

Exam Access Arrangements Policy 2018-19



Lealands
High School

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Lealands High School
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1. INTRODUCTION

Lealands High School policies are designed to support the school ethos, aims and vision. Lealands is a positive learning community which is fully inclusive to ensure equality of opportunity for all.

Our aims are outlined in our Home School Agreement. We want all members of the school community to:

- Enjoy learning
- Be enquiring
- Achieve the best
- Feel safe and secure
- Be happy
- Be well cared for and supported
- Be challenged and make good progress
- Be prepared for a bright future
- Make a valued contribution
- Enjoy a well ordered and stimulating learning environment

Our vision is to be a school where:

Everyone achieves excellence, demonstrates respect for all and takes responsibility for their own actions while helping others to be successful.

All staff are required to uphold the ethos and aims of the school through the application of this and all school policies agreed by governors. Every teacher at Lealands High School is a teacher of every child or young person including those with special educational needs or disabilities (SEND).

2. What are access arrangements and reasonable adjustments?

2.1 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'.

2.2 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 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'."

3. Purpose of the policy

- 3.1 The purpose of this policy is to confirm that Lealands High 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...”

This policy is maintained and held by the SENCo and Assistant SENCo alongside the Exams Officer. Individual files of each access arrangements candidate 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*.

4. The assessment process

- 4.1 Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations.

- 4.2 The qualification of the current assessor

Louise Green SpLD Professional Association of Teachers of Students with Specific Learning Difficulties - Aug '17 - July '20.
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- 4.3 Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged in the centre, evidence of the assessor’s qualification is obtained and checked against the current requirements in Access Arrangements and Reasonable Adjustments 2018-2019. This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Evidence of the assessor’s qualification(s) are held on file for inspection purposes and presented to the JCQ Centre Inspector by the SENCo and/or the Exams Officer. All assessors used by the centre fully understand the requirements of the JCQ regulations.

- 4.5 Reporting the appointment of the assessor(s)

Evidence of the assessor’s qualification(s) is held by the SENCo and a copy is also kept by the Exams Officer in the secure storage area. The names of all assessors assessing candidates within the centre are entered into Access arrangements online to confirm their status.

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

The SENCo has overall responsibility for arranging assessment and maintaining records on all students requiring access arrangements.

All students are internally assessed annually using current editions of nationally standardised tests which produce standardised scores to monitor progress in core subjects, reading and spelling.

Teachers, Learning support assistants and the pastoral team report to the SENCo any students using any access arrangements as their 'normal way of working'

Internal testing for dyslexia is carried out before being referred to the appointed assessor.

The SENCo is responsible for keeping up to date records on all students with Education, Health and Care Plan or Statement of Special Educational Needs.

Records are also kept on all other students requiring access arrangements by 'painting a picture of need' and demonstrating the candidate's normal way of working and completing Section A of Form 8 prior to the candidate being assessed.

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

Before the candidate's assessment, the SENCo will provide the assessor with background information by completing Section A of Form 8 confirming normal way of working, including comments and observations of teaching and support staff, intervention strategies, baseline data, test results, differentiation and arrangements applied in internal mock examinations.

5. Processing access arrangements

5.1 Arrangements requiring awarding body approval

All arrangements requiring awarding body approval will be processed through Access arrangements online (AAO)

Arrangements requiring awarding body approval:

Bilingual dictionary with extra time

Computer reader/reader

Extra time

Practical assistant

Scribe

The SENCo, Assistant SENCo and Exams Office keep evidence for awarding access

arrangements. Information is arranged alphabetically in year group. For each candidate there is:

Form 8 signed by the SENCo and the approved assessor/SENCO's signed detailed information

Data Protection Agreement signed by the candidate

Print out of approval awarded by JCQ

Test papers

The SENCO holds separate information on

Potential students requiring access arrangements

Why candidates need support

How candidates receive support in school as their 'normal way of working'

These documents paint a picture of need for the candidates.

5.2 Centre-delegated access arrangements

Examples of centre-delegated access arrangements

Bilingual dictionary

Colour naming by invigilator for candidates who are colour blind

Coloured overlays

Coloured/enlarged papers

Prompter

Read aloud

Supervised rest breaks

Word processor

The SENCo and Exams Officer keep evidence for all candidates requiring any centre-delegated access arrangements.

6. Centre-specific criteria for particular access arrangements

6.1 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 Word Processor Policy can be found on the shared drive and the school website.

Certain candidates are entitled to use laptops in their exams

- Where a pupil is authorised to use a word processor as their routine, normal way of working, the Examinations Officer will make contact with the candidate to arrange in which specific examinations they may use a word processor.
- Only the relevant software applications will be available; spell-check, grammar check and the thesaurus will not be enabled. There will be instructions informing candidates how to set up documents with all the relevant personal details.
- At the end of examination the candidate will be required to remain in the room while their work is printed off and authenticate the relevant hard copy.
- Opportunities to rehearse the use of a word processor are available in the period leading up to public examinations.

6.2 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

reflects the candidate's normal way of working within the centre

7. Implementing access arrangements and conduct of exams

7.1 Staff within the school is responsible for ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates and candidates with access arrangements to internal and external exams and internal and external assessments.

The Exams Officer is to be familiar with the instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE 2018-2019](#)

The SENCo ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time.

Any arrangements put in place must not unfairly disadvantage or advantage disabled candidates.

Use of access arrangements will be monitored during internal tests/mock exams. If the use of arrangements granted to a candidate is never made use of, the school may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage.

The SENCo and Exams Officer liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.

The SENCO is responsible for arranging appropriate centre staff to support candidates (practical assistant, prompter, reader, scribe).

Invigilators and staff supporting candidates are to be appropriately trained and understand the rules of the particular access arrangement(s) and made aware of the Equality Act 2010.

The SENCo and Exams Officer keep a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

The support staff is known by or introduced to the candidate prior to exams.

Invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator.

Cover sheets/JCQ forms, where these are required by the arrangement are completed as required by facilitators and the Exams Officer and checked before being dispatched to examiners/markers.

The Exams Officer will arrange support for any candidate requiring an emergency (temporary) access arrangement at the time of exams. Approval will be applied for through Access Arrangements Online.

The Exams Officer will ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it

All candidates with access arrangements are identified on exam room seating plans in accordance with JCQ regulations.

