



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 2020/21

Version 10.20

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Key staff involved in the policy

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What are access arrangements and reasonable adjustments?

Access arrangements

AA (Definitions, page 3) state... **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

Reasonable adjustments

AA (Definitions, page 3) state... 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

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...

[JCQ 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 access arrangements 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 general principles of access arrangements for the centre to consider are detailed in **AA** (section 4.2). These include:

The purpose of an access arrangement 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 does not disadvantage or advantage the candidate.

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) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements 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.

An electronic copy of the policy can be found on Sharepoint: Data & Assessment\Exams Documents\Exam Policies\Equality Policy (Exams) 2020-21.

The head of centre/senior leadership team will... recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. 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...

†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)

Ms J Tyldesley:

Certificate in Psychometric Testing, Assessment and Access Arrangements

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)

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

Written staff engagement procedures are in place to check the qualifications of assessors at the point of engagement and prior to undertaking any assessment of candidates.

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)

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)

Signpost to the location of the evidence that the assessor(s) is/are suitably qualified held by the ALS lead/SENCo.

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

Exam Access Assessment processes are administered with regard to the equality Act 2010 regulations and SEN code of Practice (2014).

The school makes every attempt to identify students to be assessed for access arrangements as early as possible. Where applicable Form 8's are collected from feeder schools and as evidence for history of need.

Teachers and the SENCo identify students needing exam access through:

- Screening tests (Lucid)
- GCSE English Results
- Candidates self-reported difficulties
- Information from feeder schools
- Termly assessments and tracking information.
- Information collected in EHCP, EP reports or other documents.

Therefore, evidence from the school setting is used to inform the assessor before they make any recommendations.

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

By detailing this, you should be confirming ...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)

Also detail any process (where relevant) for private candidates, distance learners and home educated students (refer to the requirement in GR 5.4)



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

Candidates are assessed after the appointed assessor (SENCo) is informed that a potential need exists. This may come from class teachers as a result of reviewing a pupil's normal way of working or after reviewing class tests and exams.

In addition, the SENCo will formally remind all teachers to identify relevant pupils in each year group at least annually. Parents and pastoral support teachers are also encouraged to identify any student who they feel has learning or other difficulties.

Once students have been identified, their class teachers are asked to complete a form (Referral Form for Assessing the need for Access Arrangements in Examinations') detailing any arrangements that they need to make to ensure progress in the classroom or to allow them to succeed in school tests. These are then collated and if it is possible to build a picture of need, the student is tested to see whether we can evidence that need.

In exceptional circumstances, the student may need to be assessed at home if they are not able to attend school for the process.

Tests used for access arrangements in school include Lucid Exact (Digital Literacy Assessment for 11-24 year olds, Detailed Assessment of Handwriting (DASH), Comprehensive Test of Phonological Processing (CTOPP-2) and YARC (York Assessment of Reading for Comprehension).

The majority of students with learning difficulties who are assessed for access arrangements are tested by a member of the school staff but where parents are keen to access testing from external sources, the SENCo liaises with the independent assessor to complete a Form 8. Thus evidence from the school setting is used to inform the assessor before the candidate is assessed or any recommendations are made.

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 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)

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

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 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 (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 SENCo, or Exams Officer/Access Arrangements Facilitator on behalf of the SENCo, applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO.

The Exams Officer/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)

Make full reference to AA 8 Processing applications for access arrangements and record your process that reflects the requirements.

Centre-delegated access arrangements

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.

Where a student may need centre-delegated arrangements such as the use of a small room or supervised rest breaks, a note on headed paper with the reason for the adjustment is made by either the relevant head of year or the SENCo after discussion between them. This is stored in relevant student file, within the Access Arrangements Folder, in the Access Arrangement Facilitator's 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.

An electronic copy of the policy can be found on Sharepoint: Data & Assessment\Exams Documents\Exam Policies\ Word processor policy (Exams) 2020-21.

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.)

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, mental or emotional needs. (AA 5.16)



**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

