



## **Access Arrangements and Reasonable Adjustments Policy**

### **Ludlow Church of England School**

#### **Introduction**

##### 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'.

Available Exam Access Arrangements include:

- Supervised rest breaks
- Extra Time
- Reader/Computer Reader
- Scribe
- Word Processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative site for exams
- Bilingual translation dictionaries
- Modified papers
- Language modifier

##### 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
- 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
- affects the security and integrity of the assessment

This is because the adjustment is not 'reasonable'.

### **Purpose of the policy and processes**

The purpose of this policy is to confirm that Ludlow CE 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 (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4).

### **1. General principles**

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 a disabled candidate (AA 4.2.1).

The SENCo must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate (AA 4.2.1).

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2.2).

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2.3).

Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2.4).

Arrangements must always be approved before an examination or assessment (AA 4.2.4).

The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2.5).

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination (AA 4.2.7).

### **2.The assessment process**

At Ludlow CE School, assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3).

Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3.4) prior to the assessor undertaking any assessment of a candidate (AA 7.3.4)

A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3.1, 7.4.1)

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4.1)

#### Process for the assessment of a candidate's learning difficulties by an assessor at Ludlow CE School

- Candidates will be identified by the SENCo/Access Arrangements Assessor and Centre staff. They will be identified for access arrangements in one of the following ways:
  - They had an access arrangement in KS2 for their National Curriculum Tests.
  - Literacy screening in Yr7/8 using standardised assessments of Reading Comprehension, Spelling and Speed of Writing.
  - Subject teacher/Senior Leader who complete and Evidence of Need form
  - Parental referral.
  - Information from previous schools.
  - They are known to the Special Needs Department.
- Arrangements will be made for the candidate to be assessed by the Centre's internal appointed assessor (AA 7.5.1)
- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties will be completed (AA 7.5, 7.6)
- Assessors will personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5.5)
- The assessor must carry out tests which are relevant to support the application. (AA 7.5.6)
- A privately commissioned assessment carried out without prior consultation with the Centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3.6)
- Relevant staff working within the Centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the Centre and ultimately assessing the candidate themselves should be instigated (AA 7.3.6)
- Before the candidate's assessment, the SENCo and assessor appointed in the Centre must build up a picture of background information through discussions and collating evidence from school staff to create a picture of need as required in Part 1 of Form 8. The Centre and the assessor must work together to ensure a joined-up and consistent process for collecting evidence. (AA 7.5.2) This evidence could include:
  - Form 8/File Note report from Access Arrangement Assessor.
  - Previous access arrangements from other schools.
  - Subject teachers-examples of work as appropriate.
  - Results of baseline tests e.g. spelling, writing, reading comprehension tests.
  - Individual Learning Plans (ILPs).
  - Any letters from outside agencies, hospitals or doctors.
  - Statement of Educational Need (SEN) or Education Health Care Plan (EHCP)
  - Detailed File Note painting a picture of need.
- If using an independent assessor, they must contact the Centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the Head of Centre to assess the candidate.
- All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.
- The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the Centre. (AA 7.5.3)

- The assessor will keep detailed records for each candidate, which must be made available for inspection together with:
  - Permission from the awarding body for the arrangement.
  - A data protection notice signed by the student.
  - A record of all occasions where the student has been supported by access arrangements.

### 3. Processing access arrangements and adjustments

#### Arrangements/adjustments requiring awarding body approval

Access Arrangements must only be processed after the AAO candidate consent form and privacy notice ***Personal data consent from examination candidate (aged 13 or over: Access arrangements online)*** and the data protection form ***Data protection confirmation by the examinations officer or SENCo*** has been signed and kept on file. These will be collected by the Exams Officer and filed by the Assessor.

Access Arrangements Online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication 'Access Arrangements and Reasonable Adjustments.'

AAO is accessed through 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. Access Arrangements for some Vocational qualifications require online approval directly via the awarding body website.

Applications made via AAO will be made by the Assessor. Applications made via other means will be made by the Exams Officer. These will be stored on file in candidate individual records by the assessor.

Deadlines apply for each examination series for submitting applications for approval using AAO. The assessor must submit applications using AAO with these deadlines in mind. In light of this, the school deadline to submit evidence and request access arrangement for a candidate in Yr11 is October half term. This allows the SENCo/ Assessor and the Exams Officer time to plan the Yr11 Mock examinations which are the last opportunity to trial and access arrangements.

The assessor will create candidate individual records on file or e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required), signed candidate consent forms and any other relevant information deemed appropriate by the assessor.

The Exams Officer will be responsible for ordering modified papers before the deadline based on the candidate's individual access arrangements.

The SENCo has overall responsibility for ensuring the processing and record keeping of access arrangements and reasonable adjustments meet the required standards.

#### Centre delegated arrangements/adjustments

Decisions relating to the approval of Centre delegated arrangements/adjustments are made by the assessor. Appropriate evidence, where required by the arrangement, is held on file.

These include (among others):

- The use of a word processor (please see Word Processor Policy)
- The use of modified papers-these will be ordered by the Exams Officer in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1) Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1) and for the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)
- Separate Invigilation-this will be a centre decision which will be considered if:

- the candidate has a substantial and long term impairment which is established within the Centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- It is the candidate's normal way of working within the Centre in internal tests and mock examinations (AA 5.16)
- ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
- the candidate has an access arrangement requiring separate invigilation e.g. scribe
- the Centre considers separate invigilation the most appropriate option (at the discretion of the head of centre)

Where a candidate is subject to separate invigilation or invigilation away from the main cohort in access arrangement rooms within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

#### **4. Reporting to Parents/Carers**

Parents are informed that their child is being assessed for access arrangements. Provisional and approved arrangements are stated on Yr10 and Yr11 reports.

This process is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mrs N Sampson Mrs P Hearle	
Date of next review	15/10/2023