

Exam Access Arrangement Policy

2022 - 2023

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	

Contents

What are access arrangements?	3
Purpose of the policy	3
Equalities policy (exams)	3
The assessment process	4
Checking the qualification(s) of the assessor(s)	4
How the assessment process is administered	5
Recording evidence of need	5
Gathering evidence of <i>normal way of working</i>	5
Processing applications for access arrangements and adjustments	6
Centre-delegated arrangements/adjustments	6
Word processor policy	6
Separate invigilation within the centre	6

What are access arrangements?

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

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.”

[JCQ website [An overview](#)]

Purpose of the policy

The purpose of this policy is to confirm that Ormiston Rivers Academy fulfils “its obligations in respect of identifying the need for, requesting and implementing access arrangements.”

[JCQ ‘General regulations for approved centres’] This document 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 General and Vocational qualifications’

This publication is further referred to in this policy as **AA**.

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 Equalities Policy is located on the Schools shared drive and a hard copy is held by the examination officer

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(s) is (are) appropriately qualified as required in JCQ regulations as follows:

an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or

- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- *a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.*

And

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, 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;*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills, **see paragraph 7.5.12, page 86;***
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA 7.3]

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

The Schools HR Officer checks all required qualifications. Schools HR Officer keeps a copy of the relevant qualification certificates as does the SENCo ready for JCQ Inspection.

How the assessment process is administered

A detailed history of need is collected from the feeder school for each student. At the start of year 7, all students are assessed in their reading ability to determine the level of support that is appropriate and required for each individual. In year 9 all students are assessed for access arrangements in a whole year group screening by our fully qualified SpLD Assessor. Those students who demonstrate persistent difficulties are selected to be individually assessed and the most appropriate support is applied for from the awarding bodies. Parental permission is sought prior to this taking place.

The student's normal way of working is reflected in the Access Arrangement which has been put in place.

Our SpLD Assessor attends an annual up-date of their qualification to ensure compliance with any changes to the JCQ regulations ensuring that the assessment process is administered correctly.

Form 8's are completed, signed and dated by hand, by our fully qualified Specialist Assessor and by the SENCo who oversees and quality assures the process.

Once the form 8 is completed the candidate has an individual meeting with the Specialist Assessor to explain the application process, what information about them will be shared and with whom and the law regarding Data Protection. The student is asked to complete a Data Protection Notice and a letter is sent home to explain to parent/carers the nature of the changes that have been made.

Recording evidence of need

All assessment evidence is retained and kept on individual files for each student who have Access Arrangements in place. All tests used are approved by the awarding body and marked against Standardised Scores. All tests and scoring are administered by our fully qualified Specialist Assessor.

Information regarding scores is recorded on the JCQ form 8 by the Specialist Assessor.

Gathering evidence of *normal way of working*

Teachers and support staff are asked to make individual comments with regard to those students who have been identified as having specific difficulties. They are asked to respond to the questions:

How has this student's difficulty impacted on teaching and learning in the classroom? What support is regularly provided for this student?

Staff are also asked to provide evidence of examples such as unfinished timed tests or handwriting samples which are kept on file.

Information collected in Year 9 and a record of the support that was put in place such as, in class support, small group or one to one support are kept on file.

Information regarding students specific circumstances or learning difficulties are kept on file along with reports from outside agencies, parents or students own concerns.

Those students who have been awarded an Access Arrangement will routinely be given that provision in the classroom as their normal way of working. The support given in the centre reflects the arrangement put in place for the examination series.

All background information, support and or interventions are recorded in Section A of form 8.

Processing applications for access arrangements and adjustments

Access arrangements/adjustments online

Access arrangements online (AA) 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.

“For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements/adjustments using any of the secure awarding body 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:

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

[AA 8.1]

The Specialist Assessor retains all original test papers, work samples and other supporting evidence along with a copy of the form and correspondence with parents/carers/outside agencies.

Word processor policy

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply 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.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on whether the candidate has a substantial and long-term impairment. For example, the candidate has a long-term medical condition, a long-term psychological condition or long-term social, emotional and mental health needs.

To award separate invigilation:

- The SENCo, or the relevant member of the senior leadership team, must be satisfied that the candidate's substantial and long-term impairment has an adverse effect when they sit internal tests and mock examinations in the main examination hall/room.
- The candidate's difficulties must be well established. They must be known to relevant staff – Form Tutor, Head of Year and those with pastoral responsibilities.
- Separate invigilation must reflect the candidate's current and normal way of working.

There may also be other reasons when separate invigilation is appropriate. For example, where a candidate's behaviour would have a detrimental effect on other candidates if they were seated in the main exam room or to manage a medical condition such as diabetes in privacy.

