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PENAIR  
SCHOOL



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# Access arrangements policy

2017/18

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	 

*This template is provided for members of The Exams Office **only** and must not be shared beyond use in your centre*

**Access arrangements policy template (2017/18)**  
Hyperlinks provided in this document were correct as at October 2017

## Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Miss C Valles
SENCo line manager (Senior Leader)	Ms K Finlay
Head of centre	Mr J Davidson
Assessor(s)	Mrs T Foster BSc (Hons), PGCE, MBPsS

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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 [insert centre name] 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.

A copy of the Disability policy (exams) is located on the School’s website and in hard copy in the exams office.

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 by JCQ regulations in [AA](#) 7.3.

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

Mrs T Foster BSc (Hons), PGCE, MBPsS

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

Evidence of the assessors qualifications are retained on file with the SENCo and the Exams Officer and approved by the Head of Centre accordingly.

### How the assessment process is administered

Once candidates have been identified as having a potential need they are seen by the SENCo. Any relevant information is collated, forwarded to the assessor and a mutually convenient time is arranged for candidates to be tested.

### Recording evidence of need

Evidence of need is recorded by the SENCo on form 8 and available for the assessor when testing takes place. Any supporting evidence is kept in individual students files, securely, in the SENCo's office

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

Teaching staff are asked to gather and forward to the SENCo any class based information as to normal way of working. This may include classroom tests or trial papers. TA's who work within intervention groups are also requested to provide evidence. This information is recorded on Form 8 and kept on file in the SENCo office. Changing colour of pens, whilst completing timed tasks, also provides evidence for students who continually run short of time due to processing issues.

## 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.

Once testing has taken place all the evidence, completed signed Form 8's and data protection notices are given to the Exams Officer for applications to be made using the Access Arrangements online tool. Hard copy printouts are then returned with all paperwork to be filed securely in the SENCo's office. Any application that require further evidence are processed in the appropriate manner.

### Centre-delegated access arrangements

Any centre delegated access arrangement such as small room provision or word processor use are recorded with the rest of the Access Arrangements on the School's shared area. Evidence of need is kept on file and candidates exam profiles are amended to confirm arrangements.

### 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.

Penair's Word Processor Policy can be found on the school's website and in hard copy in the exams office. It incorporates the school's statement on the criteria and allocation of word processors.

#### 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.”* [\[AA 5.16\]](#)

Separate invigilation at Penair would only be approved if this is evidenced by the candidates normal way of working through either medical or emotional needs. This could be approved by the SENCo following feedback from either the candidates Tutor, Head of Year or Pastoral Team.