



Ark John Keats Academy

Access Arrangement Policy

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KEY STAFF

Role	Names
Head of Centre	Katie Marshall
Exams Officer line manager	Irfan Amin
Exams Officer	Naleni Naidoo
SENCo	Debs Harter
Secondary SLT Members	Frances Freeman, Sean Mullarkey, Natasha Socrates, Aaron Collingwoode-Williams, Will Luck, Jenny Bates

WHAT ARE ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS?

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 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 disadvantage.

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 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.

In most cases, it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the knowledge, skills and understanding of the candidate. There is no duty to make adjustments which the qualifications regulators have specified should not be made.

[AA Definitions, page 3]

PURPOSE OF THE POLICY

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*, 5.4 (Section D) 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 Exams Policy 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 exams policy is available on the Academy website.

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(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 Amy Whitthread (Deputy SENCO) who possesses the following qualifications:

- Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT) 3A

These have been awarded by

- REAL Training

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 (Katie Marshall and Sean Mullarkey) -
- 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

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 5 of the AA. This tool also provides the facility to order modified papers for those qualifications listed on page 73.

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

CENTRE-SPECIFIC CRITERIA FOR PARTICULAR ACCESS ARRANGEMENTS

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 inclusion team or an invigilator for the separate invigilation. Both the SENCo and the exams officer will train the invigilators both to usual invigilation standard and to the individualized needs of the candidate, with the details recorded in the invigilator training log.