ACCESS ARRANGEMENTS POLICY

DOCUMENT INFORMATION – FRONT SHEET					
Please note – the generic policy will be published on the Trust website with a School specific policy published on the individual School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website.					
POLICY DETAILS					
POLICY OWNER/AUTHOR	**NEW POLICY**		**CURRENT POLICY - REDRAFT/AMENDMENTS**		
SENDCo	Yes/No*		Yes/No*	**If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.**	
VERSION HISTORY					
VERSION NO & DATE	10.26				
VERSION DETAIL & CHANGES					
PREVIOUS REVIEW DATE		**NEXT REVIEW**	**10.27**	**REVIEW CYCLE**	1 year
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DATE APPROVED/REVIEWED	10.26		**APPROVED BY**	Ivanhoe School Local Governing Body	
UNION CONSULTATION REQUIRED	No		**IF YES, PLEASE STATE DATE OF CONSULTATION**		
NAME OF LIFE MAT SCHOOL	IVANHOE SCHOOL North Street, Ashby de la Zouch LE65 1HX				

This policy is reviewed annually to ensure compliance with current regulations

Access Arrangements

Centre name	Ivanhoe School
Centre number	23388
Date policy first created	20/09/2023

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	**Adrian Samuel**
Senior leader(s)	**Mel Konig** **Emma Cresswell**
Head of centre	**Jen Steere**
Exams officer	**Asha Ellis**
Assessor(s)	**Vicky Johnson**

What are access arrangements and reasonable adjustments?

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 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'. (AARA[1], Definitions)

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 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 several 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'.
The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA[1], Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AARA 1.8). The definitions and procedures in AARA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Purpose of the Policy

The purpose of this policy is to confirm that Ivanhoe 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's **General Regulations for Approved Centres**, 5.4)
This publication is further referred to in this policy as GR

This policy is maintained and held by the SENCo alongside the individual files of each access arrangements candidate. Each file 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 JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

[1]This publication is further referred to in this policy as AARA

General Principles

The head of centre will appoint a SENCo and an examinations officer, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider are detailed in AARA (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 them 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 exams officer, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.
- Applications should be processed at the start of or during the first year of a two-year course having firmly established a picture of need and normal way of working.
- 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 their first examination.

The Assessment Process

Assessments are carried out by an appropriately qualified assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA 7.3.

The qualification(s) of the current assessor(s)

Vicky Johnson Level 7 PATOSS AAA- Assessing for Access Arrangements

Appointment of assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

The head of centre will ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate. Evidence of the assessor's qualification(s) is held on file for inspection purposes and will be presented to the JCQ Centre Inspector by the SENCo. (AARA 7.3)

Reporting the appointment of assessors

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4) **When requested, the evidence will be presented to the JCQ Centre Inspector by:** Adrian Samuel, Asha Ellis or Mel Konig

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

Ivanhoe School confirms that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

1. Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
2. Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
3. Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5)
4. The assessor must carry out tests which are relevant to support the application (AA 7.5)
5. A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online (AA 7.3)
6. SENCos and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)
7. Ensure that the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal way of working for a private candidate, such as a distance learner or a home educated student. The centre, where required, must lead on the assessment process. The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements (GR 5.4)

Picture of need/normal way of working

Ivanhoe School confirms that the school will create a 'holistic picture of need' and gather evidence to confirm normal way of working by:

7.5.1 The SENCo will arrange for the candidate to be assessed by the centre's appointed assessor.

7.5.2 Before the candidate's assessment, the SENCo will provide the assessor with background information, i.e. a picture of need has been painted, as required in Part 1 of Form 8. The SENCo and the assessor will work together to ensure a joined-up and consistent process.

7.5.3 The assessor will establish if the results of tests in literacy and/or cognitive abilities presents evidence that the candidate has an impairment which substantially affects their performance.

7.5.4 Assessors will personally conduct the assessments. They will not sign off assessments carried out by another professional.

7.5.5 The assessor will carry out tests which are relevant to support the application.

7.5.6 Current editions of nationally standardised tests which produce standardised scores will be used, where published.

7.5.7 Where a computer-based assessment tool is used to gather assessment evidence for Part 2 of Form 8, a suitably qualified assessor (see paragraph 7.3.4) will be present to oversee the test's computerised administration, actively observe the candidate and monitor the candidate's engagement with the assessment.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document Access Arrangements and Reasonable Adjustments.

AAO is a shared digital service that enables centres to request and manage pre-agreed adjustments, such as extra time, readers, scribes or modified papers, for students with specific needs, disabilities or temporary injuries in a consistent and efficient way across JCQ member qualifications. It sits within the JCQ Centre Admin Portal and is used by centres to submit a single application per student, rather than applying separately to each member, helping to streamline administration while supporting regulatory compliance and data protection requirements. (www.jcq.org.uk/about-us/shared-services/#aao)

Deadlines apply for each examination series for submitting applications for approval using AAO. Online applications **must** only be processed where they are supported by the centre **and** the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8.1)

Candidates **must** be informed that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018. (AARA 8.6)

The centre will keep detailed records for inspection purposes, 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;
- evidence of the assessor's qualification (where required). (AARA 8.6)

Centre-delegated arrangements/adjustments

Some access arrangements do not require a form application to JCQ. In this instance, the centre must make their decision 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.

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:
• The SENDCo and exams officer
Appropriate evidence, where required by the arrangement, is held on file by:
• The SENDCo

Centre-specific criteria for particular arrangements/adjustments

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

The Word Processing Policy details the criteria Ivanhoe School specifically uses to award and allocate word processors for examinations and assessments.
A member of the centre's senior leadership team will produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy will be available for inspection. (AARA 5.8)

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENCo (or equivalent role).

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 (AARA 5.16)

- **In the case of alternative rooming arrangements, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.**
- Alternative rooming arrangements **must** reflect the candidate's normal and current way of working in internal school tests and mock examinations.

- Nervousness, low level anxiety or being worried about examinations **is not** sufficient grounds for separate invigilation within the centre.
- The use of an alternative room with one-to-one invigilation **must only** apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room. (AARA 5.16)

Roles and Responsibilities

When an access arrangement/reasonable adjustment has been processed online and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2)

It is the responsibility of: **Adrian Samuel** to inform candidates that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018

Adrian Samuel and Asha Ellis to submit applications for approval using AAO

Adrian Samuel to keep detailed records for inspection purposes, 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 evidence of the assessor's qualification (where required) (AARA 8.6)

Asha Ellis and Mel Konig to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO

Asha Ellis to order modified papers