



WEST GRANTHAM

Church of England Secondary Academy

EXAMS ACCESS ARRANGEMENTS POLICY

Review cycle:	Two yearly
Reviewed by:	Vice Principal Inclusion
Approved by:	Interim Executive Board

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1. Purpose of the policy

The purpose of this policy is to confirm that West Grantham Church of England Secondary Academy 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 General 5 Regulations for Approved Centres, (section 5.4)].

This policy is maintained and held by the SENCO alongside the individual files of each candidate. Each file contains detailed records of all the essential information that is required to be held according to JCQ regulations. Where the SENCO is storing access arrangement documentation electronically, they must create an e-folder for each individual candidate. The candidate's folder must hold each of the required documentation for inspection.

The policy is reviewed annually to ensure that processes are carried out in accordance with the latest edition of the JCQ publication.

This policy should be read in conjunction with the academy's Special Educational Needs and Disability policy which sets out the procedures for identifying students with SEND and the provision made for students with SEND. General principles

2. General Principles

The general principles of access arrangements for the centre to consider are: to ensure, where possible, that barriers to assessment are removed for a candidate with special educational needs and disabilities so as not to disadvantage students with SEND or disabilities whilst also maintaining the integrity of the assessment. The SENCO must ensure that the process for assessing and gathering information to apply for exam access is done in accordance with JCQ regulations and that access arrangements are approved before an examination or assessment takes place. The SENCO must ensure that the candidate has appropriate opportunities to practice using exam access arrangements before their first examination.

3. Roles and Responsibilities

Head of Centre	Clare Barber
SENCO	Teresa Pendleton
Senior lead for exams	Kirsty Kuffour
Exams officer	Tracy Willows

4. Definition of Exam Access Arrangements and Reasonable Adjustments

a) 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'.

b) 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
- 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'.

c) The Assessment Process

The SENCO will lead on preparing the assessment process based on information held about students medical or special educational needs, observations of students and information provided by subject teachers. The SENCO is responsible for ensuring that a detailed picture of need is obtained for each student prior to a referral being made the qualified assessor. The academy's exam access arrangements are carried out by:

- The SENCO will ensure that the assessor carries out tests that are relevant to the access arrangements being made for a particular student.
- In line with JCQ guidelines, tests will be carried out no earlier than the end of year 9.
- In line with JCQ guidelines, a standardised score of 84 or below will be used to support the application of exam access arrangements.
- The assessor who carried out the tests will sign to the appropriate section of the form 8 for each candidate.

d) 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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

5. 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 (Exams) details the criteria West Grantham Secondary Academy uses to award and allocate word processors in examinations/assessments.