



THOMAS ALLEYNE'S HIGH SCHOOL  
UTTOXETER

# ACCESS ARRANGEMENTS POLICY 2020/2022

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Managing and Resources Committee 11 <sup>th</sup> May 2021	
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## 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<sup>CIC</sup> awarding body approval.*

*Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille 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.”*

[JCQ website

## Purpose of the policy

The purpose of this policy is to confirm that Thomas Alleyne’s High School fulfils “*its obligations in respect of identifying the need for, requesting and implementing access arrangements.*”

[JCQ ‘General regulations for approved centres’Chapter5.5]

This document 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*

*General and Vocational qualifications’*

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 policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Disability Policy (exams) can be located:

- Shared Area/ AA files (Keeling House)
-

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 in JCQ regulations as follows:

- *an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or*
- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- *a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.*

and

*An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:*

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
- *the appropriate use of nationally standardised tests for the age group being tested;*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills, **see paragraph 7.5.12, page 86;***
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA 7.3]

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

Copy of qualifications held.

Qualifications revised/renewed if appropriate.

Level of experience and work placements if relevant

## How the assessment process is administered

Processes in the Centre that are followed to identify the need for access arrangements for individual candidates.

- Information received during the process of transition from feeder schools
- whole of Year 9 assessed for reading (WRAT4 Reading Test/Dash Test) – September and June
- students enrolled part way through the year will be tested within the first week of

arrival at the Centre

- identification by teaching staff/referral to SEN

## Recording evidence of need

Information relating to the documentation that is used to support/record evidence and other information that is collected to support the need.

- WRAT4 and CTOPP assessment original booklets completed by assessor
- Form 8 completed by assessor/SEND/EO
- Access arrangements on-line application completed by SEND
- SEND register

## Gathering evidence of *normal way of working*

Information relating to the Centre's process for gathering evidence to record *normal way of working*.

- Information received during the process of transition from feeder schools
- EHCP – information received from County
- Learning Needs Passports – reviewed per term
- JCQ Form 8
- Teaching staff/student feedback
- SEND monitoring
- Historical use of TA in lessons
- Intervention – small group/1:1
- Mock exams
- literacy intervention strategies

## 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 enables centres to make a single on-line application for a candidate requiring access arrangements 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.*

The Centre's processes for using *Access arrangements online*. Applications via Access Arrangements online are made as soon as the evidence and assessment results from the assessor are available, and by the JCQ deadline

- Applications made by SEND
- Awarding Body referrals made by SEND
- Applications that do not gain approval and any further action deemed necessary will be reviewed by SEND
- Information required and kept on file for reference/inspection purposes for the application will include standardised scores and assessment results data/date of assessment/assessor details/arrangements required/medical conditions/Form 8 evidence. signed Data Protection Agreement by the candidate
- All information will be kept on file in the SEND office

### Centre-delegated access arrangements

Centre-delegated access arrangements are as follows:

- Rest breaks
- Word Processor
- Small Venue
- Prompter
- Separate Invigilation within the Centre

These arrangements will require and be based on:

- Medical evidence
- Learning difficulties and processing skills
- Evidence from outside agencies

All evidence will be kept on file in the SEND office.

### Word processor policy

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.

See TAHS Word Processor Policy

## Separate invigilation within the centre

A decision where an exam candidate may be approved 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.*

[AA 5.16]

Separate invigilation within the Centre, will be offered to candidates with:

- long-term medical condition/s
- long –term social, mental or emotional needs

Evidence to support this arrangement will be provided by feeder schools, outside agencies, JCQ Form 8, teaching staff, SEND. All evidence will be kept on file in the SEND office.

## Appendices

Include any documentation or information here that you have made reference to in the policy that has been provided as an appendix. Number each appendix and start each one on a new page. If no appendices are provided – delete this page. (Remember: adding or deleting headings from the policy template affects the table of contents which will need updating)