:

RF has severe expressive and receptive language difficulties. RF development of core academic skills is compromised by the severe delay in the development of her speech and language skills. She also has a hearing impairment. RF has poor handwriting and a reading age of 7.6.

RF has an EHC plan for her special educational needs (MLD and SLCN)

B) Evidence of the normal way of working in the centre:

- 1) Is 25% extra time/a scribe the candidate's normal way of working within the centre?

Please comment:

RF is based in the schools Additional Resources Provision.

In the classroom and all assessments since Year 7, RF has had access to a scribe, reader and 25% extra time. In addition, she sometimes needs short breaks in between activities to maintain attention. This based on her ability to fully access the curriculum and the issues she has around her visual processing of information.

She is supported in all classes by an additional adult

She is seen on a weekly basis by the Speech and Language Therapist.

2) Do teaching staff confirm that the candidate has persistent and significant difficulties when:

- Accessing and processing information (25% extra time)
- Writing (scribe)

And that these substantially impact on teaching and learning?

Please comment:

RF is in the schools ARP, Teaching and support staff are aware of this student's complex needs.

Work is differentiated to meet the students' needs.

Instructions need to be repeated and given to her slowly and clearly.

Visual support is provided.

In a 1:1 situation with an adult she can find her ideas more confidently once she has processed what she needs to do, and they can help get it written down for her.

3) In the case of a scribe:

Can you confirm that the candidate is not sufficiently competent or confident in using a word processor with the spelling and grammar check or predictive text facility disabled (switched off) in every subject (i.e. they will need a scribe in one or more subjects).

Please comment:

Can take RF an extremely long time to put her ideas onto paper without support from an Adult. Her typing skills are insufficient.

C) Access Arrangements requested:





Please list:
Scribe
Reader
25 % extra time

This statement is based on evidence from the following teachers:

Miss XX – English
Mr XX – Science
Mr XX - Maths

Form completed by Mr R. Simpson

Signed:
Role: SENCO
Date: 25/09/2020



Exam Access Arrangements – Substantial Impairment

Detailed File Note: Subject Teacher Evidence. (EXAMPLE)

- *Subject teachers and/or support staff have indicated that this student is struggling in the classroom.*
- *Teaching staff now need to provide evidence that the student meets the following conditions to support an application for Access Arrangements*

Student name: J. Bloggs

Date: 00.00.00

Subject: English

Teacher Name: Mr Brown

| Conditions for Candidates with a Substantial Impairment: JCQ regulations | | |
|--|--------------|-------------|
| <p>To provide access arrangements (25% extra time/computer reader/reader and/ or scribe) for a candidate, the centre must:</p> <p>1) Confirm that:</p> <ul style="list-style-type: none"> • 25% extra time • Access to a computer reader/reader • Access to a scribe <p>Is the candidate’s normal way of working within the centre.</p> <p>2) Provide evidence from teaching staff that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning.</p> | | |
| Please answer the following questions: | | |
| Does this candidate run out of time when completing timed tasks, or work more slowly than their peers? | Yes X | No |
| Does this candidate receive support with reading in your classroom and/ or in tests and assessments? | Yes | No X |
| Does this candidate receive support with writing in your classroom and/ or in tests and assessments? | Yes | No X |
| Please comment: | | |
| JB struggles to complete their work in class and is unable to finish a test/mock in the time given. | | |
| <p>Where you have responded ‘YES’ to the question above, please confirm that the candidate has persistent and significant difficulties when:</p> <ul style="list-style-type: none"> • Accessing and processing information (25% extra time) and/ or • Accessing written text (computer reader/reader) and/ or • Writing (scribe) <p>And these substantially impact on teaching and learning.</p> | | |
| Please comment: | | |
| The candidate takes longer than their peers to start their work, they can read independently, but they take longer than others to process what they have read, and get their work written down, thus unless having the extra time, they would not be able to finish the set task/ mock exam. | | |

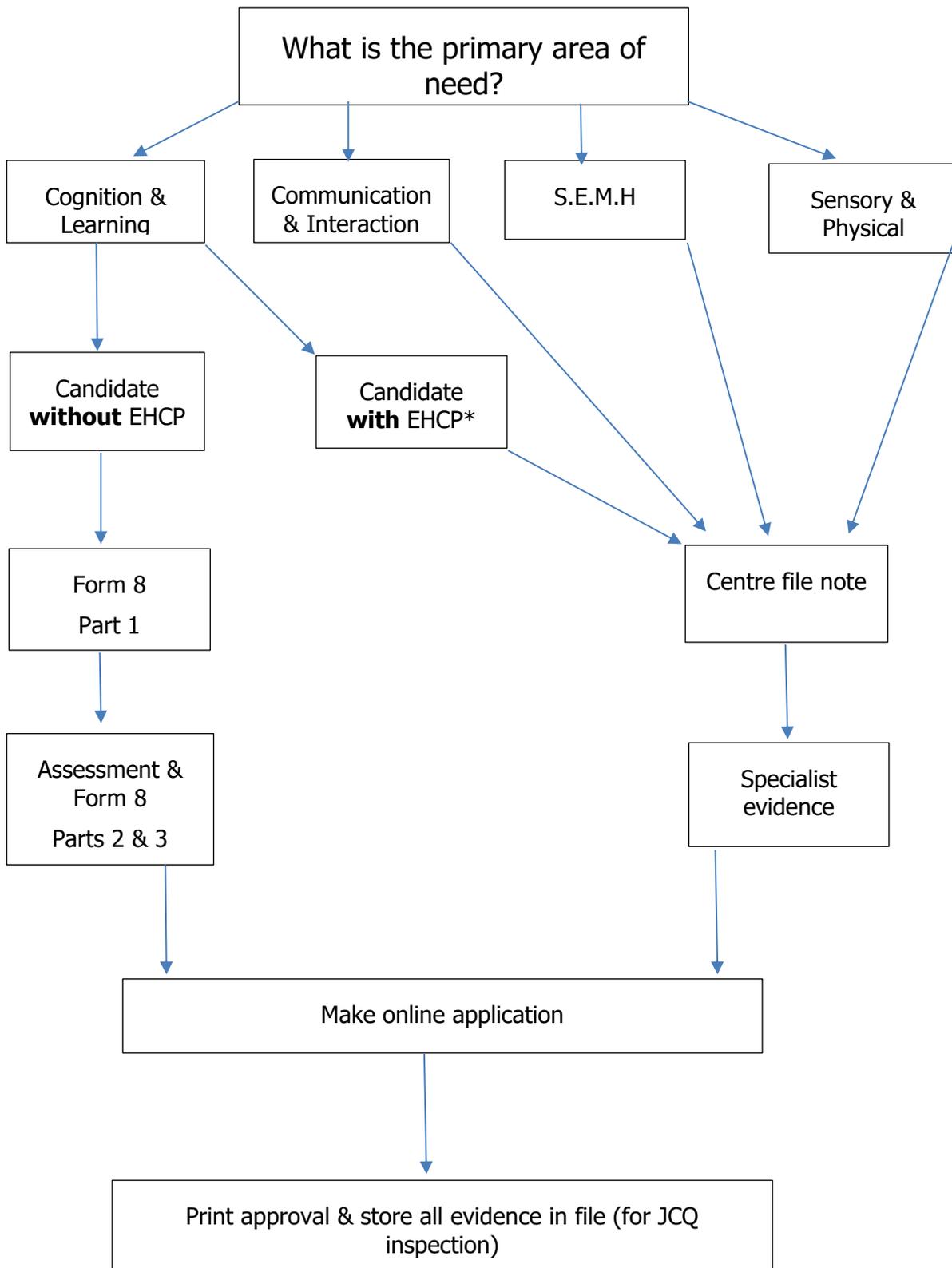
| | | |
|--|----------------|---------------|
| Does the candidate need to use a word processor? | Yes | No X |
| Is the candidate competent and confident in using a word processor (with spelling text and grammar check switched off) in your subject? | Yes n/a | No n/a |
| <p>Please comment:</p> <p>The candidate has legible handwriting and is good at spelling, it just takes them a bit longer to get their ideas down on to paper. Using the word processor would not be appropriate as this is not their normal way of working in my class.</p> | | |

Form completed by: Mr Brown

Signed: Role: Teacher of JB Date: 00.00.00



Appendix 7 – Evidence of need flow/diagram



*Candidate with an EHCP (Cognition & Learning) requiring more than 26% e/t will have to be formally assessed

Appendix 8 – Testing Process

- Concern about student is raised to the SENCo.
- SENCo will send a round robin/referral (handout 4) to the students English/Maths/Science teachers (will give 72 hrs for feedback, then will assume student is doing ok).
- Once feedback is received, SENCo will ask Access Arrangement Coordinator and/or Higher-Level Teaching Assistant to test student within 72hrs on any of the following:
 - Hodder Oral Reading test
 - Hodder Reading Comprehension test
 - Handwriting test (for speed and legibility)
 - Typing test (for speed and legibility)
 - Any other appropriate test

- AAC and HLTA will liaise regarding test results
- AAC will feedback test results to SENCo who will advise if Lucid Exact Test is required for more information on the student.
- SENCo will advise AAC on support that will be put in place for student
- SENCo will feedback to staff.

Appendix 9 – Separate invigilation/rooming for candidates – who decides and when does it apply?

Firstly, and most importantly, ‘separate invigilation within the centre’ is an access arrangement and the need for the arrangement is determined by the SENCo, in conjunction with relevant teaching staff and exams office personnel. JCQ are clear in that the decision if a candidate is entitled to the arrangement is the responsibility of the SENCo.

So, on what criteria should the SENCo base this decision? Chapter 5 (5.16) of JCQ’s Access Arrangements and Reasonable Adjustments publication, it is clearly stated that the decision must be based on the following criteria:

- the candidate’s difficulties are established within the centre
- the candidate’s difficulties are 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
- the candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement

Chapter 4 (4.1.4) of JCQ’s Access Arrangements and Reasonable Adjustments publication also clearly defines the terms ‘substantial’ and ‘long term’. The following are two examples where candidates would be eligible for separate invigilation:

- a candidate with depression or anxiety who is being supported by the Child and Adolescent Mental Health Services (CAMHS)
- a candidate with an established medical condition or a formally recognised social, emotional, or behavioural difficulty

Where a candidate simply panics on the day of an examination or becomes anxious, then he/she should not be offered separate invigilation but be seated more appropriately within a main examination room.

Separate invigilation within the centre is no different to other access arrangements, such as prompters, supervised rest breaks etc. Senior staff with pastoral responsibilities will be aware of students with established and long-term difficulties and which candidates may require and be eligible for separate invigilation. Working with the SENCo, and the exams officer (EO) who may highlight issues such as room availability and the need for additional invigilators, a centre-based decision is made on the need for separate invigilation.

The issue of separate invigilation simply further reiterates the need for clarity over roles and responsibilities, clear communication channels between the SENCo and EO, and most importantly that SLT, SENCos and EOs are fully aware of JCQ’s rules and regulations. This means being fully conversant with all relevant JCQ publications – from cover to cover.

Article taken from ‘The Exams Office’ - 28 January 2019 (updated)

Appendix 10 – List of abbreviations

AA – Access Arrangements

AAC – Access Arrangements Coordinator

AAO – Access Arrangements Online (GCSE/GCE Qualifications)

PAAO – Pearson Access Arrangements Online (BTEC Qualification)

EHCP – Educational Health Care Plan

SV – Separate Venue

SRB – Supervised Rest Breaks

e/t – Extra Time

WP – Word Processor

