



Access Arrangements Policy 2021-2022

THE KING DAVID HIGH SCHOOL

This policy is reviewed annually to ensure compliance with current regulations.

Date of next review	September 2022
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Key staff involved in the policy

Role
Head of Centre
SENCo
SLT members
Teaching staff
Exams Officer

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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 King David High School complies with its “...*obligation to identify the need for, request and implement access arrangements...*”

[JCQ General Regulations for Approved Centres, 5.4]

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’.*

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, **must** ensure that the proposed access arrangement/**reasonable adjustment** does not **unfairly** disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the start of the course.

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

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

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

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities 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.

Disability policy (exams)

A large part of the access arrangements policy is covered in the Staff Handbook which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

An Electronic copies of all exam related policies appear on the school website and on the staff drive on the school network so that all teaching staff can access them.

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

Types of access arrangements

Access arrangements may include:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%
5. Reader/Computer reader
6. Read aloud
7. Scribe/Voice to text software
8. Word processor
9. Braille transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. Other arrangements for candidates with disabilities

In line with JCQ regulations, The King David High School will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at The King David High School – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available for inspection.

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](#).

Checking the qualification(s) of the assessor

- The assessor must hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:
 - The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals
 - The appropriate use of nationally standardised tests for the age group being tested

- Upon appointment at The King David High School, the assessor is required to produce a copy of their qualification and assessment practicing certificate which is held in the SENCO Office on file.

How the assessment process is administered

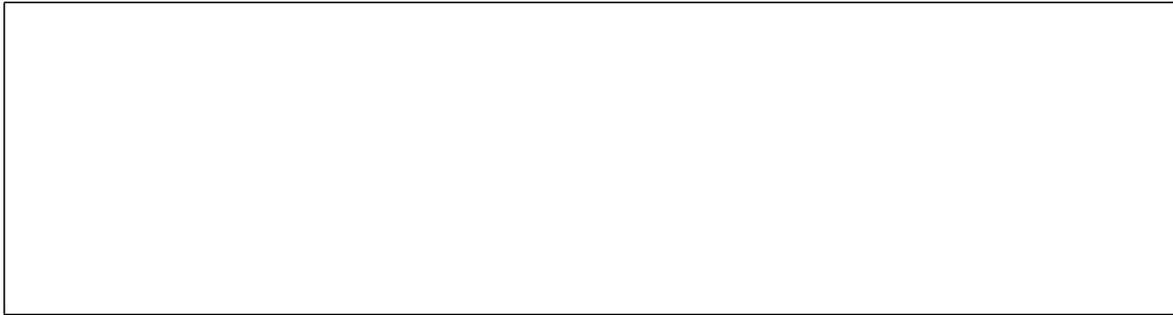
- The head of Centre makes provision for the Exams Officer to attend training courses that are relevant to the role. The exams officer is a member of the Exams Office organisation and has access to help, support, updated procedures/requirements from the exams boards as well as the latest regulations and legislation.
- The exams officer is aware of her responsibility to familiarise herself with the annually amended JCQ regulations and amend the centre's policies and procedures accordingly. This ensures that the assessment process continues to be carried out correctly in accordance with the latest JCQ legislation.
- All amended/updated exam related policies and supporting JCQ publications will be disseminated to the relevant teaching staff and SLT members.
- Similarly, any relevant JCQ 'notice to candidate' documents will be given to the candidates at the appropriate times.
- All exam related policies/ supporting JCQ documents will be put on the staff drive on the school's computer network.
- All relevant exam related policies and JCQ publications will be put on the school website and updated annually.
- All previous relevant assessment records, diagnosis' reports and documentation pertaining to a student's needs will held on record in the pupil file; this will assist the exams officer in determining any potential entitlement to access arrangements.
- All teaching staff are given a list detailing the access arrangement entitlement of all students and this list is updated as necessary.
- Parents can contact the school to ask for advice about further testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCO will investigate their concerns by speaking to the student's subject teachers. Following this, a decision will be made as to whether it is appropriate to test a student.
- Any staff member can contact the SENCO/Exams Officer directly at any time to raise any concerns about a candidates' learning or access to the curriculum.
- Access arrangements will be applied for using Access Arrangements On-line before the annual JCQ deadline. The exception to this is where an emergency arrangement has been put in place as a consequence of a temporary injury or impairment.

Recording evidence of need

- The SENCO has a separate file for each student with relevant information pertaining to any formal diagnosis' background information, relevant assessment reports, evidence of need/normal way of working as well as details of both individual and group interventions and performance monitoring data.
- The tests used to determine entitlement to access arrangement are designed to examine the following:
 - Reading speed
 - Reading comprehension
 - Spelling ability
 - Writing speed/legibility
 - Processing speed
 - Working memory
- Alternatively where appropriate, a SENCo file note is made for the students who have complex needs and are on an EHCP. This file note will be updated accordingly and used to apply for access arrangements at the appropriate times. Additional supporting evidence will be required to process applications in this way.
- At the time of applying for access arrangements, a form 8 will be completed by the appropriate persons. Alternatively, a SENCo file note will be made in line with JCQ requirements and including all relevant supporting documents.
- A data protection notice will be signed by the candidates.
 - A diagnosis of ADD/ADHD does not automatically lead to extra time but on evidence of need.

Gathering evidence to demonstrate normal way of working

- All subject teachers email SENCO detailing a student's 'normal way of working' for each student applying for an access arrangement. This details comprehensively all additional/alternative arrangements that are used in class to support the student with the teaching and learning
- As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the specialist assessor can show a history of support and provision.
- All teaching staff are reminded on a regular basis by the SENCO to ensure that students are working with their correct access arrangement entitlement and that the students' workbooks are annotated to reflect their designated 'normal way of working'.
- The delivery of the teaching and the language used can be adapted to take account of the student's learning difficulties and this arrangement is therefore their 'normal way of working'.
- Students who are unable to write by hand will record their work using a word processor. Therefore, the student's work books will have typed work in them which will reflect their alternative and '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 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.

- Formal access arrangement testing is carried out by the assessor before the deadline set by JCQ
- Arrangements must be processed and approved before an examination or controlled assessment/coursework as per the deadlines set out by the awarding bodies.
- A signed copy of the Form 8 report by the assessor will be held on file along with a data protection form signed by the student.
- Once the tests have been conducted and there is a recommendation for access arrangements, the Exams Officer then applies to the exam boards via AAO; the decision is instant and a printed copy of the confirmation is held on file by the SENCO
- As per JCQ regulations certain applications for students with an EHCP will need to be supported with additional evidence of need; for example:
 - A letter/report from CAMHS or a clinical psychologist or psychiatrist or
 - A letter/report from a hospital consultant or
 - A letter/report from the Local Authority Educational Psychology Service or
 - A letter/report from the Local Authority Sensory Impairment Service or
 - A letter/report from a Speech and Language Therapist (SALT) or
 - A letter report from an occupational therapist
- All information is held on file by the SENCO and will be available for inspection.
- At this point the access arrangement is added to the list of students and circulated to relevant staff electronically via the Staff Shared Area.
- Parents and students are informed of the access arrangement
- Some individual needs will not be accommodated by a computer system, which cannot deal with every reasonable adjustment in specific cases. If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENCo/specialist assessor will work together with the Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided. A printed copy of any such outcome is to be kept on file.

Centre-delegated access arrangements

Some access arrangements can be “Centre-delegated” which means that an online application to JCQ is not required. Examples of such arrangements include supervised rest/movement breaks, candidates who read aloud, use of a word processor, use of a prompter, coloured overlays and separate invigilation within the centre. Where appropriate, the relevant examinations cover sheet will be completed and/or if applicable, details noted of supervised rest/movement breaks on the exam incident log. The SENCo/Exams officer must be satisfied that there is a genuine need for the arrangement to be put in place and have supporting evidence on file.

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.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The word processor must reflect the candidate’s normal way of working within the centre.

Candidates who would benefit from the use of a word processor might have:

- 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

This list is not exhaustive.

It is permissible for a candidate using a word processor in an examination to type certain questions ie. those requiring extended writing, and handwrite shorter answers. The need to use a word processor may be considered on a subject by subject basis as some examinations require more simplistic answers and are often easier to handwrite within the answer booklet.

Conversely, other examinations require a significant amount of writing or place a greater demand on the need to organise thought and plan extended answers and these are where candidates will frequently need to type.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCO and the exams officer in rooms 205 and 207.

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

A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations."
[AA 5.8]

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.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated 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.

Needs 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

When awarding the use of a word processor in examinations, the word processor will have the spelling and grammar check facility and predictive text disabled (switched off). The only exceptions to this are where a candidate also has approval for the use of a scribe. In these cases, as appropriate to his/her needs, the candidate may alternatively use:

- a word processor with the spelling and grammar check facility enabled (N.B. This arrangement will not be permitted in ELC, GCSE and GCE Modern Foreign Language specifications)
- a word processor with predictive text/spelling and grammar check facility enabled (N.B. This arrangement will not be permitted in ELC, GCSE and GCE Modern Foreign Language specifications)

The only exception to the above where the use of a word processor may be considered for a candidate would be:

- ▶ on a temporary basis as a consequence of a temporary injury at the time of the assessment;
- ▶ where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.

Arrangements for the use of word processors at the time of assessment

Appropriate, exam-compliant word processors, will be provided by the Network Manager in liaison with the SENCo and the Examination Officer. In exceptional circumstances, where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

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.” [\[AA 5.16\]](#)

At The King David High School some of our students have long term medical condition or long term social, mental or emotional needs. This means that some candidates routinely work in a separate room so that they can be better regulated and reduce anxiety levels. For this reason, some candidates may therefore require to sit away from the mains Sports Hall in a smaller room. It must be supported with medical evidence and will reflect the candidate’s normal way of working in the classroom and in internal school tests, assessments and mock examinations. The only exception to this would be a temporary illness or other temporary impairment which will be clearly evidenced.