



the **ST LAWRENCE** academy

## Access Arrangements Policy

Within the academy we strive to create a learning environment, curriculum, experiences and relationships in which all individuals can find expression, be nourished and developed.

The academy commits itself to creating an environment for everyone that is characterised by our core values of Truth, Justice, Forgiveness, Generosity and Respect. These values have been used to determine this policy.

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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<sup>CIC</sup> 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 The St Lawrence Academy 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. <https://drive.google.com/open?id=1RFNxRV8sQ7FyiP-k7qXioP0pnJQtnmbnvpvPvdB0XAU>

*"A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes..."* [GR 5]

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 appointed by the head of centre. The assessor is 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

The Head of Centre and SENCo source an appropriate assessor and ask for evidence of relevant qualifications whilst bearing in mind all relevant JCQ regulations and guidance provided in [GR](#) and [AA](#), including centres are required to

*"...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly..."*

*...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...**"*

[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]

## How the assessment process is administered

Refer to document Access Arrangements Procedures:

[https://docs.google.com/document/d/1\\_IEOAfpSlcqmPbgzXUUcfO5C7Y\\_fBaX4\\_itcg5lyzg4/edit](https://docs.google.com/document/d/1_IEOAfpSlcqmPbgzXUUcfO5C7Y_fBaX4_itcg5lyzg4/edit)

By detailing this, you should be confirming

“that the assessment process is administered correctly...”

[GR 5.5]

## Recording evidence of need

Refer to document Access Arrangements Procedures:

[https://docs.google.com/document/d/1\\_IEOAfpSlcqmPbgzXUUcfO5C7Y\\_fBaX4\\_itcg5lyzg4/edit](https://docs.google.com/document/d/1_IEOAfpSlcqmPbgzXUUcfO5C7Y_fBaX4_itcg5lyzg4/edit)

## Gathering evidence of normal way of working

Refer to document Access Arrangements Procedures:

[https://docs.google.com/document/d/1\\_IEOAfpSlcqmPbgzXUUcfO5C7Y\\_fBaX4\\_itcg5lyzg4/edit](https://docs.google.com/document/d/1_IEOAfpSlcqmPbgzXUUcfO5C7Y_fBaX4_itcg5lyzg4/edit)

Bearing 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†, e.g.

- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- mock examinations.

This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8.

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 (see section 8.3, page 89).”

[AA 4.2.5]

## 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]

Refer to document Access Arrangements Procedures:

[https://docs.google.com/document/d/1\\_IEOAfpSlcqmPbgzXUUcfO5C7Y\\_fBaX4\\_itcg5lyzg4/edit](https://docs.google.com/document/d/1_IEOAfpSlcqmPbgzXUUcfO5C7Y_fBaX4_itcg5lyzg4/edit)

### Centre-delegated access arrangements

Refer to document Access Arrangements Procedures:

[https://docs.google.com/document/d/1\\_IEOAfpSlcqmPbgzXUUcfO5C7Y\\_fBaX4\\_itcg5lyzg4/edit](https://docs.google.com/document/d/1_IEOAfpSlcqmPbgzXUUcfO5C7Y_fBaX4_itcg5lyzg4/edit)

### 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.

Refer to document Access Arrangements Procedures:

[https://drive.google.com/open?id=1rkCsgRGYhbzD\\_IYKIHJZH2YfNeLh5kLmsV58V7xHnlg](https://drive.google.com/open?id=1rkCsgRGYhbzD_IYKIHJZH2YfNeLh5kLmsV58V7xHnlg)

*“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write 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 and be appropriate to the candidate’s needs...”*

[AA 5.8]

### **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]

[see AA 5.16 plus centre-determined criteria]