



BREDON
SCHOOL

Access Arrangements Policy

2021/22

This policy is reviewed annually to ensure compliance with current regulations

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|----------------------|------------|
| Approved/reviewed by | |
| N Oldham | |
| Date of next review | 31/10/2022 |

Key staff involved in the policy

| Role | Name(s) |
|---|---|
| ALS lead/SENCo | K. Weston |
| ALS lead/SENCo line manager (Senior leader) | G. Hamilton |
| Head of centre | N. Oldham |
| Assessor(s) | K. Weston, J. Grant, L. Jones, H. Reynolds |
| Access arrangement facilitator(s) | C. Cambridge-Harrison |

Contents

| | |
|--|---|
| 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 | 5 |
| Equalities Policy (Exams) | 5 |
| The assessment process | 5 |
| The qualification(s) of the current assessor(s) | 5 |
| Appointment of assessors of candidates with learning difficulties | 5 |
| Process for the assessment of a candidate's learning difficulties by an assessor | 6 |
| Painting a 'holistic picture of need', confirming normal way of working | 6 |
| Processing access arrangements and adjustments | 7 |
| Arrangements/adjustments requiring awarding body approval | 7 |
| Centre-delegated arrangements/adjustments | 8 |
| Centre-specific criteria for particular arrangements/adjustments | 8 |
| Word Processor Policy (Exams) | 8 |
| Separate Invigilation Policy | 9 |

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](#))

Purpose of the policy

The purpose of this policy is to confirm that Bredon 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 disabled candidates.

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.

Equality policy is retained on file in the Exam Policy folder for inspection purposes and electronically within the Exam directory under Exam Policies 2021-22.

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)

| | |
|------------------|---|
| Harriet Reynolds | OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties. |
| Lesley Jones | OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties. |
| Kelly Weston | Certificate in Psychometric testing, assessment and access arrangements |
| Jodie Grant | 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)

Assessors show their original certificates to the EO and photocopies are made. These copies are kept in the Exams Office in a yellow ring binder named 'Inspections' section 10.

The assessors have access to an up-dated copy of the JCQ regulations annually, and have yearly refresher training through Patoss meetings or communicated training.

Reporting the appointment of the assessor(s)

All of the assessors are Bredon School staff and qualifications are checked as above

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

All pupils at Bredon School are screened for Access Arrangements in Year 9 or 10. Pupils joining the school in Year 12 are invited to be screened if they choose. These assessments are carried out by our specialist assessors (see above).

Teachers, Tutors and TAs are required to report any pupils who use SAAs as their 'normal way of working', during lessons or SLS sessions. They are also required to include evidence of non-JCQ related arrangements.

The Inclusion Manager correlates all evidence of need, both from the official assessors (Form 8s and test papers) and from the Teachers, TAs and Tutors.

The Inclusion Manager also gathers evidence of medical and psychological conditions from outside professionals.

Pupils are required to sign a data protection form to allow the Exams Officer to apply for SAAs on-line.

Exams Officer then makes applications for SAAs on-line.

Bredon School only accepts external candidates with SAAs who have previously been assessed by the school.

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

The evidence for awarding SAAs is held in the Exams/Exams SENCO Office. It is arranged alphabetically in Year Group. For each candidate there is the following evidence:

- Form 8 signed by EO and JCQ Approved Assessor
- Data Protection Agreement signed by candidate
- Print out of permission awarded by JCQ and CIE
- Test papers
- Teacher evidence as normal way of working provided by teachers
- why the candidate needs the support
- how the candidate receives this support in school as their 'normal way of working'

These documents paint a picture of need for the candidates.

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 correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments... [\[GR](#)

5.4]

If an application is refused, the assessor, candidate, candidate's tutor and parent will be informed. If the assessor thinks it is appropriate to conduct further testing, this will be arranged and a subsequent Access Arrangements Online (AAO) will be processed.

All documentation relating to candidates' SAAs is located in their SAA file in the Exams Office. An electronic copy will also be kept.



Centre-delegated arrangements/adjustments

Evidence to all centre delegated access arrangements, along with medical evidence, is also kept in the lever arch files in the SEN or exams office.

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 can be found on the BS-Q School Policy drive under exams – policies.

1. Some candidates are **entitled** to use laptops in exams with the spelling and grammar disabled. These candidates have been **assessed** as:
 - a. **needing** to use them.
 - b. Word processing is their **normal way of working in school**.
 - c. They are indicated as 'WP' on the official SAA list.

Candidates must also be able to set up an exam page by themselves, with the correct information in the header and footer.

2. All candidates can **request** the use of a laptop in controlled assessments, if it is their normal way of working. Priority is given to those who are entitled to laptops.
3. In subjects where the answers are **not** on the question paper, candidates who use word processing as their normal way of working in school, can request to use a word processor. They must be able to show that they can set up exam pages correctly.
4. Word processors can also be used alongside written answers in the question papers.
5. In exams with many candidates, there may not be enough laptops for all who request them. The exams department tries to maximise the availability to candidates by using multiple sessions, allowing more than one student to use each laptop. However, sometimes we are not able to provide everyone with their choice. Teachers are aware of this and explain this to their pupils when asking pupils to make their requests for the use of laptops in exams. Only candidates who are **entitled** to a word processor will be guaranteed the use of a laptop.
6. Only school laptops which comply with exam board regulations are permitted in exams.

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)

Bredon School require a medical/psychological/behavioural report as evidence of the need for separate accommodation.