
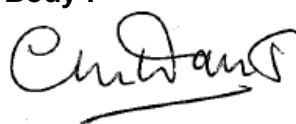




Exams Access Arrangements Policy

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1.0	March 2020	
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Signature of Headteacher : 		Signature of Chair of Local Governing Body : 

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Ruth Kelly
Head of Centre	Lucy Cropper
Assessor	Claire Catterall

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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 confirm that [insert centre name] complies 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](#).

The policy is annually reviewed to ensure that arrangements 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 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 Disability policy is located in the DTRB Exams Policies folder (G drive) or a copy can be produced from the Exams Officer.

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(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

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

Level 7 qualification

Checking the qualification(s) of the assessor(s)

The specialist assessor for Dean Trust Rose Bridge holds a Level 7 qualification and has been approved by the Head of Centre to conduct assessments of students for access arrangements. The qualification has been seen by the Exams Officer and Head of Centre and a copy of their certification is held on file by the SENCo

How the assessment process is administered

Students are identified for assessment in a variety of ways.

- They might have had access arrangements at KS2
- From baseline testing completed using CATs (Cognitive Ability Tests) in Year7
- Yearly NFER Reading and Spelling test data
- Subject teacher referral
- Parental requests
- Information received when student is a mid-term admission

Recording evidence of need

Evidence of need is identified on the Form 8 and kept within the Access Arrangements file along with the assessments carried out by the Specialist Assessor.

Gathering evidence to demonstrate *normal way of working*

Dean Trust Rose Bridge small learning groups were established to support pupils who find accessing their education in a main stream secondary school challenging due to poor literacy and/or numeracy skills coupled with low self-esteem. These small learning groups provide the pupils with the opportunity to succeed in a highly supported environment with a highly differentiated curriculum which has been developed to allow pupils extra time to develop their literacy and numeracy skills.

In conjunction with small group provision pupils have access to LSA support in all lessons to help with reading and understanding questions and tasks and sometimes to act as scribes. It is usual practice for all pupils to have extra time in lessons to formulate answers whether responding orally or in writing. This offers pupils the best chance of achieving their potential. Likewise, during school-based assessments and examinations identified pupils have access arrangements to facilitate and encourage success according to their individual needs. All teachers prescribe to this way of teaching.

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 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 the necessary tests have been administered by the designated specialist assessor and the Form 8 has been completed the SENCo and Exams Officer will make an application for access arrangements using the *Access arrangements online* site. A copy of the approval of a student's access arrangements is then printed and added to the Form 8 and signed data form which is held centrally by the Exams officer.

Centre-delegated access arrangements

Any centre-delegated access arrangements are administered in accordance with the specifications in JCQ documentation and recorded by the exams officer and details held centrally. These access arrangements are put in place for all PPEs.

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 is located in the DTRB Exams Policies folder (G drive) or a copy can be produced from the Exams Officer.

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]

Separate invigilation within the school is with the Head of centre's consent and we have evidence of this need recorded.

[see [AA](#) 5.16 plus centre-determined criteria]