

**THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL**

**Examination Access Arrangements**



Author:	L Morgan
Position:	SENCo
Date written:	1 <sup>st</sup> December 2020
Date agreed and ratified by the Governing Body:	16 <sup>th</sup> November 2022
Date updated	November 2022
Date of next review:	1st December 2023

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*Article 3:* 'Best interests of the child must be a top priority in all decisions and actions that affect children'

*Article 28:* 'Children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee'

### 1. Governing Body Statement:

**The Governing body will ensure that:**

Planning and management of all exams is conducted in the best interest of candidates and in full compliance with the published JCQ regulations and awarding body requirements.

### 2. Key staff involved in the access arrangement's process

Role	Name(s)
SENCO:	Lee Morgan
SENCO Line Manager (Assistant Head Inclusivity):	Steve Fenner
Head of Centre:	Chris Doherty
Link Governor:	Justeen White
Assessor(s):	Lee Morgan
Access arrangement facilitator(s):	Sally Power

### 3. What are access arrangements and reasonable adjustments?

#### 3.1 Access Arrangements

**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 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 7]

#### 3.2 Reasonable Adjustments

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.

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 including the needs of the disabled candidate. An adjustment will not be approved if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

[AA Definitions, page 7]

#### **4. Purpose of the policy**

The purpose of this policy is to confirm that Admiral Lord Nelson School 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](#).

#### **5. Disability policy**

A large part of the Access Arrangements policy is linked to the Accessibility Plan which covers staff roles and responsibilities in identifying and supporting additional needs and disabilities, including full access to the school and curriculum. A copy of this plan can be found on the school website.

#### **6. The assessment process**

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

##### **6.1 The qualifications(s) of the current assessor(s)**

CPT3A (CCET & AAC)  
PGCIPP NASENC SENCO Accreditation  
BA (Hons) PE with QTS

##### **6.2 Checking the qualification(s) of the assessor(s)**

Evidence of assessor's qualification is located within the Exams office.

Bear in mind all relevant JCQ regulations and guidance provided in [GR](#) and [AA](#), including that centres are required to

*"...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 in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments.....*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor as appointed by the head of centre... Evidence of the assessor's qualification(s) must be obtained before he/she assesses candidates and held on file for inspection;"*

[[GR](#) 5.4]

*"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)*

##### **6.3 How the assessment process is administered**

Administration of the assessment process is completed after a thorough screening process and detailed consideration of a student's normal way of working.

All assessments are arranged by the SENCo, Lee Morgan who is also the Specialist Assessor.

Before a candidate's assessment, the SENCo will provide a picture of need in section A of the Form 8.

Evidence will be collated to demonstrate a candidate's normal way of working and relevant background information demonstrating a history of need.

The assessor will only conduct assessments which are relevant to support the application, using the most recent edition of nationally standardised tests. The tests used must produce standardised scores and the candidate's chronological age must be lower than the 'ceiling' of the test, unless no test is published for the candidate's age.

The assessor will personally conduct the assessment and consider if the results of tests demonstrate an impairment which substantially affects the student's performance.

*"The arrangements must be carried out in accordance with the JCQ publication Access Arrangements and Reasonable Adjustments, 1 September 2022 to 31 August 2023"* [GR 5.5]

*Note* for private candidates the centre must

*"...ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate such as a distance learner or a home educated student. The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home.. "* [GR 5.4]

#### **6.4 Recording evidence of need**

Evidence is recorded through the use of a Form 8 and centre-devised forms completed by the SENCo.

*"Form 8 – JCQ/AA/LD must be used to record information about a candidate's access arrangements/reasonable adjustments and be presented by the SENCo for inspection. .. Only Form 8 is acceptable. Spreadsheets, email messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports are not acceptable for processing and inspection purposes."* [AA 7.6]

*"As a minimum, a 'skeleton' Part 1 of Form 8 must be completed prior to the assessment by the SENCo or the assessor working within the centre detailing the candidate's background and history of support. The three questions within Part 1 of Form 8 must be addressed."* [AA 7.6]

### **7. Processing access arrangements**

#### **7.1 Arrangements requiring awarding body approval**

*Access arrangements online* enables centres to make a single online application for a candidate requiring access arrangements/ reasonable adjustments using any of the awarding bodies' secure extranet sites. *Access arrangements online* will provide an instant response and will only allow a maximum of 26 months for any arrangement. [AA 8.1]

## **7.2 Centre-delegated access arrangements**

The following arrangements do not need to be processed on-line and can be awarded by the centre. The responsibility to award centre-delegated access arrangements lies with the SENCo, who will gather appropriate evidence. Candidates will only be entitled to centre-delegated arrangements if they are disabled within the meaning of the Equalities Act and evidence demonstrates that they are at a substantial disadvantage when compared with non-disabled candidates undertaking the assessment. The only exception to this would be a temporary illness or injury.

Part 3 of Form 8 must be completed by the SENCo once the assessor has completed their testing and confirmed that the candidate has an impairment which substantially affects their performance.

Part 3 of Form 8 must make recommendations for access arrangements/ adjustments taking into account:

- the information from the assessment (Part 2 of Form 8);
- the requirements of the specifications; and
- the candidate's normal way of working in the centre (Part 1 of Form 8).

The completion of Form 8, Parts 1, 2 and 3 will enable the JCQ Centre Inspector to see clearly and concisely the candidate's normal way of working within the centre and the results of an assessment.

All assessors, as appointed by the head of centre and thus having an established relationship with the centre, must use Form 8, Part 2, to record the results of their assessment. At the same time, the assessor must sign and date Part 2.

Once Form 8 has been completed, assessors employed within the centre may process the application using *Access arrangements online* (see the qualifications listed within the Deadlines section). They must keep within the centre for inspection purposes a fully completed Form 8 (Parts 1, 2 and 3), signed and dated. This may be a hard copy paper version or an electronic version.

The responsibility for applying for access arrangements lies with the SENCo, Lee Morgan.

The following arrangements do not need to be processed online:

- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Braille
- Closed Circuit Television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor.

## **8. Centre-specific criteria for particular access arrangements**

### **8.1 Word processor policy (exams)**

Centres can 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 braille or a tablet.

The full policy for the use of word processors during exams can be found on the school website.

#### Allocating word processors

Appropriate exam-compliant word processors will be allocated in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of

the exam will be maintained at all times and candidates will be supervised in line with section 20 of ICE.

## **8.2 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."*

[AA 5.16]

## **9. References**

JCQ Joint Council for Qualifications. 2022-2023. *General Regulations for Approved Centres- JCQ Joint Council For Qualifications*. [online] Available at: <<https://www.jcq.org.uk/exams-office/general-regulations>>

JCQ Joint Council for Qualifications 2022-23. Access Arrangements and Reasonable Adjustments – JCQ Joint Council for Qualification. (online) Available at <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

JCQ Joint Council for Qualifications 2022-23. Instructions for conducting examinations Adjustments – JCQ Joint Council for Qualification. (online) Available at '[ICE' – Instructions for conducting examinations - JCQ Joint Council for Qualifications](#)