

Isaac Newton Academy

Access Arrangements Policy

2020/21

Contents

Key Staff	2
What are access arrangements and reasonable adjustments?	3
Access arrangements	3
Reasonable adjustments	3
Purpose of the policy	3
Disability policy (exams).....	4
The assessment process.....	4
The qualification(s) of the current assessor(s).....	4
Checking the qualification(s) of the assessor(s).....	4
How the assessment process is administered	4
Recording evidence of need	5
Gathering evidence to demonstrate <i>normal way of working</i>	5
Processing access arrangements	5
Arrangements requiring awarding body approval.....	5
Centre-delegated access arrangements	6
Centre-specific criteria for particular access arrangements.....	6
Word processor policy (exams)	6
Separate invigilation within the centre.....	6

Key Staff

Role	Names
Head of Centre	Jo Spencer
Exams Officer line manager (Assistant Principal: data and assessment)	Mark Crowther-Green
Data and Exams Manager	Aidan Rothnie
SENCo	David Wilson
SLT Members	Sugra Alibhai; Paul Morton-Kemp; Tam Broadway; Eva McEvoy; Leanne Abbott-Jones; Gareth Marshall-Jones; Nichola West; Alex Clift-Matthews; Patrick Ball; Greg Coughlin; and David Beattie

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

“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 Isaac Newton Academy 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...” [JQC *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/e-folders of each access arrangements candidate. Each file/e-folder 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 JQC 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 centre's disability policy (exams) is available on the Academy website and through Fronter.

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)

The current assessor is Jacqui Wolf, who possesses the following qualifications:

- MScED
- CCET
- AAT
- SpLD-TCP
- SpLD-ACP

These have been awarded by

- CCNY
- Realtraining
- Patoss

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)

Upon the first meeting with the centre's SENCo, the assessor has her qualifications verified and a photocopy is made and stored in the access arrangements file. This is in accordance with AA guideline 7.4

Reporting the appointment of the assessor(s)

The centre's SENCo maintains the evidence of the assessor(s)'s qualifications in the Access Arrangements folder, and is therefore available upon request to JCQ inspectors

How the assessment process is administered

- The assessment procedure is led by the specialist external assessor, based on a referral system by the centre's SENCo

- The SENCo makes a referral based on observations and recommendations from teachers, observations carried out within classes, and via consultation/requests made by parents and carers
- The assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an access arrangement application. The original tests are stored in the candidate's files in the access arrangements folder
- Where a candidate has learning difficulties and is not subject to a current Education, Health, and Care Plan or Statement of Special Education Needs, the SENCo will paint a picture of need and demonstrate the candidate's normal way of working as per Part 1 of Form 8 prior to the candidate being assessed

Recording evidence of need

- The centre maintains a folder of Access Arrangement information, including evidence of need, form 8s, and access arrangement application outcomes
- The folder is stored in the exam officer's office, but is updated by the SEND team and the SENCo as necessary
- Evidence recorded includes, but is not limited to:
 - Tests to measure reading comprehension, reading speed, and memory and learning
 - Past papers completed under examination conditions
 - Assessment profiles and reports
 - Examples of class work and independent learning
 - Doctors' letters and notes describing physical and/or mental needs.

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

- Teaching staff are asked to provide examples of candidates' work to demonstrate the need that has led to the application of an access arrangement being made
- This work is then stored in the student file in the access arrangement folder by the SENCo and made available for inspection
- Candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

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 the AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed within the JCQ Centre Admin Portal (CAP) logging in to one of the awarding body secure extranet sites. A single application is required for each candidate, regardless of the awarding body is used.

The procedure for applying for access arrangements via AAO is as follows:

- The SENCo will have identified candidates who would benefit from access arrangements, and have compiled evidence of need and evidence of normal way of working in the access arrangements folder

- Upon completion of a candidate's access arrangement portfolio, the SENCo will meet with the exams officer, who will complete the application via AAO under supervision. The SENCo will provide answers to necessary questions as part of the application process
- The results of completed applications are printed and kept in the candidate's access arrangement portfolio along with the appropriate evidence of need (where required) and a signed candidate personal data consent form
- The access arrangements folder is stored in the exams officer's office and is available for inspection by the JCQ Centre Inspection Service.

Centre-delegated access arrangements

Centre-delegated access arrangements refer to those which are granted by the centre.

- The centre offers a smaller, quieter examinations venue for candidates who may benefit from it, but do not have needs that require access arrangements with awarding body approval
- Candidates may be provided with this arrangement for reasons such as, but not limited to:
 - Having an identified SEND need that would be better served in the quiet venue
 - Recent physical injuries or sickness
 - Bereavement or other such upsetting that would impact a candidate's performance in the exam
 - Behaviour concerns that would necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.

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 centre's policy for word processors is located on the centre's website and on Fronter.

Separate invigilation within the centre

A decision where an exam candidate may be approved for separate invigilation within the centre will be made by the SENCo and SLT.

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 SENCo will gather evidence and compile a portfolio for any candidate who may require separate invigilation, and then liaise with the exams officer to determine an appropriate venue within the centre, likely to be an empty classroom. The exams officer is then responsible for ensuring that the venue is appropriately prepared for separate invigilation, in accordance with JCQ regulations on the matter.

The SENCo and the exams officer will liaise to appoint an appropriately qualified member of the SEND team or an invigilator for the separate invigilation. Both the SENCo and the exams officer will

train the invigilator both to usual invigilation standard and to the individualized needs of the candidate, with the details recorded in the invigilator training log.

Reviewed June 2020