



St John
Bosco
College

Access arrangements policy

2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by

Date of next review

Jan 2019

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Mrs R. Baister
SENCo line manager (Senior Leader)	Miss M. Budzynska
Head of centre	Mr P. Dunne
Assessor(s)	Various – details on file in the Exams Office available for JCQ inspection

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What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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

“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.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that St John Bosco College 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](#).

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 location of the Disability Policy is:-

www.sjbc.wandsworth.sch.uk/attachments/download.asp?file=82&type=pdf

*“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.*

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect” [GR 5.4]

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 by JCQ regulations in [AA](#) 7.3.

The qualification(s) of the current assessor(s)

Anita Janjua – Assessing SPLD – Level 7 (AMBDA IMPENDING)
Sarah Styles – AMBDA Post Graduate BDA (British Dyslexia Association)

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

Assessor(s)'s provide evidence of their qualification(s) to the SENCo. Copies of the evidence of the assessor's/assessors' qualification(s) held by the SENCo/Exam Officer for the JCQ inspection.

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 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

The SENCo collects data from school staff and information for students that may require access arrangements.

Evidence is collected to ascertain the students normal method of working and to paint a picture of need.

Each student is identified and communication is made to the students parent/carer to have a professional assessment carried out to confirm the needs if any for examinations.

By detailing this, you should be confirming

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

[[GR](#) 5.5]

Recording evidence of need

Each pupil must have at least three pieces of evidence from their class teachers, showing that they use their access arrangements in class and in assessments as their normal way of working. E.g. using a scribe in assessments and receiving extra time.

The SENCO is responsible for applying for the access arrangements online, these are kept on file in a secure room and archived every year.

Pupils who require separate rooms would be pupils who are using a scribe and/or reader, or if there is a medical reason, such as anxiety where a pupils requires a separate room.

Note

“Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties...

Only Form 8 is acceptable. Spreadsheets, e-mail messages, centre devised equivalents of Form 8, educational psychologists’ reports and other reports are not acceptable for inspection purposes...

[AA 7.6]

“A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

The SENCo must complete at least a ‘skeleton’ Section A of Form 8 prior to the candidate being assessed (Section C of Form 8)... Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.

[AA 7.3]

Gathering evidence to demonstrate normal way of working

Teachers keep the SENCo informed by filling in Centre designed forms and submitting written evidence and copies of students mock papers, test papers to paint the picture of need.

Assessments are carried out by professionals to further strengthen evidence held in the school.

Looking at the evidence a picture of need and normal method of working for each student can be ascertained to put the correct access arrangements for each student.

Bear 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†, for example:

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*

- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre.

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 ...”

[AA 4.2]

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Evidence is collected and collated by the SENCo. Everything is printed and kept for each student on a file. Applications are submitted by the SENCo printed and added to each students file. The completed files are given to the Exams Officer for the JCQ inspector's visit.

Any applications that do not gain approval from the awarding body are reviewed and if appropriate the evidence is sent to each awarding body by the SENCo to gain individual approval.

Centre-delegated access arrangements

Evidence is collected and kept for any students that have arrangements such as a word processor for exams. The evidence is kept on file. The exams officer is informed of these arrangements so as to ensure the student has the correct arrangement for each exam.

Arrangements that do not require online applications such as a rest break are advised by the SENCo. The examinations officer puts in place a comprehensive list for invigilators to know and understand the candidates that require certain arrangements. All access arrangement students are sat together where possible and the desks are labelled clearly so as to ensure the arrangements are facilitated.



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 school website:
<http://www.sjbc.wandsworth.sch.uk/attachments/download.asp?file=91&type=>
(the statement details the criteria the centre uses to award and allocate word processors for exams.

"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 now wants 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...

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." [AA 5.16]

The centre's criteria (or policy) on separate invigilation within the centre is determined by the SENCo based on a student's history of need. This is a normal way of working within the centre for tests and mock examinations as a consequence of a long term medical condition or long term social, medical condition or long term social, mental or emotional needs. This will also be recorded on the form8 written by a qualified specialist that assesses all students granted access arrangements within this centre.

[see AA 5.16 plus centre-determined criteria]