

Access Arrangements Document - March 2021

Overview of the Procedures for Access Arrangements at Falinge Park High School for Year 11 pupils in 2020-21

Aims:

- To ensure equity for pupils with special educational needs and disabilities by providing access arrangements for expert assessments to ensure they are not placed at a substantial disadvantage.
- To adhere to Joint Council for Qualifications (JCQ) regulations when assessing for and using access arrangements.

Definitions:

Access arrangements

Access arrangements are agreed before an assessment. They allow pupils 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 pupil 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

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a pupil, 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 duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled pupil at a substantial disadvantage in comparison with a pupil who is not disabled. Reasonable adjustments must not, however, affect the reliability or validity of assessment outcomes nor must they give the learner an unfair assessment advantage over other learners undertaking the same or similar assessments.

Disability

Section 6 of the Equality Act 2010 defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Special Educational Needs

A pupil has 'special educational needs' as defined in the SEND code of practice: 0 to 25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Application Process

- Information is collected from teachers to evidence 'normal way of working' for individual pupils.
- Form 8s, file notes for pupils at SEND Support and letters for pupils with Education Health Care Plans which paint a detailed picture of need are completed by the SENCO.
- Where appropriate, specialist evidence confirming the pupil's disability, for example a letter/report from CAMHS, or a medical consultant is included as evidence.
- Parental consent is requested to assess pupils with SEND in this cohort at the start of Year 10.
- Where parental consent has been given, assessments to determine access arrangements are undertaken by our internal specialist diagnostic assessor.
- Personal data consent forms are signed by pupils.
- Online applications are submitted to the JCQ using *Access arrangements online*, processed and approved.
- Parents/carers are informed of the access arrangements their child is entitled to.
- All documentation is stored securely so that it is accessible to examination inspectors.

Access arrangements pupils with SEND are entitled to in 2020-21

23 pupils with SEND are entitled to a combination of one or more of the following access arrangements:

- Reader
- Scribe
- 25% extra time
- Quiet space
- Coloured paper

Provision of Access arrangements

We take a personalised approach to the application of access arrangements for our expert assessments depending on the individual pupil, the nature of the assessment and how it is being implemented.

We are aware that pupils may not require the same access arrangements in each subject. Subjects and their methods of assessments may vary, leading to different demands of the pupil. The need for access arrangements is therefore considered on a subject-by-subject and pupil-by-pupil basis.

Reader

- A reader is a responsible adult who reads the instructions of the question paper and the questions to the pupil. This may involve reading the whole paper to the pupil or the pupil may request only some words to be read.
- Responsible adults may be support staff or teachers.
- Pupils must indicate to staff what they want to have read to them.
- A reader will not be allowed to read questions or text in papers (or sections of papers) testing reading, e.g. some components of English and MFL examinations.

Scribe

- A scribe is a responsible adult who, in an examination but not in a Speaking Test, writes or types a pupil's dictated answers to the questions.
- The pupil will not have access to marks awarded for spelling, punctuation and/or grammar unless they have independently dictated spelling, punctuation and/or grammar.
- Responsible adults may be support staff or teachers.
- Pupils may use chromebooks adapted for exam conditions.

25% Extra Time

25% extra time may be awarded:

- As an extension to the assessment session
- As time in subsequent subject lessons
- At another time during or outside core time.

Quiet space

Separate rooming will be provided in smaller areas for individual or a small number of identified pupils.

Expectations

All Subject Leads and subject teachers are aware of individual pupils' entitlement to access arrangements and the requirement to ensure they are provided.

Close liaison takes place between the Additional Needs Team and Subject Leads and teachers to identify the timings and nature of assessments. This communication may be via email, phone and face-to-face conversations.

Provision of access arrangements is planned for and provided for individual pupils.

Regulations about the use of readers and scribes are adhered to. Readers and scribes follow the Memory Aids provided by the JCQ.

Records are made of each assessment and the access arrangements provided.

If a pupil chooses not to use access arrangements, teachers / additional adults inform the SENCO so this can also be recorded. Families are contacted within 48 hours to inform them.

The SENCO, Assistant SENCO and Assistant Headteacher meet at least fortnightly with individual pupils to explore:

- the pupil's experience of the assessments and access arrangements
- ways the personalisation of the provision could be improved
- follow-up actions which may be required.

Review of Process adopted in 2020-21

This is an ongoing process with at least fortnightly discussions between the SENCO, Assistant SENCO and Assistant Headteacher to evaluate processes and identify next steps.

An overall review of access arrangements will be undertaken in July 2021.

For further information, please contact:

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