



LONGHILL

HIGH SCHOOL

Exams Access Arrangements Policy

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Key staff involved in the access arrangements process

Role	Name(s)
SEnCo	David Grier
SEnCo line manager (Senior Leader)	Rachel Congreve
Head of centre	Rachelle Otulakowski
Assessor(s)	David Grier and Barbara Sauer
Access arrangement facilitator(s)	David Grier and Barbara Sauer

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 Longhill High School 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 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)

Siobhan Naumann - Certificate of psychometric testing, assessment and access arrangements (CPT3A) Equivalent to Level 7. Awarded 6/3/17

Barbara Sauer - Diploma for Teachers of Learners with Specific Learning Difficulties. Awarded 17/4/2003

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

Photocopies of qualifications in exams files within Learning Support Department and originals seen by SENCO.

How the assessment process is administered

Students with a history of literacy needs screened using WRAT 4 no sooner than the start of year 9.

Students with history of processing difficulties screened using CTTOP-2 no sooner than the start of year 9.

Students with identified issues of handwriting screened using free writing section of DASH.

EHCP students who have needs, have access arrangements provided as outlined in their EHCPs.

Identification of students who may require access arrangements: Most students have a history of need dating back to the start of primary school. These students are identified during the transition process. From Year 7 students are referred to the Learning Support Department by parents/staff. They are observed, their work is scrutinised and information gathered from staff and parents. When necessary, the specialist assessor uses psychometric testing to assess for their specific needs.

Recording evidence of need

Completing Form 8 and supporting evidence, test results, emails

Gathering evidence to demonstrate *normal way of working*

Evidence is gathered to record the candidates "normal" way of working by the following:

- 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.

Processing access arrangements

Arrangements requiring awarding body approval

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.

Siobhan Hewitt is responsible for applying for access arrangements for Learning Support and Barbara Sauer for Special Facility. Files are kept in the relevant office for each and evidence of awarding body referrals kept at the back of these files.

Centre-delegated access arrangements

If coloured paper is requested we require the evidence from an optician stating which colour is required.

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. This is kept in the Exams office and with Learning support.

The criteria Longhill High School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- ▶ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- ▶ a medical condition
- ▶ a physical disability
- ▶ a sensory impairment
- ▶ planning and organisational problems when writing by hand
- ▶ poor handwriting

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]