



Ark John Keats  
Academy

# **Access Arrangement Policy**

## POLICY INFORMATION

### Named personnel with designated responsibility for teaching and learning

Academic year	Designated person	Senior	Nominated Governor	Chair of Governors
2016-17	Jane Witheford			Linsey Cole

### Policy review dates

Review Date	Changes made	By whom
Sept 2018	Policy create	Danny Bryant/Jane Witheford

### Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2018	Sept 2018	Linsey Cole

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## KEY STAFF

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<b>Role</b>	<b>Names</b>
Head of Centre	Jane Witheford
Exams Officer line manager (Assistant Principal: data and assessment)	Will Mackintosh
Data and Exams Manager	TBC
SENCo	Natasha Socrates
SLT Members	Nathaniel Nabarro, Victoria Henderson, Danny Bryant, Frances Freeman, Sean Mullarkey, John Rowley, Christina Wenzel, Sophie McKenzie, Natasha Socrates

## WHAT ARE ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS?

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### **a 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]

### **b 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

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The purpose of this policy is to confirm that Ark John Keats Academy 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)

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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 centre’s disability policy (exams) is available on the Academy website.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

## THE ASSESSMENT PROCESS

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Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA 7.3.

### **c The qualification(s) of the current assessor(s)**

The current assessor is Dineke Austin, who possesses the following qualifications:

- Level 7 Postgraduate Diploma in Specific Learning Difficulties/Dyslexia
- AMBDA status award
- Level 7 CCET [Level A] assessment qualification
- Level 7 Postgraduate Diploma in Developmental Disorders

These have been awarded by

- Dyslexia Action
- BDA
- REAL Training
- University of South Wales

### **d Checking the qualification(s) of the assessor(s)**

Upon the first meeting with the centre's SENCo, the assessor has her qualifications verified and a photocopy is made and stored in the access arrangements file.

### **e How the assessment process is administered**

- The assessment procedure is led by the specialist external assessor, based on a referral system by the centre's SENCo
- The SENCo makes a referral based on observations and recommendations from teachers, observations carried out within classes, and via consultation/requests made by parents and carers
- The assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an access arrangement application. The original tests are stored in the candidate's files in the access arrangements folder.

### **f Recording evidence of need**

- The centre maintains a folder of Access Arrangement information, including evidence of need, form 8s, and access arrangement application outcomes.
- The folder is stored in the SENCo's office in a locked cabinet and can be presented upon inspection by the SENCo or other named persons (Jane Witheford, Nat Nabaro, or Christina Wenzel).
- Evidence recorded includes, but is not limited to:
  - Tests to measure reading comprehension, reading speed, and memory and learning
  - Past papers completed under examination conditions
  - Assessment profiles and reports
  - Examples of class work and independent learning
  - Doctors' letters and notes describing physical and/or mental needs.

### **g Gathering evidence to demonstrate *normal way of working***

- Teaching staff are asked to provide examples of candidates' work to demonstrate the need that has led to the application of an access arrangement being made
- This work is then stored in the student file in the access arrangement folder and made available for inspection

## PROCESSING ACCESS ARRANGEMENTS

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### **h 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 the 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 is used.

The procedure for applying for access arrangements via AAO is as follows:

- The SENCo will have identified candidates who would benefit from access arrangements, and have compiled evidence of need and evidence of normal way of working in the access arrangements folder
- Upon completion of a candidate's access arrangement portfolio, the SENCo will meet with the exams officer, who will complete the application via AAO under supervision. The SENCo will provide answers to necessary questions as part of the application process
- The results of completed applications are printed and kept in the candidate's access arrangement portfolio
- The access arrangements folder is stored in the SENCo's office.

### **i Centre-delegated access arrangements**

Centre-delegated access arrangements refer to those which are granted by the centre.

- The centre offers a smaller, quieter examinations venue for candidates who may benefit from it, but do not have needs that require access arrangements with awarding body approval
- Candidates may be provided with this arrangement for reasons such as, but not limited to:
  - Having an identified SEND need that would be better served in the quiet venue
  - Recent physical injuries or sickness
  - Bereavement or other such upsetting that would impact a candidate's performance in the exam
  - Behaviour concerns that would necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.

## CENTRE-SPECIFIC CRITERIA FOR PARTICULAR ACCESS ARRANGEMENTS

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### **j 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 centre's policy for word processors is located on the centre's website.

### **k Separate invigilation within the centre**

A decision where an exam candidate may be approved for separate invigilation within the centre will be made by the SENCo and SLT.

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 SENCo will gather evidence and compile a portfolio for any candidate who may require separate invigilation, and then liaise with the exams officer to determine an appropriate venue within the centre, likely to be an empty classroom. The exams officer is then responsible for ensuring that the venue is appropriately prepared for separate invigilation, in accordance with JCQ regulations on the matter.

The SENCo and the exams officer will liaise to appoint an appropriately qualified member of the SEND team or an invigilator for the separate invigilation. Both the SENCo and the exams officer will train the invigilator both to usual invigilation standard and to the individualized needs of the candidate, with the details recorded in the invigilator training log.