



# SOUTH MOLTON

COMMUNITY COLLEGE

— supporting success —

## Access arrangements policy

### 2018/19

This policy is reviewed annually to ensure compliance with current regulations

Compiled/reviewed by	
Mr DJ Lewis	
Date of next review	January 2020



## Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Mr C Orr
SENCo line manager (Senior Leader)	Mr DJ Lewis
Head of centre	Mr DJ Lewis
Assessor(s)	Mr M Clark
Access arrangement facilitator(s)	Mr C Orr

## Contents

Key staff involved in the access arrangements process.....	2
What are access arrangements and reasonable adjustments? .....	3
Access arrangements .....	3
Reasonable adjustments.....	3
Purpose of the policy .....	3
Disability policy (exams).....	4
The assessment process .....	4
The qualification(s) of the current assessor(s).....	4
Appointment of assessors of candidates with learning difficulties .....	4
Process for the assessment of a candidate’s learning difficulties by an assessor .....	4
Gathering evidence to demonstrate <i>normal way of working</i> .....	5
Processing access arrangements .....	6
Arrangements requiring awarding body approval .....	6
Centre-delegated access arrangements .....	6
Centre-specific criteria for particular access arrangements .....	6
Word processor policy (exams).....	6
Separate invigilation within the centre .....	7



## 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 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 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 a number of 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’.”

[AA Definitions, page 3]

### Purpose of the policy

The purpose of this policy is to confirm that South Molton Community College 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 Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the SENDCo 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 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 process 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.

*This policy is held in several places:*

*Electronic copy available in 365 Policies and Procedures (Word/PDF)*

*Hard copy examinations Office*

*Electronic copy available on the school website (PDF)*

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)

Overtyping here details of the current assessor(s) and the qualifications held.

### Appointment of assessors of candidates with learning difficulties

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 [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Assessors show their original certificates to the EO and photocopies are made. These copies are kept in the Exams Office.

The assessors receive an up-dated copy of the JCQ regulations annually and is required to adhere to these.

The assessors undergo training on a needs basis and on request.

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

All pupils at SMCC have their literacy levels assessed on arrival.

They are screened for dyslexia on a needs basis.

These assessments are carried out by our specialist assessors.

Teachers, Tutors and TAs are required to report any pupils who use SAAs as their 'normal way of working', during lessons. This includes evidence of non-dyslexia related arrangements.



The SENDCO correlates all evidence of need, both from the official assessors (Form 8s and test papers) and from the Teachers, TAs and Tutors.

The SENDCO also gathers evidence of medical and psychological conditions from outside professionals.

Pupils are required to sign a data protection form to allow the SENDCO to apply for SAAs on-line.

SENDCO then makes applications for SAAs on-line.

SMCC will only accept external candidates with SAAs who have previously been assessed by the school

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

#### Special Access Arrangements (SAA) most commonly used at SMCC

- 25% extra time
- Reader/ computer reader/reading pen
- Scribe/ voice activated technology
- Word processor
- Prompter
- Rest breaks
- Separate accommodation
- Bi-lingual dictionaries

***This list is not exhaustive***

#### Recording evidence of need

The evidence for awarding SAAs is held in the Exams/Exams SENCO Office. It is arranged alphabetically in Year Group. For each candidate there is the following evidence: (*Hard copy and on 365*)

- Form 8 signed by EO and JCQ Approved Assessor
- Data Protection Agreement signed by candidate
- Print out of permission awarded by JCQ and CIE
- Supporting Evidence

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

A separate file "Teachers' Requests and Evidence" contains centre generated forms outlining: (*Hard copy and on 365*)

- Possible SAAs
- Why the candidate needs the support
- How the candidate receives this support in school as their 'normal way of working'

These documents paint a picture of need for the candidates.



## Processing access arrangements

### Arrangements requiring awarding body approval

The Exams Officer/SENCO processes all applications for SAAs on-line.

The applications are made before February 15th for any candidate sitting the June exams of that year.

All materials must be delivered to the Exams Office by January 22nd to ensure they are processed on time.

Required materials are:

Form 8 signed by EO and JCQ Approved Assessor

Data Protection Agreement signed by candidate

Test papers/Evidence

If an application is refused, the assessor, candidate, candidate's tutor and parent will be informed. If the assessor thinks it is appropriate to conduct further testing, this will be arranged and a subsequent Access Arrangements Online (AAO) will be processed. All documentation relating to candidates' SAAs is located in their SAA file in the Exams Office

### Centre-delegated access arrangements

Evidence to all centre delegated access arrangements is kept in the 'SAA Teachers' Requests and Evidence' lever arch file in the exams office. Medical evidence is kept with the Form 8s etc.

## 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.

The Word Processor Policy can be found on The 365 Policies and Procedures area

1. Some candidates are entitled to use word processing equipment in exams. These candidates have been assessed as:

- Needing to use them.
- Word processing is their normal way of working in school.
- They are indicated as 'wp' on the official SAA list.

2. All candidates can request the use of a laptop/word processors in controlled assessments, if it is their normal way of working. Priority is given to those who are entitled to word processing equipment.

3. Only school laptops which comply with exam board regulations are permitted in exams.

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."



## Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo.

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](#)]

SMCC requires a medical/psychological/behavioural report as evidence of the need for separate accommodation.

