

Exmouth Community College



Access Arrangements Policy 2017/18

This plan is reviewed annually to ensure compliance with current regulations

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What are access arrangements and reasonable adjustments?

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’.”* [AADefinitions, page 3]

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.” [AADefinitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that [insert centre name] complies with its *“...obligation to identify the need for, request and implement access arrangements...”*

[JCQ General Regulations for Approved Centres, 5.5]

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), as an appendix to this policy, which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. All College policies can be accessed on the College 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.

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

Board qualified Educational Psychologist

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

The SENDCO ensures a copy of certification and HCPC registration number is obtained for assessors in addition to current DBS clearance.

How the assessment process is administered

A comprehensive picture is built using SEN information, assessment and screening data together with referrals from teaching staff and parents. From this students are identified for assessment by the qualified assessor who then undertakes a series of tests as per the Form 8, Section C. Outcomes of testing determines recommendations (if appropriate) for additional access arrangements.

Recording evidence of need

The College uses JCQ documentation and centre devised forms to record evidence of need and normal way of working. All outcomes are centrally recorded within the SEND department and copies supplied to the Exams Office.

Gathering evidence to demonstrate normal way of working

Staff provide evidence to support the student's normal way of working as defined by JCQ. This is collated and recorded centrally by the SEND department.

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 page 74.

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.

Completed forms are sent over to the Exams Officer for processing on Access Arrangements Online. Following approval, a copy is printed off, attached to the student file which is returned to be held centrally in the SEND office. If approval is not gained, the student's file is reviewed and any additional information is sought for resubmission if appropriate.

Centre-delegated access arrangements

From the information gathered about the student's normal way of working a decision is made by the SEND department to allocate the arrangements where appropriate and the forms are completed accordingly. The student's file is updated and the Exams Office are notified of the arrangements to ensure the provision is facilitated for the exams and any assessments.

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. The Word Processor Policy is included in the Appendix.

Separate invigilation within the centre

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

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]

Separate invigilation is considered on an individual basis. Evidence to support this arrangement must demonstrate that this is the student's normal way of working under formal assessment conditions together with information from relevant internal and external professionals. Once the SEND department has made the decision, the student file will be updated and the Exams Office notified to facilitate the arrangement.