



THE KING'S SCHOOL GRANTHAM

ACCESS ARRANGEMENTS POLICY 2019/20

KEY STAFF INVOLVED IN THE ACCESS ARRANGEMENTS PROCESS

Role	Name(s)
Special Educational Needs and Disabilities Coordinator (SENDCo)	Miss Simone Bieber
Head of Centre	Mr Simon Pickett
Access arrangement facilitator(s)	Mrs Elizabeth Dixon
Examinations Officer (EO)	Mrs Lisa Topham
Examinations Officer line manager	Mr Simon Pickett

Throughout this document AA refers to: <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

WHAT ARE ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS?

ACCESS ARRANGEMENTS

“Access arrangements are agreed before an assessment. They allow candidates with 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 disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.” [AA Definitions, page 3]

PURPOSE OF THE POLICY

The purpose of this policy is to enable The King’s School to comply 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: <http://www.jcq.org.uk/exams-office/general-regulations>.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication: [AA](#).

DISABILITY POLICY (EXAMS)

A large part of the access arrangements policy 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 King's School Disability policy can be found at: <T:\Administrative Areas\SLT Area\Accessibility Plan.pdf>

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 in JCQ regulations [AA 7.3] as follows:

- an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- a specialist assessor with a current SpLD¹ Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

and

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
- *the appropriate use of nationally standardised tests for the age group being tested;*
- *The objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 81;*
- *The ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

HOW THE ASSESSMENT PROCESS IS ADMINISTERED

In the first instance the SENDCo will receive information from either staff, the students last school or parents outlining that they feel a student could possibly have a problem which could be eased through the introduction of Access Arrangements being granted for both their normal way of working and during exams. This may include information about the student's ability to concentrate, a problem with writing or slowness in completing tasks or signposts to relevant screening processes to identifying a candidate's weakness.

Once the SENDCo has been made aware of the details and has interviewed the student and spoken to the students' parents or carer and agrees with the tutors reports the SENDCo refers the student to the assessor who in turn is to complete the assessment. The assessor will then complete Form 8 and the report he or she produces for each student outlining the recommendations and the support the student will receive. A copy of the recommendations is then passed to the SENDCo who will prepare the Data Protection sheet for the student to sign and then pass a copy of the Form 8, the assessor's recommendations and the data protection sheet to the EO. Once in receipt of the Form 8, the assessor's recommendations and the signed data protection sheet the EO and the Access Arrangement Facilitator is to process the application online through JCQ.

RECORDING EVIDENCE OF NEED

The Assistant SENDCo will prepare the Form 8 and pass it to Head and Centre for signing. Once signed it is passed to the assessor where a record is to be made reflecting how, why and the AA recommendations made. The SENDCo is to retain all evidence submitted by the school staff, past schools or parents. This might include the use of centre-devised forms, awarding body forms, JCQ forms used to record assessment and application information and an indication of who has to complete these.

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 of the current assessor

Dawn Bradshaw

Qualifications:

BA (Hons) in Humanities with Classical Studies – The Open University

MA in Special Needs – Nottingham University

OCR Level 7 Certificate in Assessing & Teaching Learners with specific learning difficulties (dyslexia)

Postgraduate Certificate in Professional Studies in Education (Special Educational Needs) – University of Hull & Bishop Grosseteste College

CHECKING THE QUALIFICATION OF THE ASSESSOR

To check the qualifications of an assessor, HR are to ensure when they process any assessor application that the documentation provided reflects and applies to the individual concerned. They are to ensure a copy of the assessor's exam certificate is retained within HR and a copy is also passed to the SENDCo and EO

Gathering evidence to demonstrate *normal way of working*

The SENDCo and SEND staff in conjunction with teaching staff are to gather as much information as possible, including teacher reports, medical reports and any other information which will assist the SENDCo make a decision as to the individual's normal way of working.

Bear in mind normal way of working as defined by JCQ:

“The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;*
- *in internal school tests/examinations;*
- *mock examinations.*

This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENDCo or the assessor working within the centre.

SENDCo and assessors must refer to section 7.6.1, page 82, for information on how to confirm ‘normal way of working’. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ...” [AA 4.2]

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 of AA.

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.

Once a completed AA application has been received from the SENDCo and has been approved by JCQ the EO is to print off a copy of the authorisation sheet and retain a copy on file with the Form 8, signed Data Protection form and any other documentation associated with the application retained on file in the EO Office.

All approved applications are to be recorded on Exams SIMS under the individual pupil's details. Any case which is not approved are to be referred back to the SENDCo for information. The SENDCo is also to be advised of all approved applications. The SENDCo or assistant SENDCo is to advise the student of the outcome of the application. Those who have been approved are to be made fully aware of the AA allowances and how they will be applied. The SENDCo is to ensure all teaching staff are made aware of the students AA.

The EO is to maintain a register of all approved applications and is to supply up-date copies on a regular basis to the SENDCo.

CENTRE-DELEGATED ACCESS ARRANGEMENTS

All Centre-delegated AA are to be approved by the SENDCo who is to inform all interested parties of the decision in writing of the AA that has been approved. This decision is to reflect the length of time the AA is permitted to run for and the reason it is to be implemented. This document is to be maintained on the EO and SENDCo files.

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.

This centre's Word Processor policy can be found at T:\Administrative Areas\Exams\Exams Policies\Relevant Year \Word Processor Policy

SEPARATE INVIGILATION WITHIN THE CENTRE

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo in conjunction with the EO

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.” [\[AA 5.16\]](#)

The SENDCo will make the decision as to where an exam candidate may be appointed separate invigilation within the centre, this decision will be based on whether the candidate:

- has a substantial and long term impairment which has an adverse effect; and
- it is the candidate's normal way of working within the centre.

This decision is to be made in the case of separate invigilation; the candidate's difficulties are established within the centre (see section 4.1.4, page 16) and know to the Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidates normal way of working in internal school tests and mock exams as a consequence of a long term medical condition or long term social, mental or emotional needs. [see [AA 5.16](#) plus centre-determined criteria].