Access arrangements policy

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Date of next review October 2019

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Access arrangements policy template (2018/19)

Hyperlinks provided in this document were correct as at September 2018
### Key staff involved in the access arrangements process

<table>
<thead>
<tr>
<th>Role</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENCo</td>
<td>Mrs Kerry Saundry</td>
</tr>
<tr>
<td>Senior Leader</td>
<td>Mr Daniel Quinn</td>
</tr>
<tr>
<td>Head of centre</td>
<td>Mr Mark Lester</td>
</tr>
</tbody>
</table>
| Assessor(s)     | • Renate Beerling  
                  | • Arlene Wake               
                  | • Maureen Trigg             |

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*Access arrangements policy template (2018/19)*

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To do this, go to the beginning of the contents page and click on the word Contents—the tab below appears and should be selected.

If you wish to remove the automated table of contents—in the Reference menu, click on the drop down and select Remove Table of Contents. You can then create your own contents page.

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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’.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Folkestone School for Girls 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…”

[JQO 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 SENCo 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)

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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.

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)**

- Renate Beerling – Ashford Dyslexia Centre: MA(ED) (Open); BA (ED)Hons. (University of Kent); Cert.Ed (University of Kent); PG Dip Ed (Open); SpLD APC (Dyslexia Guild); AMBDA
- Arlene Wake – SpLD APC
- Maureen Trigg – SpLD APC.

**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)**

Assessment for access arrangements is carried out by a number of external assessors according to the particular concern for the student – such as Specialist Teaching Service, Educational Psychologists or the Ashford/Canterbury Dyslexia Centre.

The Senco ensures 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.

In both cases, assessors are fully qualified and able to record assessments on Section C of Form 8.

Confirmation of all assessor’s qualifications to assess are attached to their diagnostic reports on file in SEN with all other evidence.

**Reporting the appointment of the assessor(s)**

Confirmation of all assessor’s qualifications to assess are attached to their diagnostic reports on file in SEN with all other evidence.

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The names of any assessors who are not directly employed within the centre are entered into Access arrangements online

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

Students are referred by teachers or highlighted by pupil tracking/progress data/ongoing evidence; SENCo identifies students who may need access arrangements (by Year 9 preferably) due to a student's normal way of working. Internal, non-diagnostic screening includes dyslexia screening, DASH (writing speed).

SENCo would work with Specialist Teaching Service, Educational Psychologists or the Ashford/Canterbury Dyslexia Centre to assess needs before any applications are made for adjustments. Special assessments are carried out by specialist assessors and full diagnostic reports are given to the school who follow the recommendations.

Prior to any assessments being carried out, the SENCO would complete Section A of Form 8 to provide a pen portrait of the candidate's needs which confirms normal way of working (evidence of which is gathered and kept on file). All Section A's would contain information as outlined in section 7.6.1 of the JCQ Access Arrangements guide.

SENCo would process applications on-line and hold evidence for inspection purposes, with the aim of avoiding placing the student at a disadvantage.

Painting a picture of need and gathering evidence to demonstrate normal way of working

In order to paint picture of need the SENCO and SEN team would gather and analyse the following:

- Comments/observation from teaching staff
- Observations/data from interventions
- Where applicable, work/handwriting samples
- Pupil report data and comments
- Data/results from school assessments/mocks/internal examinations/in class tests
- Screening test results
- Arrangements for end of year/mock examinations
- Evidence of normal way of working in the classroom eg for special seating arrangements, separate/small room, extra time, reader, scribe, WP, SRB
- Student and parent feedback

Processing access arrangements

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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 92 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

The SENCo applies for access arrangements online using JCQ’s Access Arrangements online and Pearson’s Access Arrangements online tool for relevant qualifications. All applications are made before the deadline, printed off and kept in a folder, in lockable storage in the SEN office.

Centre-delegated access arrangements

In the case of centre-delegated access arrangements, all relevant paperwork and up-to-date evidence is kept in a folder in the SEN office, for example letters from medical professionals regarding the need for supervised rest breaks or the need to be allocated a small room.

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 can be found in:

Candidates may be allowed the use of a word processor with the spelling and grammar check/predictive text disabled if it is appropriate to their needs and their normal way of working in the centre. For example, for medical conditions such as hypermobility, C and L needs such as dyslexia, for illegible handwriting and for slow writing speed, all where the use of the WP is the normal way of working.

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
- the candidate’s normal way of working within the centre  [AA 5.18]

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There is certainly increased student demand/request for small rooms due to student exam anxiety. This is not honoured unless it constitutes a 'normal way of working'. In that regard a student who has never attended assembly due to Agoraphobia/Ochlophobia would have separate invigilation approved.

Similarly a student with a medical condition requiring frequent rest breaks would be granted separate invigilation so as to minimize disruption to other candidates.