

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

Access Arrangements Policy (Exams)

This plan is reviewed annually to ensure compliance with current regulations

Author	Mrs D Barnard
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What are Access Arrangements?

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'.

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'.

Purpose of the Policy

The purpose of this policy is to confirm that Healing 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...*"

The policy is maintained and held by the SENDCo alongside individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENDCo 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. (AA 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**' (this 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 a disabled candidate.

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

Access arrangements/reasonable adjustment 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/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. The exams Equalities Policy (Exams) is available to view on the O: drive.

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

The Assessment Process

Assessments are carried out by access arrangements assessors appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, section 7.3.

Specialist qualifications are checked by the School HR Department; applicants are required to bring original certificates to interview. Copies of these are kept on file by the HR Department.

Members of staff who gain further qualifications whilst in the employ of the School are also required to present their original certificates to the HR department. Copies of these are kept on file.

If a pupil assessment has been completed by an Educational Psychologist, or other appropriately qualified assessor, outside school, the SENDCo will request and check their qualifications to ensure that they comply with current JCQ/CIE/IB guidelines.

How the assessment process is administered

Students who may have a learning difficulty and may therefore require access arrangements/reasonable adjustments are highlighted to the SENDCo by teaching staff, Learning Co-ordinators. Students may also self-refer.

An assessment is carried out by one of the appropriately qualified assessor. Assessments are completed adhering to the timeframes required for regulations for external examinations.

The SENDCo collates the assessments carried out by the assessors and subsequently checks and signs them off using a checklist which covers all awarding body requirements.

The Learning Support department has a range of assessments which can be used depending on the individual needs /difficulties of the student. If assessment results meet the criteria for access arrangements/reasonable adjustments they are combined with the student's **history of need** and supporting evidence gathered during their time at the school to show examples of where arrangements are required and used as the student's **normal way of working**.

The SENDCo will make her decision to apply for access arrangements/reasonable adjustments based on

- whether the candidate has a **substantial and long term impairment** which has an **adverse effect**
- **the candidate's normal way of working within the centre.**

Recording evidence of need

In KS3, where it is felt that access arrangements/reasonable adjustments may be required in the classroom and for internal tests and examinations, a record of need is built up and recorded on Individual Education Profiles (IEPS) or Care Plans.

At the end of year 9, where there is evidence of the need for access arrangements/reasonable adjustments for a pupil who will be taking Public Examinations in year 10 or 11, a pupil is assessed by assessors who will complete a JCQ Form. The Form 8 will be signed off by the SENDCo. **(See Appendix 2).**

Gathering evidence of *normal way of working*

Evidence of the student's normal way of working throughout his/her time at Healing School is collected from teaching staff, using the Endorsement form **(See Appendix 1)**. Teaching staff are encouraged to email the SENDCo with any further information. In addition a form is used to collate in-class practice from all teaching staff to show evidence of normal way of working, this can be used to complete Part 1 of Form 8.

A historical picture of the use of access arrangements/reasonable adjustments for each pupil is collated. The SENDCo will bear in mind the “normal way of working” as defined by JCQ:

“The arrangement(s) put in place must reflect the support given to the candidate in the centre, e.g.*

- *in the classroom;*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;-*
- *mock examinations.*

This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded with Part 1 of Form 8.

**The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3 of JCQ AA).”*

Processing Applications for Access Arrangements

Access Arrangements Online

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

“For GCSE and GCE qualifications, Access arrangements online (which can be accessed within the JCQ Centre Admin Portal (CAP)) enables centres to make a single on-line application for a candidate requiring access arrangements/reasonable adjustments using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement.

Where the SENDCo feels that a candidate is eligible to apply for access arrangements / reasonable adjustments for Public Exams, she, or one of the specialist assessors, will liaise with the Exams Officer to make an online application via “Access Arrangements Online” and/or direct to CIE as appropriate.

Once an application is approved, a printed copy is kept on file by the Exams Officer. Files are located in the Exams Office.

Around 90% of online applications are approved, however it is inevitable that some individual needs will not be accommodated by a computer system, which cannot deal with every reasonable adjustment in specific case.

If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENDCo/ assessor will work together with the Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided and the SENDCo is to be informed once this is received.

Centre Delegated Access Arrangements

Some access arrangements/reasonable adjustments can be “Centre-delegated” which means that an online application to JCQ/CIE is not required. Examples of such arrangements include supervised rest breaks, candidates who read aloud, use of a word processor, use of a prompter, use of a live speaker, coloured overlays and separate invigilation within the centre. The Exams Officer will complete an Access Arrangements Evidence Log (**see Appendix 3**) to support the arrangement. The SENDCo must be satisfied that there is a genuine need for the arrangement to be put in place. In addition the candidate’s difficulties must be established within the school and thus known to a teacher, a Learning Co-ordinator, the SENDCo and/or a senior member of staff with pastoral responsibilities.

Word processor policy

Approval of the use of a word processor will be granted following awarding body guidelines and 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.

For further details and explanation please see our separate Word Processor Policy (exams) which is held on the O: drive.

Separate invigilation within the centre

A decision as to whether an exam candidate may be given approval for separate invigilation within the centre 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.*

Separate invigilation will reflect 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.

The only exception to this would be a temporary illness or other temporary indisposition which is clearly evidenced.

APPENDIX 1

Endorsement Form for Access Arrangements

Pupil:

Classroom teacher/TA: _____

Subject: _____

Exam: GCSE/BTEC (*delete as appropriate*)

Access Arrangement(s)/ Reasonable Adjustments requested:

I can confirm that the pupil named above is given and uses the access arrangement(s)/reasonable adjustment(s) stated in all class tests/exams.

I can confirm that without the access arrangement(s)/reasonable adjustment(s) the pupil would be at a significant disadvantage when compared with his/her peers.
Any other comments you would like to make:

Signed:

Date:

APPENDIX 2

JCQ/AA/LD

Form 8

Application for access arrangements – Profile of learning difficulties

(Applications for GCSE and GCE qualifications must be made using *Access arrangements online*.)

This form must be used to collate the evidence and must be kept on file for inspection purposes within the centre.)

Please read Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* before completing Form 8.

Cambridge Nationals, Cambridge Progression, Cambridge Technicals and Functional Skills qualifications - the completed form must be sent to the Special Requirements Unit of the awarding body conducting the examination(s). (Please list the names of all subjects being studied.)

The SENCo must complete this form and Sections A and B.

Academic year(s)		First examination series	
Centre No.		Centre name	
Centre e-mail address			
Candidate Number		Candidate name	

<i>Examinations for which an application is made – (only required for GCSE and GCE qualifications when a referral to an awarding body is made. This section <u>does not</u> need to be completed for an initial application made using <i>Access arrangements online</i>).</i>			
Awarding body	Specification title	Specification entry codes	Unit codes

--	--	--

If the candidate has previously been granted access arrangements by an awarding body, please specify

Declaration

I am satisfied that the information provided on this form is accurate. I fully support the application and confirm that the candidate is/will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment objectives required by the specification.

Head of centre/SENCo	Date
Name (Please print)	
Signature	

Sections A, B and C of Form 8 **must** be used for recording the evidence required for an application on *Access arrangements online* for a GCSE or GCE candidate **with learning difficulties**, which results in **a substantial and long-term impairment** and who requires one or more of the following access arrangements: **a computer reader, 25% extra time, extra time of up to 50%, an Oral Language Modifier, a Reader or a Scribe.**

Section A	Candidate's name:
<p>This section <u>must</u> be completed by the SENCo, or the specialist assessor working within the centre, before the candidate is assessed. The form <u>must</u> be sent to the specialist assessor prior to the candidate's appointment.</p> <p>Within this section you <u>must</u> paint a picture of the candidate's needs - see section 7.6.1 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i>.</p> <p>For example, reference should be made to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the results of screening tests; <input type="checkbox"/> individual education/learning plans or support plans in place for the candidate; <input type="checkbox"/> school reports; <input type="checkbox"/> pupil tracking data. <p>Reference must also be made to the candidate's history of difficulties, for example with the acquisition and development of literacy skills.</p> <p>If the candidate's first language is not English, you <u>must</u> show that he/she has underlying difficulties in their first language. The candidate's difficulties must not be due to their limited acquisition of the English language. Please record this information under Section A – 'Any other relevant information', page 4.</p> <p>Section A – answer the three key statements</p>	
<p>Provide relevant information/evidence of the candidate's persistent and significant difficulties.</p>	
<p>Show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of feedback from teachers.</p>	
<p>Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement(s). For example have teaching staff recorded any support regularly provided in the classroom?</p>	

Candidate's name:

Section A

Any other relevant information

Section B

This section must be completed by the SENCo, or the specialist assessor working within the centre, after the candidate has been assessed. On the basis of Sections A and C of this form the following access arrangements are requested.

Section C

Candidate's name:

This section must be completed by a specialist assessor (see **pages 82-83** of the JCQ publication *Access Arrangements and Reasonable Adjustments*) **after receiving a completed Section A from the SENCo.**

The specialist assessor is not required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the SENCo.

Please use the guidance notes in **Chapter 7** of the JCQ publication *Access Arrangements and Reasonable Adjustments* to complete this form.

Please complete those sections necessary to support the application, e.g. sections on reading for a computer reader or reader. It is not permitted under any circumstances to delete sections or amend the wording on the form. **Please insert 'n/a' in sections not completed.**

Reading skills

1. Reading accuracy

Is the candidate's untimed (single word) reading accuracy in the **below average range?** (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Please give the candidate's result on an untimed Single Word Reading test as a standardised score.

Name of test	
Test ceiling	
Date of administration	
Standardised score	

2. Reading comprehension and reading speed

Does the candidate comprehend continuous text or sentences at a level which is below average? (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Does the candidate read continuous text at a speed which is **below average?** (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Specialist assessors should refer to **paragraph 7.5.10, page 85**, of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Candidate's name:

Give the candidate's results on assessments of reading text or sentences with comprehension.

Name of test	
Test ceiling	
Date of administration	
Comprehension standardised score	
Reading sped standardised score	

Writing skills

3. Accuracy & legibility

Is the candidate's spelling accuracy in the **below average range – i.e. a standardised score of 84 or less**, with errors unrecognisable as the target word?

YES NO

Does the candidate's spelling and/or handwriting render his or her free writing largely illegible to someone who is not familiar with it?

YES NO

Is the candidate's free writing incomprehensible to someone who is not familiar with it?

YES
 NO

Please give the results of a spelling assessment on a nationally standardised test.

Name of test	
Test ceiling	
Date of administration	
Spelling standardised score	

Candidate's name:

4. Does the candidate express him/herself in written form so slowly that answers could not be fully recorded in the time allowed? Is the candidate's free writing speed, as a standardised score on a nationally standardised test, in the below average range for their age? – (i.e. at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)

YES

NO

Name of test	
Test ceiling	
Date of administration	
Free writing speed standardised score	
*Please name the subtest you are quoting where appropriate	
Quality of language when free writing	

5. Is the candidate's cognitive processing (e.g. phonological, auditory or visual processing, or working memory) in the below average range? – (i.e. at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)

YES

NO

Name of test		
Test ceiling		
Date of administration		
What type of processing does this test assess?		
Cognitive processing standardised score (for a subtest where appropriate)*		
*Please name the subtest you are quoting where appropriate		
If you have further below average scores for processing that you have not entered in this or other sections of this form, please record them in the 'Other relevant information' section on page 8.		

Candidate's name:

Other relevant information

For candidates requiring **extra time of up to 50%** (26% to 50% extra time) a very substantially below average speed of processing standardised score is required – a standardised score of 69 or less. A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please see **section 5.3** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

For candidates requiring **an Oral Language Modifier** a standardised score of 69 or less is required in relation to reading comprehension and/or vocabulary. A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please see **section 5.11** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

Candidate's name:

Name of the specialist assessor who carried out all of the tests recorded in Section C

..... (please print)

Are you:

an appropriately qualified psychologist registered with the Health & Care Professions Council?

YES

NO

Unique registration number

a specialist assessor with a **current** SpLD Assessment Practising Certificate?

YES

NO

APC number

a specialist assessor approved by the head of centre who holds **a post-graduate qualification in individual specialist assessment at or equivalent to Level 7?**

YES

NO

(Please see Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments* for more information about who can be a specialist assessor.)

Institution where currently employed as a teacher contracted to carry out assessments

.....
.....

Specialist qualification

held.....

....

Name of awarding

body.....

.....

I certify that the above information is accurate and that I carried out all the assessments in Section C.

(It is not acceptable for a specialist assessor to sign if they have not carried out all the tests in Section C of this form.)

Signature†

Date

†A hand signed copy of Form 8 **must** be retained on file for inspection purposes to support an approved application for GCSE and/or GCE qualifications.

APPENDIX 3

Access Arrangements Evidence Log

Surname Legal:			First Name Legal:			
Known As:			Known As:			
Tutor:		Exam Number:		ULN:		
	Student Evidence: (Y/N)		Evidence with EO: (Y/N)			
EHCP						
LS Assessment						
Medical Evidence						
Signed Data Prot. Letter		Yes / No				
	Application Requests (✓)	Received Approval (✓)	Referred (Date)	Evidence with EO (✓)	Board Expiry (Date)	Notes
Extra Time						
Prompt						
Read Aloud						
Reader						
Scribe						
Supervised Rest Breaks						
Transcript						
Word Processor						

Checked by: _____ Date: _____

Examinations Officer: _____ Date: _____