



Noel-Baker Academy  
A L.E.A.D. Academy

# Access Arrangements Policy

## 2019/20

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

## Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
SENCo (SLT)	<b>Sarah Brown (SLT)</b>
Deputy SENCo	<b>Caroline Jones</b>
Head of centre	<b>Ann Donaghy</b>
Assessor(s)	<b>Philippa Wroe</b>
Access arrangement facilitator(s)	<b>Natalie Hinchcliffe</b>

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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

*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 Noel-Baker 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...*”

[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.

Noel-Baker Academy Disability policy can be found on the U:drive/exams/exam policies.

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)

BEd (hons) QTS Dip SpLD (dyslexia) AMBDA SpLD APC

Specialist Literacy Difficulties Teacher and Independent Educational Consultant

Derby Dyslexia Assessment and Teaching Service

### 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)

The head of centre ensures that the Assessor has the relevant qualifications and practising certificate. Copies of these are kept on securely file.

### **Reporting the appointment of the assessor(s)**

Evidence of the Assessor's qualifications, who is an external assessor that has established a working relationship with the centre, are held securely and up to date.

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

Access Arrangement needs are identified by teachers, mentors and learning support staff. They will use the referral system to share concerns. The coordinator then liaises with subject staff to establish a picture of need. Access arrangements are put in place and this becomes the normal way of working for the student. Evidence is collected and the part 1 of the Form 8 is then completed prior to an assessment.

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

The AA coordinator then liaises with subject staff to establish a picture of need. Access arrangements are put in place and this becomes the normal way of working for the student. Evidence is collected and the section A of the Form 8 is then completed prior to an assessment. The assessor is provided with all relevant information regarding each student prior to assessment. All section A's are completed in line with the regulations to establish a picture of need. For any private candidates, their previous centre will be contacted to confirm their normal way of working.

## **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 92 of [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) by logging in to one of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Once AAO applications are submitted they are printed and kept in the student's individual file these files are kept in a locked metal cupboard with a sole key holder. All Data Protection Notices are signed prior to assessment and kept along with student records.

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

Students that have issues regarding mental health and medical and have EHCP's will have a centre file note and appropriate accompanying evidence for their Access Arrangement.

## 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.

Noel-Baker Academy word processor policy can be found on the U:drive/exams/exam policies.

### 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]

Students that have issues regarding mental health and medical and have EHCP's will have a centre file note and appropriate accompanying evidence. Non EHCP students will have appropriate medical evidence. This will allow them to have separate invigilation with in the centre.