



BREDON
SCHOOL

Access arrangements policy

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Koen Claeys

Date of next review

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Donna Davis
SENCo line manager (Senior Leader)	Kelly Weston
Head of centre	Koen Claeys
Assessor(s)	Louise Rushby-Jones, Heather Boakes, Kelly Weston, Lesley Jones and Harriet Reynolds
Access arrangement facilitator(s)	Donna Davis

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What are access arrangements and reasonable adjustments?

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 3]

Reasonable adjustments

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. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. 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 a number of factors which will include, but are not limited to:*

- *the needs of the disabled candidate;*
- *the effectiveness of the adjustment;* • *the cost of the adjustment; and*
- *the likely impact of the adjustment upon the candidate and other candidates.*

An adjustment will not be approved if it:

- *involves unreasonable costs to the awarding body;*
- *involves unreasonable timeframes; or*
- *affects the security and integrity of the assessment.*

This is because the adjustment is not ‘reasonable’.”

[\[AA\]](#) *Definitions, page 3]*

Purpose of the policy

The purpose of this policy is to confirm that Bredon School has a written record which clearly shows the centre is leading on the access arrangements process and is complying 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](#)

This policy is maintained and held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes 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 process 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 Disability policy is on Q drive under exams – policies. It is also on the school's website.

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

The qualifications of the current assessors

Louise Rushby Jones **OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties.**

Heather Boakes **OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties.**

Harriet Reynolds **OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties.**

Lesley Jones **OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties.**

Kelly Weston **CPT3A**

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Assessors show their original certificates to the EO and photocopies are made. These copies are kept in the Exams Office in a yellow ring binder named 'Inspections' section 10.

The assessors have access to an up-dated copy of the JCQ regulations annually, and have yearly refresher training through Patoss meetings or communicated training.

Process for the assessment of a candidate's learning difficulties by an assessor

All pupils at Bredon School are screened for Access Arrangements in Year 9 or 10. Pupils joining the school in Year 12 are invited to be screened if they choose. These assessments are carried out by our specialist assessors (see above).

Teachers, Tutors and TAs are required to report any pupils who use SAAs as their 'normal way of working', during lessons or SLS sessions. They are also required to include evidence of non-JCQ related arrangements.

The Inclusion Manager correlates all evidence of need, both from the official assessors (Form 8s and test papers) and from the Teachers, TAs and Tutors.

The Inclusion Manager also gathers evidence of medical and psychological conditions from outside professionals.

Pupils are required to sign a data protection form to allow the Exams SENCO to apply for SAAs on-line.

Exams Officer then makes applications for SAAs on-line.

Bredon School only accepts external candidates with SAAs who have previously been assessed by the school.

Process for the assessment of a candidate's learning difficulties by an assessor

Assessor completes access arrangement testing and the data protection form with student.



The assessor:
For students without an EHCP the assessor completes an electronic copy of the Form 8 saves into team drive SAA Form 8 JQC--> Year group--> Surname, initial
For students with an EHCP scores and information is added to the EHCP SAA Online Application Info and an Bredon EHCP Info Form is completed.



Form 8 or Bredon EHCP info form is printed by the assessor and signed



Form 8, completed tests & data protection sheet taken to Exams office by the assessor.



KW signs SENCO section



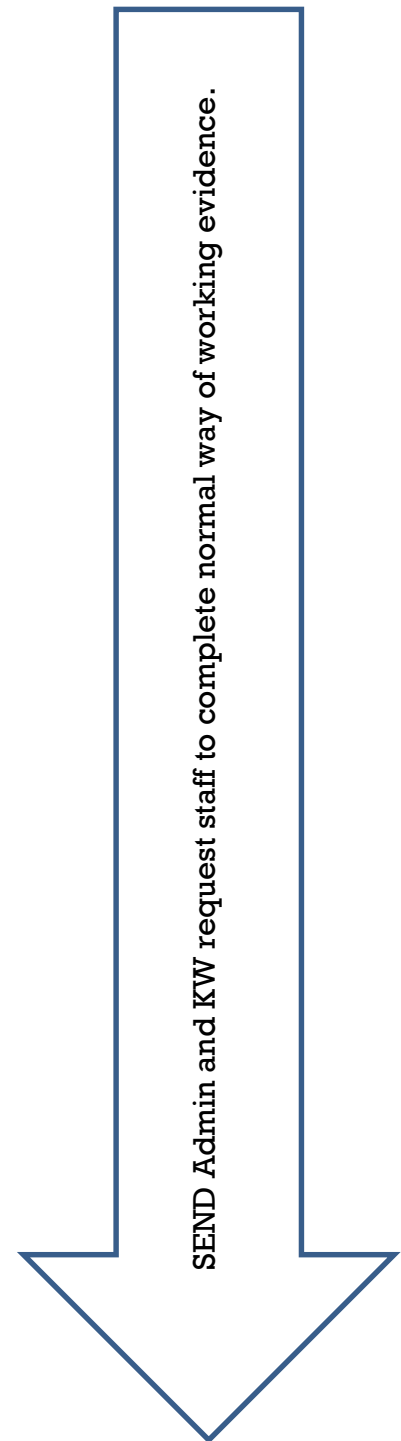
DD uploads onto AAO through CAP (in monthly batches)



DD prints JQC approval form adds to student file in folder



All paperwork filed for inspection purposes



The correct procedures are followed as per Chapter 7 of the JQC publication Access Arrangements and Reasonable Adjustments... [\[CR 5.4\]](#)

We do not allow private students to take exams. Home educated students will be applied for using the same assessment process as above with help from the outside agencies involved.

Painting a picture of need and gathering evidence to demonstrate normal way of working

The evidence for awarding SAAs is held in the Exams/Exams SENCO Office. It is arranged alphabetically in Year Group. For each candidate there is the following evidence:

- Form 8 signed by EO and JCQ Approved Assessor
- Data Protection Agreement signed by candidate
- Print out of permission awarded by JCQ and CIE
- Test papers
- Teacher evidence as normal way of working provided by teachers
- why the candidate needs the support
- how the candidate receives this support in school as their 'normal way of working'

These documents paint a picture of need for the candidates.

Special Access Arrangements most commonly awarded at Bredon School

- 25% extra time
- Reader/ computer reader/reading pen
- Scribe/ voice activated technology
- Word processor
- Prompter
- Rest breaks
- Separate accommodation
- Bi-lingual dictionaries

This list is not exhaustive.

Processing access arrangements

Arrangements requiring awarding body approval

The EO/Exams SENCO processes all applications for SAAs on-line.

The applications are made before February 15th for any candidate sitting the June exams of that year.

All materials must be delivered to the Exams Office by January 22nd to ensure they are processed on time. Required materials are:

- Form 8 signed by EO and JCQ Approved Assessor
- Evidence of need
- Data Protection Agreement signed by candidate
- Test papers

If an application is refused, the assessor, candidate, candidate's tutor and parent will be informed. If the assessor thinks it is appropriate to conduct further testing, this will be arranged and a subsequent Access Arrangements Online (AAO) will be processed.

All documentation relating to candidates' SAAs is located in their SAA file in the Exams Office. An electronic copy will also be kept

Centre-delegated access arrangements

Evidence to all centre delegated access arrangements along with medical evidence is also kept in the lever arch files in the exams office.

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

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.

The Word Processor Policy can be found on the Q drive under exams – policies.

1. Some candidates are **entitled** to use laptops in exams with the spelling and grammar disabled. These candidates have been **assessed** as:
 - a. **needing** to use them.
 - b. Word processing is their **normal way of working in school**.
 - c. They are indicated as 'wp' on the official SAA list.

Candidates must also be able to set up an exam page by themselves, with the correct information in the header and footer.

2. All candidates can **request** the use of a laptop in controlled assessments, if it is their normal way of working. Priority is given to those who are entitled to laptops.
3. In subjects where the answers are **not** on the question paper, candidates who use word processing as their normal way of working in school, can request to use a word processor. They must be able to show that they can set up exam pages correctly (see above).
4. Word processors can also be used alongside written answers in the question papers.
5. In exams with many candidates, there may not be enough laptops for all who request them. The exams department tries to maximise the availability to candidates by using multiple sessions, allowing more than one student to use each laptop. However, sometimes we are not able to provide everyone

with their choice. Teachers are aware of this and explain this to their pupils when asking pupils to make their requests for the use of laptops in exams. Only candidates who are **entitled** to a word processor will be guaranteed the use of a laptop.

6. Only school laptops which comply with exam board regulations are permitted in exams.

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."

[AA 5.8]

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."

Bredon School require a medical/psychological/behavioural report as evidence of the need for separate accommodation.