

# ACCESS ARRANGEMENTS POLICY



**SHOOTERS HILL**  
SIXTH FORM COLLEGE

*Inspiring Young People*

This policy is reviewed annually to ensure compliance with current regulations

<b>Approved/ reviewed by</b>	
Sabah Quazi	
<b>Date of next review</b>	06/2021

### **Key staff involved in the access arrangements process**

<b>Role</b>	<b>Name(s)</b>
SENCo	Sabah Quazi
SENCo line manager (Senior Leader)	Natalie Osborne
Head of centre	Jan Atkinson
Assessor(s)	Javene Piper (Deputy SENCO)
Access arrangement facilitator(s)	Javene Piper

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## What are access arrangements and reasonable adjustments?

### 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 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]

### 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. 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 Shooters Hill Sixth Form College complies with its *“...obligation to identify the need for, request and implement access arrangements...”*

[[JCO General Regulations for Approved Centres. 5.6](#)]

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

Shooters Hill Sixth Form College provides easy access to its Disability policy through its [website](#).

*“A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes.*

*†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”*

[GR

5.4c]

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.

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

Shooters Hill Sixth Form College currently commissions a specialist assessor to carry out exam access assessments. The specialist assessor holds a *Level 7 Certificate in Psychometric Testing, Assessment and Access Arrangement (CPT3A)*.

Hearing Impaired students are assessed by a teacher of the deaf who is contracted to carry out assessments by the Royal Greenwich Sensory Service.

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

All assessors are recruited with the appropriate qualifications and all qualification checks are completed with the relevant certification boards before they are recommended to Shooters Hill 6th Form College. Evidence of the assessor’s qualification(s) are held on file by the SENCo and HR for inspection purposes and will be presented to the JCQ Centre Inspector when required.

All relevant JCQ regulations and guidance are provided in [GR](#) and [AA](#), including that centres are required to

*“...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**”*

[GR 5.4f]

*“Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”*

[AA 7.3.5]

Shooters Hill 6th Form College ensures that candidates with a learning difficulty have been assessed appropriately by a qualified assessor as appointed by the SENCo.

## How the assessment process is administered

Exam Access Assessment processes are administered with regards to the equality Act 2010 regulations and SEN code of Practice (2014)

The college makes every attempt to identify students needing exam access as early as possible. At the start of each academic year, the college collects data from new students about previously held exam access arrangements. The college may use this information to request form 8's from feeder schools and as evidence for history of need. Teachers and the SENCo identify students needing exam access through:

- Screening tests (Lucid)
- GCSE English Results
- Candidates self-reported difficulties
- Parent feedback
- Information from feeder schools
- Comments on teacher questionnaires about a candidate's difficulties
- Data drops and tracking information
- Information contained in EHCP
- EP reports or other documents

The college utilises a variety of evidence to ensure that the assessment process is administered correctly..." [\[GR 5.4d\]](#)

### Note for private candidates:

Shooters Hill Sixth Form College will...

*"...ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate such as a distance learner or a home educated student. The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements..."*

[\[GR 5.4d\]](#)

### Undertaking remote Assessments

Due to COVID19, the "Access Arrangements Assessor may need to consider carrying out assessments with social distancing measures in place or, as a last resort, remotely via an online video call.

Ideally, assessments will be carried out in the physical presence of the candidate. Many test publishers have provided resources and guidance to facilitate remote assessment. Where assessment can be delayed (rather than be conducted remotely) assessors **will** wait until it is possible to meet with the candidate.”

[Important supplementary information for SENCoS and assessors Academic year 2020/21 pg.2]

## Recording evidence of need

- Teachers work with the SENCo to identify students who have exam access needs.
- Teachers refer students to the learning support team for exam access assessment via an online referral system by the October half term.
- The SENCo works with teaching teams to gather further evidence.
- Teachers complete a teacher questionnaire detailing how a candidate’s difficulties impact on teaching and learning. The deadline for completion is 23 November 2020.
- Once students have been identified, the SENCo completes ‘skeleton’ Section A of Form 8 prior to the candidate being assessed (Section C of Form 8). [AA 7.6]

If the college decides not to use a privately commissioned report, or a report from an external professional, the head of centre/member of the senior leadership team will provide a written rationale supporting their decision to the parent/carer. [AA 7.3.6]

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

Students with exam access arrangements will have these arrangements in class tests, mock exams and assessments. Details of these measures provided in assessments are documented by the use of a ‘Passport/Exam Cover Sheet’.

For students with hearing impairments, the CSW may perform the roles of LM and an SLI (where appropriate). Details of these measures provided in assessments are documented by the use of a ‘Passport/Exam Cover Sheet’, and all classroom activity is recorded in a student-specific diary.

“The access arrangement(s) put in place for a student may also reflect the support given to the student in the:

- In the classroom (where appropriate)
- Working in small groups for reading and/or writing
- Literacy support lessons
- Mock Examinations
- In internal school tests/examinations

*This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties, this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre.*

*SENCOs and assessors must refer to section 7.6.1, page 83, for information on how to confirm 'normal way of working'. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ...”* [AA 8.3]

## Processing access arrangements

### 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 [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on pages 69-76.

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 used.

In line with JCQ regulations the SENCO makes the online applications by the published deadline of the 31st March 2020. The SENCO keeps a record of the printed online application, letters from awarding bodies, form 8's, a copy a data protection form, assessments and any additional forms or documents for inspection.

The files for inspection are located in the Exam Officer's Office. Students and teachers are informed via college systems and verbally of the outcome of their exam access assessment. A record of a candidate's access arrangements are recorded on the college's MIS system.

### Centre-delegated access arrangements

The college follows JCQ guidance when providing centre delegated access arrangements. The SENCO allocates candidates a prompter or rest breaks if

- **The need is a result of substantial and long-term impairment and it is their normal way of working.**
- **There is medical evidence to substantiate this arrangement and it is their normal way of working.**

The SENCO keeps a record of all centre delegated access arrangements and evidence of need on file.

## Centre-specific criteria for particular access arrangements

### 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.

Shooters Hill Sixth Form Centre complies with [AA](#) chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance. This policy can be accessed by all teachers, parents/carers and students on the [school website](#).

*“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.*

*The use of a word processor must reflect the candidate’s normal way of working within the centre and be appropriate to the candidate’s needs...*

*A member of the centre’s senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.”*

[[AA](#) 5.8.4]

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

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

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 need for separate invigilation must be substantiated by appropriate and current medical evidence. The evidence can take the form of a letter from the GP, CAMHS or an EHCP. This must be provided to SENCo or Exams Officer by December 2017.

[see [AA](#) 5.16 plus centre-determined criteria]

## **Appendices**

- [Adjustments](#) for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments.
- [General](#) Regulations for Approved Centres.
- [Important](#) supplementary information for SENCOs and assessors Academic year 2020/21.
- [Shooters](#) Hill Sixth Form Word Processor Policy
- [Equality](#) Act 2010