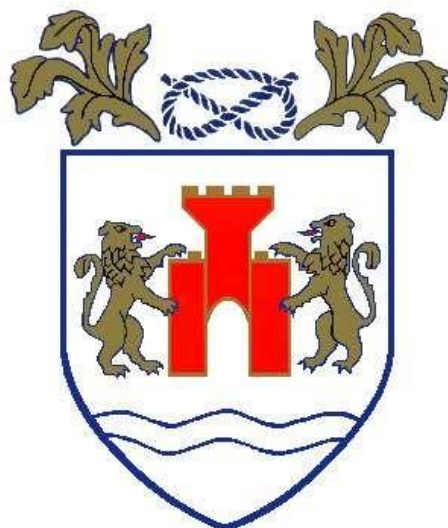


Wolstanton High School

A Shaw Education Trust Academy



Access Arrangements Policy 2019/20

Agreed by Academy Council:

June 2019

Reviewed by Academy Council:

Annually

Next Review by Academy Council:

June 2020

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’.”*

[AA Definitions, 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.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Wolstanton High School Academy 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) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

Separate Disability Policy can be found in the Exams Policy Folder
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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.

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

Evidence of the assessor's qualification(s) is held on file by the SENCo. A copy of Certification is put with every application.

How the assessment process is administered and recording evidence of need

SENCo liaises with the subject teachers and a five areas of need form is completed. SENCo gathers an appropriate picture of need and demonstrate normal way of working for the candidate. This includes persistent and significant difficulties and how it impacts on the student learning. The SENCo completes a Form 8 prior to the Assessor.

Gathering evidence to demonstrate normal way of working

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.

Processing access arrangements

Arrangements requiring awarding body approval

Exams Officer with the assistant of the SENCo complete the Access arrangements online (AAO) using the completed Form 8 once the Assessor has approved.

Centre-delegated access arrangements

SENCo completes a Form 8 and copies of diagnosis and EHCP are kept on file.

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.”

For Example: Candidate requiring a Reader or Scribe