Queen Katharine Academy

Exam Access Arrangements Policy	
This policy should be read, and used, in conjunction with: • Special Educational Needs (SEND) Policy. • QKA Exams Policy • Public Sector Equality Duty.	
Rights of the child (RRSA Article)	**Article 28** based on FAIRNESS and EQUALITY "Every child has the right to an education. Secondary education must be available to every child. Discipline in schools must respect children's human dignity." This includes: • The RIGHT to learn and be taught • The RIGHT to be respected • The RIGHT to be safe
Reviewing By: -	**Academy Committee**
Last Updated / Reviewed & Approved by Governors on:	December 2023
Date of next scheduled review: -	September 2024
R**esponsible officer / Member of Staff /**	**Role:** Assistant Principal **Name:** Jo Hammond

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	**Jo Hammond**
Head of centre	**Philip Masterson**
Assessor(s)	**Susie Reynolds**
Access arrangement facilitator(s)	**Jacqueline Highsted** **Louise Setchfield**

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What are access arrangements and reasonable adjustments?

Access arrangements

AA (Definitions, page 3) state… 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'.

Reasonable adjustments

AA (Definitions, page 3) state… 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 several 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'.

*References to legislation are to the Equality Act 2010.

Purpose of the policy

The purpose of this policy is to confirm that Queen Katharine Academy 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

[JCQ General Regulations for Approved Centres, 5.4]

This publication is further referred to in this policy as GR.

This policy is maintained and held by the SENCo alongside the 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 SENCo is storing access arrangements 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 adjustments 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 their 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.

This policy is held in the SEND and Examination Office and is available electronically to all staff.

"The head of centre/senior leadership team will…recognise its duties towards disabled candidates ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangement process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.

†Or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect" [GR 5.4]

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, section 7.3.

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

Susie Reynolds:

Assessment Practising Certificate (APC)

CPT3A (RQTU)

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Access SASC website to find Assessor listing

Access BDA website to check register of qualified test users.

Copies of certificates held in the SEND office (Exam Arrangements File)

Bear in mind all relevant JCQ regulations and guidance provided in GR and AA, including

The head of centre/senior leadership team will have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments… [GR 5.4]

The head of centre must ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

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]

Make full reference to AA 7.3 Appointment of assessors of candidates with learning difficulties and record your process that reflects the requirements.

Reporting the appointment of the assessor(s)

Copies of all qualification certificates/evidence that each assessor is suitably qualified is held with the Exam Access Arrangements Files in the SEND area.

Make full reference to AA 7.4 *Reporting the appointment of assessors* and record your process that reflects the requirements.

Process for the assessment of a candidate's learning difficulties by an assessor

At QKA where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* the SENCo is paints a picture of need and demonstrates the candidate's normal way of working and completing Part 1 of Form 8 prior to the candidate being assessed.

During Year 7, Year 8 and Year 9, students complete literacy screening tests to determine reading and comprehension abilities and further investigations undertaken when indicated. Additionally, within the academy, a student can be referred for assessment at any time and appropriate assessment tools utilised to determine if or what needs exist.

At each point, appropriate steps are taken to make adjustments appropriate to needs through high quality teaching, assistive technology or staff support in class or through intervention. These are recorded as a 'normal way of working'.

Students identified, through screening or referral, are invited to complete current editions of nationally standardised tests with a suitably qualified person, to determine if exam access arrangements should be applied for. Additionally, information from staff is solicited to build a complete picture of the student's needs and support. All documents are retained on file as supporting evidence.

Make full reference to AA 7.5 *Guidelines for the assessment of the candidate's learning difficulties by an assessor* and 7.6 *Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties* and record your process that reflects the requirements

By detailing this, you should be confirming

"… that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments…" [GR 5.4]

Note

SENCos and assessors working within the centre will always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. [AA 7.3]

Painting a 'holistic picture of need', confirming normal way of working

Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.   [AA 7.5.2]

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate.

The candidate must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo. (AA 7.5)   Make full reference to AA 7.5 Guidelines for the assessment of the candidate's learning difficulties by an assessor and 7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties and record your process that reflects the requirements.

For students identified to have SEN D, through screening or referral, staff will make adjustments appropriate to their needs through high quality teaching, assistive technology or staff support in class or through intervention. These are recorded as a 'normal way of working'.

Documentation relating to this background information is retained on file as supporting evidence. Details are summarised in the Form 8 Section A and provided to the assessor prior to testing.

Documentation used to record evidence and other information to support needs, includes (but is not exclusively restricted to):

Teacher Evidence Checklist (Updated annually)

Parent/Carer and Student disclosure form (or notes of meetings)

Electronic Summary of Access Testing

Summary of EAA Testing Scores (EAA Assessor):

     CTOPP 2

     CTOPP 2

     DASH/DASH 17+

     GORT 5

     GORT 5

     GORT 5

TOMAL 2
TOWRE 2
TOWRE 2
WRAT 5EHCP

Classroom Strategy Sheets
Student data (including Student Reports)
Form 8, Form 8RF or Form 9 (EAA Assessor and SENCo)

Staff and students contribute to evidence of normal way of working in classrooms and in formal/informal assessment situations, through completion of:
Teacher Evidence Checklist (Updated annually)
Assess, Plan, Do, Review Cycle documents
Student disclosure form
Tutor Learning Conversation Documents
Section A, Form 8
Bear in mind *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†, for example: *in the classroom (where appropriate);*   *working in small groups for reading and/or writing;*   *literacy support lessons;*   *literacy intervention strategies;*   *in internal school tests/examinations;*   *mock 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 87, 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 4.2]

Processing access arrangements and adjustments

Arrangements/adjustments 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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The SENCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a candidate personal data consent form for inspection by the JCQ Centre Inspection Service.   AA 8.6]

Make full reference to AA 8 *Processing applications for access arrangements* and adjustments) and record your process that reflects the requirements.

In collaboration, the SENCo and Examination Office determine the deadline date for applications to meet with JCQ deadlines. In exceptional circumstances there may be late applications.

SENCo will process the applications in order to meet deadlines, using information gathered through the EAA assessment process and/or wider evidence received.

All information gathered, including test papers, will be printed and held in student named files in the SEND department, including Data Protection sheets and Approval Notices.

SENCo, in collaboration with Centre Assessor, will review any cases where approval is declined in order to determine next steps, which may result in application for special consideration, modification of original application or no further action, or any other determined route.

All designated awarding body referrals, outside JCQ regulations, will be managed in the same manner as above or in accordance with individual awarding body regulations.

Centre-delegated access arrangements/adjustments

Evidence for award of centre delegated arrangements will be collected, stored and administered in the same manner as EAA applied for through Access Arrangements Online (AAO)

Centre-specific criteria for particular access arrangements/adjustments

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

Candidates using Word Processors are identified through specific needs related information to highlight issues relating to speed of writing and/or illegibility, which may include (but are not restricted to):

Teacher Evidence Checklist (updated annually)

Parent/Carer and Student disclosure form (or notes of meetings)

Electronic Summary of Access Testing

Summary of EAA Testing Scores (EAA Assessor):

> DASH or DASH 17+
>
> SDMT
>
> EHCP

Classroom Strategy Sheets

Student data (including Student Reports)

Sections A and C Form 8 or 10 (EAA Assessor and SENCo)

Queen Katharine Academy Word Processing Policy is held in the SEND and Examinations Departments and is available electronically to all staff and includes the statement which details the criteria the centre uses to award and allocate word processors for exams.

Centres are allowed to provide a word processor (e.g., computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically, and the centre provides word processors to all candidates. This also includes an electronic brailler or a tablet. [ICE 14.20]

A centre must have a policy on the use of word processors. A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations 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. For example, where the curriculum is delivered electronically, and the centre provides word processors to all candidates.

The centre may wish to set out the particular types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with poor handwriting.

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]

Separate Invigilation Policy

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]

For example, in the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Progress Leader, the SENCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects 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, emotional and mental health needs. (AA 5.16)

When there is evidence of need for separate invigilation, students will be recommended for approval of alternative accommodation. This evidence may include (but is not restricted to):

    Medical information

    Social, Emotional and Mental Health needs

    Physical and/or Sensory needs

    Students requiring extra time for examination completion

              [see AA 5.16 plus centre-determined criteria]

Appendices

There are no appendices