

Access Arrangements Policy 2020-21

Date: September 2020

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Document Control

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|---------------------|-----------------------------------|
| Organisation | Falinge Park High School |
| Title | Access Arrangement Policy 2020-21 |
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| Filename | Access Arrangement Policy 2020-21 |
| Owner | Exam officer |
| Subject | |
| Review date | September 2021 |

Revision History

| Revision Date | Revisor | Previous Version | Description of Revision |
|----------------------|-----------------------|-------------------------|--|
| 24/09/2020 | S Ward and E Rogerson | 2016/17 | Updated to reflect practice, procedures and staffing for 2020-21 |
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Document Approvals

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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^{CIC} 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 [An overview](#)]

Purpose of the policy

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

[JCQ 'General regulations for approved centres' Chapter 5.5]

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 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)

A member of school staff, Sara Cove, successfully completed a post-graduate course equivalent to Level 7 qualification, including at least 100 hours relating to individual specialist assessment in February 2015. This course, Certificate of Psychometric Testing, Assessments and Access Arrangements (CPT3A) is run by Real Training and Sara Pass is therefore an appropriately qualified specialist assessor as appointed by the head of centre.

Sara Cove attends a refresher course annually in October. Her attendance on the course is recorded centrally by the centre as a form of professional development. Her certificates are held in a file by the SENCO.

How the assessment process is administered

Towards the end of the academic year for the current Year 9 cohort, the SENCO analyses internally held data about the progress and attainment of Year 9 students. This data includes Key Stage 2 scores, KS3 subject assessments, reading ages, Midyis scores, and assessments undertaken by external agencies, for example educational psychologists and health specialists.

In addition, the SENCO draws on her and other staff's qualitative and quantitative knowledge about the students over time. This includes information shared by primary school staff on transition, identified SEND and the support and provision put in place over the three years of Key Stage 3.

Using all the above information, students are identified as potentially requiring access arrangements.

The SENCO completes Section A of Form 8 for each student creating a pen portrait of the candidate's needs.

Assessments are carried out with each individual student who has been identified by the specialist assessor. The assessments are administered in a separate area on a one-to-one basis. At the same time the specialist assessor ensures students signs the Data Protection Notice. The Data Protection Notices are then passed to the Examinations Officer and a copy retained by the SENCO.

Assessments used are relevant to their identified area of need. Assessments include:

- WRAT4
- DASH – Detailed Assessment of Speed of Handwriting
- Symbol Digit Modalities Test

The assessor uses Form 8 Section C to record the results of their assessments. Using the scores from the assessments the specialist assessor confirms whether or not the candidate has an impairment which substantially affects their performance. The assessor, Sara Pass, signs and dates Form 8 Section C to confirm that she administered the assessments herself.

Taking into account the information from the assessments, the requirements of the specifications and the student's normal way of working, the SENCO completes Section B of Form 8 making recommendations for access arrangements.

Recording evidence of need

The SENCO completes Section A of Form 8 for each student creating a pen portrait of the candidate's needs.

The specialist assessor completes Part C of Form 8 using the scores from the assessments. The SENCO checks the accuracy of the recording in Part C against what is recorded on the assessments.

The SENCO completes Section B of Form 8 to make recommendations for access arrangements taking into account:

- Information from assessments

- The requirements of the specifications
- The candidate's normal way of working in the centre. This includes observations and comments from subject teachers recorded on a centre-devised form (Appendix I).

Gathering evidence of normal way of working

The SENCO completes Section A of Form 8 detailing the candidate's background and history of support. The SENCO paints a holistic picture of need using:

- If known, arrangements made for Key Stage 2 tests;
- Whether or not the student has been identified as having SEND and when this occurred;
- Any assessments undertaken by specialists eg. educational psychologists, staff from Healthy Young Minds (formerly CAMHS) and others.
- Comments and observations from teaching staff. This includes a centre-devised form completed by teachers to indicate individual students' normal way of working (Appendix 1);
- Intervention strategies and support provided by both support and teaching staff over Key Stage 3. These include support within the classroom and interventions accessed by pupils outside the classroom;
- Any external and internal assessment and tracking data.

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.

Further information on Access arrangements online is available from:

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>

[AA 8.1]

The SENCO applies for access arrangements online in the Autumn – Spring Terms of Year 10. The specialist assessor is also present and assists with this process. Form 8s are used to input the data onto Access arrangements online. Once an application is approved, two copies of the approvals are printed. One is kept by the examinations officer and the other is held by the SENCO.

For each candidate the SENCO has the following paper documentation:

- Access Arrangements Online Outcome
- Completed Form 8
- Assessments
- Data Protection Notice
- Evidence from teachers of candidate's normal way of working.

Information pertaining to candidates where the request has not gained approval is also kept. Where a referral to an awarding body is made, this information is also retained by the SENCO and the examinations officer.

Centre-delegated access arrangements (AA 5.16)

The SENCO will make a decision based on whether the candidate has a substantial and long term impairment which has an adverse affect and is the candidates normal way of working within the centre.

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 separate doc '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 based on the AA in place for each candidate and the availability of rooms.

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

Appendices

- 1 Centre-devised form - Checklist regarding student's Normal Way of Working