



Kingswood House School

Examination Access Arrangements Policy

2019/20

This policy is reviewed annually to ensure compliance with current regulations

Policy created by	
Katie Edwards, Exams Officer Harriet Wilson, Senior SENCo	
Date of next review	February 2021

Approved/reviewed by	
Ian Mitchell, Deputy Headmaster	
Date of next review	February 2021

Key staff involved in the access arrangements process

Role	Name(s)
SENCo and Assessor	Harriet Wilson
SENCo line manager (Senior Leader)	Janet Edmondson
Exams Officer	Katie Edwards
Head of centre	Duncan Murphy

Contents

Key staff involved in the access arrangements process.....	1
What are access arrangements and reasonable adjustments?	4
Access arrangements	4
Reasonable adjustments.....	4
Purpose of the policy	4
Disability policy (exams).....	5
The assessment process	5
The qualification(s) of the current assessor(s)	5
Appointment of assessors of candidates with learning difficulties	6
Process for the assessment of a candidate's learning difficulties by an assessor	6
Painting a <i>picture of need</i> and gathering evidence to demonstrate <i>normal way of working</i>	6
Processing access arrangements	6
Arrangements requiring awarding body approval	6
Centre-delegated access arrangements	7
Centre-specific criteria for particular access arrangements	7
Word processor policy (exams).....	7
Separate invigilation within the centre	7

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’.

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Kingswood House 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 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.

Kingswood House School's Examination Disability Policy can be found on the School's Website under Examination Policies.

"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 the SENCo 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)

Harriet Wilson, SENCo - Certificate of Psychometric Testing, Assessment & Access Arrangements level 7

Appointment of assessors of candidates with learning difficulties

At the point an assessor is 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 will ensure that evidence of the assessor's qualification(s) is obtained at the point of employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) will be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo." [\[AA 7.3\]](#)

Before employment is offered, compliance with AA 7.3 requirements are ensured. Please refer to [AA 7.3](#) Appointment of assessors of candidates with learning difficulties.

Reporting the appointment of the assessor(s)

Our SENCo position is internal and a copy of the SENCo's appropriate qualification is held on file by the SENCo and the Exams Officer. Please refer to [AA 7.4 Reporting the appointment of assessors](#).

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

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 Section A of Form 8 prior to the candidate being assessed.

Pupils are identified as potentially requiring Access Arrangements by class and subject teachers and the SENCO. The appropriate assessments are carried out in line with the pupil's presenting needs and normal way of working. A history of need is demonstrated as part of this process. In doing so, Kingswood House School confirm that:

"... 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

Prior to the candidate's assessment, the SENCo provides the assessor with background information which paints a picture of need as per Section A of Form 8. The SENCo and assessor work together to ensure a joined-up and consistent process.

In the case of parent's opting to use a private assessor, the assessor must contact the centre and ask for evidence of the candidate's normal way of working and any relevant background information. This must take place prior to the candidate being assessed.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

An independent assessor must discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo.

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.

Applications for AOO are submitted ahead of the deadline set by JCQ in the year which exams take place. The SENCo will collaborate with the Exams Officer in order to ensure the appropriate arrangements are in place for doing so. 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.

Centre-delegated access arrangements

In the case of centre delegated access arrangements, appropriate evidence is stored on file including evidence of normal way of working.

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.

Kingswood House School's Examination Word Processor Policy can be found on the School's Website under Exam Policies. The

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]

This statement can be located in the Kingswood House School Examination Word Processor Policy Appendix 1.

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."

[\[AA 5.16\]](#)