



# Queen's Croft High School

## **Access Arrangements Policy 2018/19**

Prepared by:  
Checked by:  
Adopted by Governors:  
Review Date:

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November 2018  
November 2020

## Definitions

### 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 Queen’s Croft High 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. It follows the guidance laid out in JCQ General Regulations for Approved Centres; 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)**

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; †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 appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in AA 7.3.

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

Peter Hawksworth, Headteacher, holds the National SENCO Award. This level 7 Qualification in Special Educational Needs and Disabilities is awarded by the University of Wolverhampton.

Julia Lloyd-Jones, Deputy Headteacher, is currently completing the National SENCO Award through Nottingham Trent University.

Richard Hough holds a SpLD Assessment Certificate issued by the BDA.

### **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)

All the assessors in school are employed directly by the school. The school holds copies of all qualifications of its staff members on file.

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

All students at Queen's Croft High School have an Education, Health and Care Plan in place. The Deputy Head works with the other assessors to build an accurate picture of the needs of the individual student making 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. Recording is undertaken in a way that reflects these requirements.

By detailing this, we are confirming "... that the correct procedures are followed as per Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments...*" [GR 5.4]

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

The school gathers information on all students who require access arrangements to paint a picture of need and demonstrate the student's normal way of working. This information is gathered from class TAs, subject teachers, form teachers and Heads of Key Stage. The Deputy Head synthesises this information to present an accurate picture of each student's needs.

The Deputy Head will use the information from the assessor to identify the appropriate Access Arrangements that need to be sought.

## 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 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.

Records of access arrangements requested for candidates are kept in a file in the exams cupboard and electronically on the management drive.

*"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 data protection notice 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**

Where a candidate requires access arrangements that are Centre-delegated, the Exams Officer and SENCO follow the same procedures for awarding body access arrangements and records are kept in school in the exams cupboard and on the management drive under exams.

## **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. Further information can be found in the Word Processor Policy (exams).

### **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 5.16]

*“SENCOs 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 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, 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]