



# Access Arrangements Policy

2023/24

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
	
Date of next review	October 2024

### Key staff involved in the access arrangements process

Role	Name
SENCO	Hayley Rowden
SENCOs line manager	Claire Noble
Head of Centre	Mr N Rutherford
Assessors	Rachel Munro, Laura Evans, Andrew Orchard
Access arrangements facilitators	Various

## Contents

What are access arrangements? .....	3
Purpose of the policy .....	4
Disability policy (exams) .....	4
The assessment process.....	5
Qualification(s) of the assessor(s) .....	5
How the assessment process is administered .....	5
Recording evidence of need .....	6
Processing access arrangements and adjustments.....	7
Centre-delegated arrangements/adjustment.....	8
Sixth Form students.....	8
Word Processor Policy.....	8

## What are 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 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'.*

References to legislation are to the Equality Act 2010.

## General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCO, or an equivalent member of staff within The Thomas Hardy School, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Arrangements **must** always be approved **before** an examination or assessment.

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments(s) before his/her first examination.

## Purpose of the policy

The purpose of this policy is to confirm that The Thomas Hardy 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' Chapter 5.5]

This document is further referred to in this policy as [GR](#)

This policy is maintained and held by the Exams Officer and 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 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.

This policy can be viewed on The Thomas Hardy School website under Curriculum > Policies.

*'The head of centre/senior leadership team will recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.'*

"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..." [GR 5]

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

## The assessment process

Assessments are carried out by an assessors appointed by the head of centre. The assessors are appropriately qualified as required in JCQ regulations in AA, section 7.3.

### The qualifications of the current assessors

Andrew Orchard – Real training AAC and CCET

Laura Evans – Real training AAC and CCET

Rachel Munro – Real training AAC and CCET plus Level 7 certificate in assessing and teaching learners with SPLD.

Only the above named assessors will carry out assessments for Access Arrangements within the Thomas Hardy School and evidence of their qualifications is held by the Exams Officer.

[AA 7.3]

### Qualification(s) of the assessors

Evidence of the assessors' qualification(s) is held on file in the Exams Office. An annual online refresher course is undertaken by all assessors.

All assessors are in house and are direct employees of The Thomas Hardy School.

*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...***

5.4]

[GR

*"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." and/or the Exams Officer.*

[AA 7.3]

### How the assessment process is administered

The following process is for those students who do not have an EHCP. To ensure that the assessment process is administered correctly we firstly liaise with our Literacy Specialist Teacher to access up to date literacy scores. We will then consider assessments for students who appear to have a need.

Students can self-refer or teachers, teaching assistants and/or parents can ask for an assessment where a student is having significant and persistent difficulties in lessons and examinations. Evidence of the candidate's normal way of working is gathered from their teachers and background information is obtained from the SEN Department. The in-

house assessors will then complete Part 1 of the Form 8 Following consultation with the SEN Manager the arrangement is applied for online. (In accordance with section AA7.5) [GR 5.5](#)]

### Recording evidence of need

Before the candidate's assessment, the referring staff member must provide the assessor with background information, i.e complete the teacher supporting information form and provide an example of the student's work i.e picture of need as required Part 1 of Form 8. The assessors and teaching staff **must** work together to ensure a joined-up and consistent process.

All candidates **must** be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

In the case of a need for a reader/computer reader, completion of a form 8 is no longer necessary nor is an assessment of need. However, the centre will undertake the relevant assessment and only make applications for a reader/computer reader where evidence for this is found. This is recorded with a detailed file note, except in the case of students for whom a Form 8 is completed with respect to other access arrangements where evidence for a reader can now be included on the Form 8 rather than on a separate file note.

- The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.
- The assessor must carry out tests which are relevant to support the application.
- Current editions of nationally standardised tests which produce standardised scores must be used, where published.
- The candidate's chronological age must be less than the 'ceiling' of the test, unless there is no published test for the candidate's age.
- Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15. (These are standard scores.) Standardised scores of 84 or less are described as 'below average'. Standardised scores of 85-89 are described as 'low average'. Test results for Part 2 of Form 8 must not be reported as percentiles, scaled scores, T-scores or age-equivalent scores. Such scores must be converted into standard scores.

## Processing access arrangements and adjustments

### Arrangements/adjustments requiring awarding body approval

*Access arrangements online* is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

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.

*For those qualifications listed within the Deadlines section, Access arrangements online enables centres to make a single online application for a candidate requiring access arrangements/ reasonable adjustments using any of the awarding bodies' secure extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement. Further information on Access arrangements online is available from: AAO – Frequently Asked Questions - JCQ Joint Council for Qualifications Extra time of more than 25% (26% to 50%) and/or a Language Modifier must have tests recorded within Part 2 of Form 8 dated within 26 months of the final examination(s).*

Further information on Access arrangements online is available from:

<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>

[AA 8.1]

Requests for assessments may be given via the Access Arrangements email address or the SENCo or via the SEN Manager. The SEN Manager or a designated representative processes the applications via the *Access arrangements website*. They are completed by the assessors, in accordance with JCQ deadlines. The Form 8, supporting evidence, signed data protection form and JCQ approval are kept on file securely in the SEN managers office. When applications are successful, the SEN manager or designated representative sends a letter home confirming details of the arrangements. When applications are unsuccessful, the SEN manager or designated representative sends a letter home accordingly. When an application requires referral to the awarding bodies, the SEN manager or designated representative will process this, giving more supporting information from their SEN file.

The SEN manager must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service.

### Centre-delegated arrangements/adjustments

For arrangements which do not require JCQ approval, such as rest breaks; the in-house assessors will record a signed file note and keep this on file with any appropriate evidence. Small rooms for candidates with no additional need will only be granted where the candidate has a significant need which can be substantiated by a medical letter from a professional more specialist than a GP or the candidate is known to the senior leadership team for their needs.

### Sixth form students

Students in the sixth form may be invited for an assessment appointment at a specific time and date. If they fail to attend this appointment on two separate occasions, it is then their responsibility to make another appointment via the EforE office.

JCQ deadlines are absolute. We work within these and cannot assess students for exam arrangements when these have passed. The only exception to this will be students who require a temporary arrangement e.g for a broken arm.

### Word processor policy

There is a separate policy for the use of word processors at the Centre