



Kingswood House School

External Examination Access Arrangements Policy 2022/23

This policy is reviewed annually to ensure compliance with current regulations

Policy created by	
Pippa Webb, Exams Officer Harriet Angus, Head of SENCo	
Date of next review	November 2023

Key staff involved in the access arrangements process

Role	Name(s)
SENCo and Assessor	Harriet Angus
SENCo line manager	Duncan Murphy, Headmaster
Exams Officer	Pippa Webb
Head of centre	Duncan Murphy

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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’.*

[¹AA, 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 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’.

[¹AA, Definitions]

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, 5.4]

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.

*Where the ALS lead/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. (¹AA, section 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’.

¹This 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 candidate.

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 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 Equalities Policy can be found on the school's shared drive or requested from the Exams Officer.

*"The head of centre/senior leadership team will...recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid...*

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect" [\[GR, section 5.4\]](#)

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 Angus, Head of Study Centre, SENCo & Access Arrangements Assessor
BA (Hons), QTS, PGCert NaSEnCo, CPT3A, BPS RQTU

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](#) section 7.3]

Before employment is offered, compliance with AA 7.3 requirements are ensured. Please refer to [AA](#) section 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](#) section 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 CQ/AA/LD, Profile of Learning Difficulties, prior to the candidate being assessed.

Make full reference to AA, sections 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) and record your process that reflects the requirements.

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](#) section 5.4]

Picture of need/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.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

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 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.

Applications for AAO 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 candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (AA, section 8.6)

awarding body referrals, ordering modified papers, etc.

Note the change to the (AAO) Candidate **Personal data consent form** and the requirement for completion of the [Data protection confirmation by the examinations officer or SENCo](#), prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved.

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 or on request from the Exams Officer. It details the criteria the centre uses to award and allocate word processors for examinations." [

A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection. (AA, section 5.8)

Separate invigilation policy

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 section 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.)

In the case of separate invigilation, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4, page 16). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA, section 5.16)