



# The Piggott School

## Access arrangements policy

### 2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

## Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
Head of Centre	<b>Mr Derren Gray</b>
SLT with Examination responsibility	<b>Mr Tim Griffith</b>
SENCo	<b>Mrs Viki Hunt</b>
Exams officer	<b>Mrs Vicky Middleton</b>
SLT member(s)	<b>Rebecca Alexander, Alex Macleod, David Thatcher, Viki Hunt, Karen Thornton, Michelle Bird</b>
IT manager	<b>Mr James Fisher</b>

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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'. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. [\[AA Definitions, page 3\]](#)

### Purpose of the policy

The purpose of this policy is to confirm that The Piggott 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 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.

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.

**The head of centre/senior leadership team will...** recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This **must** include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates;

†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect [\[GR 5.4\]](#)

The Access arrangements policy further covers the assessment process and related issues in more detail.

## The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA 7.3](#).

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

Candy Clarkson - SpLD Assessment Practising Certificate: APC number as listed on the SASC website 500001906-IF6509

Leonie Sacher - SpLD Assessment Practising Certificate : APC number as listed on the SASC website 500001260-IF5177

### 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)

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 per **Chapter 7** of the JCQ publication *Access Arrangements and Reasonable Adjustments*... [\[CR 5.4\]](#)

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.** [\[AA 7.3\]](#)

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

Students can be identified by teaching staff, through screening assessments carried out in year 9 or by the Senco. The Senco establishes a picture of need prior to assessment and completes Part 1 of Form 8. Access arrangement testing is undertaken by the qualified assessor employed by the school. Parents, students, teachers and the exams officer are notified of any access arrangements required as a results of the screening/testing process.

Show that where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* that the SENCo is painting a picture of need and demonstrating the candidate's normal way of working and completing Part 1 of Form 8 prior to the candidate being assessed.

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*...

[\[CR 5.4\]](#)

**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 picture of need and gathering evidence to demonstrate normal way of working

The Senco gathers appropriate evidence of a history of need, normal way of working and support given to the candidate by the school and records this in Part 1 of Form 8 prior to the assessor administering the access arrangement assessments. Students who need extra time in internal tests and mock exams use a different coloured pen for this and a copy of their script is then saved electronically in their file as evidence of their normal way of working. If students are not making use of an arrangement as their normal way of working the arrangement is withdrawn.

**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 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.

The Senco processes all Access Arrangements online. All student paperwork including AA approval, completed JCQ Form 8 and supporting evidence is stored securely in the senco's office. The Senco and the Exams Officer liaise closely to ensure all deadlines are met well in advance of any exam entries. All approved Arrangements are confirmed to students, teachers and parents.

**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

Arrangements for the use of word processors, separate rooms, rest breaks and readers are dealt with internally on an individual basis according to need. The Senco deals with referrals and requests from teaching staff, the pastoral team and appropriate medical evidence is gathered to support rest breaks and the use of separate rooms). The Senco will provide a file note on headed paper to support the arrangement.

## 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.

Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) **with the spelling and grammar check/predictive text disabled** to a candidate **where it is their normal way of working within the centre**, unless an awarding body's specification says otherwise. **For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.** This also includes an electronic braille or a tablet. [ICE 14.20]

**A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.**

**The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.**

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with...

**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 within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo, also any arrangements to do exams in a smaller exam room, or with other specific seating arrangement, will be decided based on the guidelines set out in the following appendix 1.

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]

**For example, in the case of separate invigilation, the candidate's difficulties are established within the centre** (see Chapter 4, paragraph 4.1.4, page 16) 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]

## **Appendices 1**

### **Requests for Special Exam Arrangements for Anxiety**

Arrangements to do exams in a smaller exam room, or with other specific seating arrangement, will be decided based on the following guidelines:

1. Students with an anxiety and/or mental health issue for which they have specialist support or intervention from CAMHS, an NHS Psychiatrist, etc. (but not just a letter from a GP or parent) can be considered for specific seating arrangements, including a room rather than the Hall, if required and requested. This should also have been their “normal way of working” over time leading up to the examination period
2. Students whose “normal way of working” involves specific seating arrangements across the board in lessons and / or doesn’t attend hall events e.g. assembly, may qualify to have a similar provision for exams (SEN / HoY will hold the paperwork and evidence of this)
3. Students with other difficulties, for whom we consider invigilation in a smaller room or specific seating arrangements to be an appropriate and reasonable adjustment in light of those difficulties, and for whom evidence over time has been collected and is held by SEN / HoY, will be seated accordingly
4. Any student who has an extenuating circumstance that occurs in the lead up to, or during, the exam period that is likely to impact on their usual exam performance, will be considered under the usual “spec . con.” arrangements by JCQ, evidence collected and the exam board advised if JCQ criteria are met. Seating arrangements may also be varied at the last minute on these occasions and in consultation with the student

Cases in categories 1-3 will be agreed by Easter of the year of examinations  
at the latest following discussion with SEN, Exams, HoY and SLT

Any case that does not fall clearly under any of these categories will be looked at individually and all final decisions will be made by SLT

No special seating arrangements should be put into place for internal exams, PPEs etc. unless agreed by the SEN / Exams Dept. so that there is a full audit trail going forward to external exams

January 2020.