



**'Excellence Together'**



**Wyvern College  
and  
St Edmund's School  
Access Arrangements  
Policy**

JAN 2019

**Wyvern College and St Edmund's Girls' School**  
**Access Arrangements Policy and Procedures 2018-19**

Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
Head of centre	Mrs. N. Bull
Deputy Head (Pastoral)	Mr. B. Burley
SENDCo	Ms. S. Rideout & Mrs. A. Hoskins
Examinations officer	Mrs. C. Ingram

## Contents

Key staff involved in the access arrangements process .....	1
What are access arrangements and reasonable adjustments? .....	3
Access arrangements .....	3
Reasonable adjustments .....	3
Purpose of the policy .....	3
Disability policy (exams) .....	3
The assessment process .....	3
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.....	6
Centre-delegated access arrangements .....	6
Centre-specific criteria for particular access arrangements.....	6
Word processor policy (exams).....	6
Separate invigilation within the centre.....	6

## 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 the Wyvern St. Edmund’s Learning Campus 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 is appropriately qualified as required by JCQ regulations in AA 7.3.

The qualification(s) of the current assessor

Ms S. Rideout: CPT3A, Member of the British Psychological Society

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

Copies of certificates for internal and external assessors are held on file. Where the external assessors are Chartered Educational Psychologists, a record of their PYL number is kept instead of a copy of their qualification.

JCQ guidelines state that:-

The assessor should ideally be employed with the centre, as is the case at the Wyvern St. Edmund's Learning Campus. Alternatively, the assessor should be employed at another centre, e.g. with an academy chain, employed by the Local Authority or an external assessor who has an established working relationship with the centre or, before an assessment, establishes a relationship with the centre.

"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.

## How the assessment process is administered

Candidates are assessed after the appointed assessor (S. Rideout, SENDCo) is informed that a potential need exists. This may come from class teachers as a result of reviewing a pupil's normal way of working or after reviewing class tests and exams. In addition, the SENDCo will formally remind all teachers to identify relevant pupils in each year group at least annually. Pastoral support teachers are also encouraged to identify any student who they feel has learning or other difficulties. Parental concerns are welcomed. The SEND Register is also used to help to identify potential needs and parental concerns are passed to the SENDCo for review.

Once students have been identified, their class teachers are asked to complete a form detailing any arrangements that they need to make to ensure progress in the classroom or to allow them to succeed in school tests. These are then collated and if it is possible to build a picture of need, the student is tested to see whether we can evidence that need.

Tests used for access arrangements in school include Detailed Assessment of Handwriting (DASH AND DASH 17+), Comprehensive Test of Phonological Processing (CTOPP-2), Wide Range Achievement Test (WRAT-4), Wechsler Individual Achievement Test (WIAT-IIUK-T).

## Recording evidence of need

Evidence for access arrangements is summarised on a Form 8 which is printed and kept in each student's file. With this there are also all emails and completed 'evidence of need forms', together with the actual tests completed.

Where appropriate, a note is made on headed paper and hand signed to summarise needs if, for example, there is evidence from a medical consultant that a student either has a diagnosed condition such as autism or has needs which require the use of reasonable adjustments. All letters are also copied and stored with the student access arrangement details.

Where a student may need centre-delegated arrangements such as the use of a small room or supervised rest breaks, a note on headed paper with the reason for the adjustment is made by either the relevant head of year or the SENDCo. This is stored on the student's file.

## Gathering evidence to demonstrate *normal way of working*

Evidence to inform the process of testing is collected from a student's class teachers. A standard form is either emailed to each teacher or, where there are a number who have been identified at the same time, a list is sent to the relevant head of each department and they facilitate the collation of evidence.

Teachers are asked to comment on the student's normal way of working and this is the primary evidence when considering whether testing is appropriate.

*"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.*

[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.

The SENDCo is responsible for using Access Arrangements Online to process requests for arrangements. Where these are agreed, the JCQ form is printed and stored on the student file in the SENDCo's office.

Applications online are not made until the relevant Form 8 has been compiled printed and signed.

Where approval is not gained, the nominated assessor will review the evidence and consider more testing

Centre-delegated access arrangements

Where a student may need centre-delegated arrangements such as the use of a small room or supervised rest breaks, a note on headed paper with the reason for the adjustment is made by either the relevant head of year or the SENDCo after discussion between them. This is stored on the student's file in the SENDCo's office.

## 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.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo.

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."* [\[AA 5.16\]](#)

**Nature of policy:**

Teaching and Learning  
Special Educational Needs  
Equality information and objectives

**Local or statutory:** Local

**Policy author:** Bruce Burley