



Beamont Collegiate Academy

ACCESS ARRANGEMENT POLICY

Date approved by the Governing Body	28.11.16
Signature of Chair to the Governing Body	L Waterson
Signature of Academy Principal	A Moorcroft
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This policy should be read in conjunction with Beamont Colligates Disability policy

Access arrangements policy 2017/18

What are access arrangements?

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.

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; or
- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Visually Impaired question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

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.”

Purpose of the policy

The purpose of this policy is to confirm that Beamont Collegiate Academy fulfils “*its obligations in respect of identifying the need for, requesting and implementing access arrangements.*”

[JCQ ‘General regulations for approved centres’Chapter5]

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication

Access arrangements policy 2017/18

Identifying the need for access arrangements

Roles and responsibilities

The Head of Centre will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications relating to access arrangements and general regulations
- ensure that processes for identifying the need for access arrangements and reasonable adjustments (referred to in this policy as 'access arrangements') for individual candidates is clearly defined and documented
- ensure that staff roles and responsibilities in identifying, requesting and implementing access arrangements are clearly defined in this policy
- ensure a qualified specialist assessor is appointed and that evidence of the appropriate qualification(s) of the person(s) appointed is held on file
- ensure that the assessment process is administered in accordance with the regulations
- ensure a disability policy showing the centre's compliance with relevant legislation is in place

The Special Educational Needs Co-ordinator (SENCo)/specialist teacher will:

- be familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including access arrangements and general regulations.
- lead on the access arrangements process
- if not the qualified specialist assessor, will work with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process
- ensure that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- ensure arrangements put in place reflect a candidate's *normal way of working*¹ within the centre
- ensure the need for access arrangements for a candidate will be considered on a subject by subject basis
- present when requested by the JCQ Centre Inspector, evidence of the specialist assessor's qualification

In addition the SENCo/specialist teacher will:

- provide and annually review a centre policy on the **use of word processors** in exams and assessments
- ensure criteria for candidates allowed **separate invigilation within the centre** is clear, meets the requirements of JCQ access arrangements and best meets the needs of individual candidates and remaining candidates in main exam rooms

Teaching staff will:

- inform the SENCo/specialist teacher of any support that might be needed by a candidate
- provide information to evidence the *normal way of working* of a candidate
- support the SENCo/specialist teacher as required in identifying the need for access arrangements

The specialist assessor will:

- conduct appropriate assessments to identify the need(s) of a candidate
- provide appropriate evidence to confirm the need(s) of a candidate
- complete appropriate documentation as required by the regulations of JCQ and the awarding body

- be familiar with JCQ publications relating to Access Arrangements and the General Publication.

The assessment process

Beamont Collegiate Academy has two qualified, specialist assessors to assess pupils learning needs and perform diagnostic tests. (Currently Mrs E Richards and Mrs E Edwards)

The results of the tests are securely stored in the SENCO office and used to provide evidence to complete the 'Form 8' documentation and complete the access arrangements on line.

The 'Form 8' documentation is completed by the SENCO/Specialist Assessor and Administrative Support. The access arrangements on-line applications are completed by the SENCO and the Examinations Officer.

The Specialist Assessors qualification is stored with this policy.

"Evidence of the specialist assessor's qualification(s) must be held on file for inspection purposes. The documentation must be presented to the JCQ Centre Inspector by the SENCo." (see policies folder)

[JCQ [Criteria for a specialist assessor](#)]

The method of assessment is detailed in the SENCO office.

*"...have a **written** process in place to not only check the qualifications of those assessing candidates but that the assessment process is administered correctly..."*

[JCQ [GR 5](#)]

Identifying the needs of candidates

Beamont Collegiate Academy agrees to ensure that learners will, in an accessible format, have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs. The recruitment process **must** include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the examinations/assessments and achieve the qualification(s). The centre's assessment system identifies, where appropriate, the support that will be made available to the learner to facilitate access to examinations/assessments.

At Beamont Collegiate Academy individual candidates needs are identified in several ways:

- using prior assessment data and base line testing
- pupils with known SEN throughout the school and on entry
- concerns flagged up by teachers
- on request from concerned parents

Once a candidate has been identified the SENCO collects and analyses all relevant information from teachers. Candidates are then observed in lessons and their books are examined to support any concerns. Testing then takes place between the specialist assessor and the candidate using the WIATT and WRAT tests for accuracy and comprehension and the DASH test for writing. The results of these tests are then used to inform the decision on the next steps and where appropriate modified teaching strategies and support is put into place as a normal way of working. Candidates who have additional needs will be supported through the 'Options system' to ensure that the qualifications they follow meet their needs.

Recording evidence of need

Beamont Collegiate Academy formally records all the evidence and other information that is collected to support the candidates individual need. This includes the use of centre-devised forms, awarding body forms, JCQ form 8 used to record assessment.

Gathering evidence of normal way of working

Evidence of a normal way of working is gathered at different levels, for example: by teachers in pupils exercise books and by the School Assessor from meeting with HODs and Teachers.

Accessibility plan (Disability policy)

A written Accessibility plan (disability policy) setting out how the centre seeks to comply with the Equality Act 2010 is available on the school website or via the Principals PA.

Word processor policy

Students are identified for the word processing provision in two ways:

- Quality of handwriting both in their exercise books and when writing under timed conditions
- Difficulty completing a mock examination paper and writing sustained responses under timed conditions

Once the teacher and HOD agree that the use of a WP is the best way forward then a number of steps are taken as indicated below:

- A discussion with the student and teacher takes place where confidence around the use of a word processor is discussed.
- If the student feels this is something they would like to trial, it is discussed with parents and students sit a formal assessment under examination conditions.
- The performance is measured against that of the students when handwriting and a decision is agreed between student, teacher and parent.
- If the decision is made for word processing to be the desired route, students' assessments over the two year course will be completed on a computer.

Separate invigilation within the centre

The SENCO, School Assessor and Examinations Officer meet prior to the start of any examination series to determine the allocation of rooms for pupils and invigilators. Where pupils are entitled to one-to-one arrangements or when a reader is required separate rooms are allocated. This is also the case where scribes are required. When laptops or Word processing facilities are required then arrangements are based on pupil numbers. Seating plans are created for all rooms which are staffed in accordance with JCQ requirements. A floating invigilator is allocated to each area.

Requesting access arrangements

Roles and responsibilities

The SENCo/specialist teacher will:

- determine if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- follow guidance in [AA](#) Chapter 8 to process approval applications for access arrangements for GCSE qualifications
- work with the exams officer in order to gain access to *Access arrangements online*² (AAO)
- apply for approval where this is required, through AAO, or through the awarding body where qualifications sit outside the scope of AAO
- ensure appropriate evidence is held on file to confirm validation responses in AAO; examples might include:
 - painting a picture of need on section A of JCQ form 8
 - a completed specialist assessment to substantiate the picture of need recorded on section C of form 8
 - a body of evidence to substantiate the candidate's normal way of working within the centre
- confirm by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- make an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does not meet the criteria for the arrangement(s)
- ensure that arrangements, and approval where required, is in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ensure that where approval is required that this is applied for by the awarding body deadline
- maintain a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement
 - appropriate evidence to support normal way of working within the centre
 - in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- will present the files when requested by the JCQ Centre Inspector

The Exams Officer will:

- order modified papers, where these may be required by a candidate for all qualifications, through AAO by the deadline date for the appropriate exam series

Implementing access arrangements

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body and/or JCQ [Instructions for conducting examinations](#) (ICE).

The SENCo or Specialist Assessor will:

- appoint appropriate centre staff as facilitators to support candidates who have been approved the use of:
 - a practical assistant
 - a prompter
 - an Oral Language Modifier
 - a reader
 - a scribe
 - a Sign Language Interpreter
- ensure facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- ensure candidates are aware of the access arrangements that are in place for their exams and assessments
- liaise with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams
- work with the Exams Officer to ensure cover sheets are completed as required by facilitators
- liaise with the Exams Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

The Exams Officer will:

- liaise with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- liaise with the SENCo regarding rooming of access arrangement candidates
- ensure invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8
- provide cover sheets prior to the start of an exam where required for particular access arrangements and will ensure that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- print pre-populated cover sheets from AAO where this is required for GCSE qualifications
- will check in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- make modifications that are delegated to the centre (a question paper on coloured/enlarged paper) that may be required and will open the question paper packet in the secure room within 90 minutes of the published starting time for the exam
- ensure that where a candidate has been approved for a computer reader, will open the question paper packet in the secure room within 90 minutes of the published starting time for the exam
- ensure that where a candidate has been approved for an Oral Language Modifier, secure exam paper packets will not be opened earlier than 90 minutes prior to the published start time

- ensure that where the centre has granted the candidate a Live Speaker and/or a Sign Language Interpreter, secure exam paper packets will not be opened earlier than 90 minutes prior to the published start time
- have a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- where required for emergency (temporary) access arrangements, apply for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Internal assessments

These are assessments which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

The SENCo and Examinations Officer will:

- liaise with teaching staff to implement appropriate access arrangements for candidates

Teaching staff will:

- support the SENCo in implementing appropriate access arrangements for candidates

Internal exams

These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments (exams).

The SENCo and Exams Officer will:

- liaise with teaching staff to implement appropriate access arrangements for candidates

Teaching staff will:

- support the SENCo in implementing appropriate access arrangements for candidates

Appendices

Qualifications – Mrs E Edwards



THE UNIVERSITY
of LIVERPOOL

*Postgraduate Diploma
in
Special Needs in Education*

We hereby certify that

Elizabeth Alison Edwards

having attended approved courses of study at University College Chester, an accredited College of the University of Liverpool, and having satisfied the examiners, was awarded a Postgraduate Diploma in Special Needs in Education on the twenty ninth day of January 2004

Vice Chancellor

Principal