

## 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, Page3](#))

### **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 West Sussex Alternative Provision College has a written record which clearly shows the centre is leading on the access arrangements process and is complying with *"its obligations in respect of identifying the need for, requesting and implementing access arrangements."*

[[JCQ 'General regulations for approved centres' Chapter 5.5](#)]

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'*

## 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.

A copy of the Disability Policy (exams) is held by the exams officer. In addition, electronic copies of all exam related policies appear the staff drive on the school network. All Examination Policies can be found on the Policies area of the College's Sharepoint site so that all teaching staff can access them.

*'The head of centre/senior leadership team will..... recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010<sup>†</sup>. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; <sup>†</sup>or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect'*

[[JCQ General regulations for approved centre, Chapter 5.4](#)]

The access arrangements policy further covers the assessment process and related issues in more detail.

## The Assessment Process.

### Types of access arrangements

Access arrangements may include:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%
5. Reader/Computer reader
6. Read aloud
7. Scribe/Voice to text software
8. Word processor
9. Braille transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. Other arrangements for candidates with disabilities

In line with JCQ regulations, WSAPC will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at WSAPC.

Appropriate evidence of need will be available for inspection

Assessments are carried out by the assessors appointed by the Senior Leadership Team. The assessors 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*
- *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]

## The qualifications of the current assessors

**Lois Hook** – Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) Level 7

**Susie Tichband** – IQ Level 7 Organisation Postgraduate Award of Proficiency in assessment for access arrangements (PAPAA)

**Sue Stapley** – Postgraduate Certificate in Professional Studies in Education

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

Upon appointment at WSAPC, the assessor is required to produce a copy of their qualification certificate which is held in their personal file. This is also recorded on our SIMs system.

A further copy of the qualification and assessment practicing certificate is held in the access arrangement folder.

## How the assessment process is administered

The process detailed below confirms

*"that the assessment process is administered correctly..."*

[GR 5.5]

The SENDCO collates baseline information and the Pupil Passport and these help to indicate which students require further assessment by a specialist teacher. The Pupil Passport contains any available information and assessment from the student's previous school. Baseline information helps provide recommendations to teaching staff on how to support the student in class and will provide further information to 'paint a picture of need' and identify potential candidates who qualify for access arrangements.

### **The WSAPC uses the following key assessments:**

Hodder Oral Reading Test

Vernon Graded Word Spelling

BPVS

### **Plus specialist assessments to inform Access Arrangements:**

NNAT – Naglieri Nonverbal Ability Test

PHAB – Phonological Assessment Battery

Dyslexia Screening Test (Secondary)

### **The assessments below are carried out by a specialist assessor for Access Arrangements:**

WRAT 4

CTOPP 2

TOMAL 2

DASH

Previous Access arrangements in place from previous schools, will be considered – and evidence utilised to support our own application

## Recording evidence of need

### **As per JCQ regulations as appropriate the SENDCO will:**

Complete JCQ Form 8 if student has been assessed and has scores which indicate a substantial impairment which is persistent and significant.

Provide examples of work.

Compile SENDCO letter including EHCP and/or medical evidence (CAMHS, Hospital

Consultant, EP, Sensory Impairment Service, Speech and language Service).

Include EHCP.

Confirm that the Access Arrangement is the candidate's normal way of working.

WSAPC will monitor the effectiveness of any alternative ways of working and access arrangements to ensure that they are still required and continue to be of benefit to the student. If an arrangement is not used or is found to no longer be of benefit to the student, it will be removed in accordance with JCQ guidance.

## Gathering evidence of normal way of working

Bearing in mind *normal way of working* as defined by JCQ...

*"The arrangement(s) put in place must reflect the support given to the candidate in the centre†, e.g.*

- *in the classroom;*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;*
- *mock examinations.*

*This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8.*

*SENDCos and assessors must refer to section 7.6.1, page 87, for information on how to confirm 'normal way of working'.*

*†The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3, page 89)."*

[AA 4.2.5]

The SENDCo will complete 'Normal Way Of Working' form with centre manager, teachers and support staff.

## Processing applications for access arrangements

### Access arrangements online

*Access arrangements online* 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 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]

Once the assessments have been conducted and there is a recommendation for access arrangements, the Assessor then applies to the exam boards via AAO; the decision is instant and a printed copy of the confirmation is printed and stored in the Access Arrangement File (held in Exams Office). Along with the AAO approval there will be a hand signed and dated copy of the Form 8 report and a Data protection notice signed and dated by pupil. Original test papers along with normal way of working forms and any additional supporting evidence will also be stored, and available for JCQ inspection.

Parents are informed of access arrangements by letter and the students are informed verbally.

If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENCo/specialist assessor will work together with the Centre Manager/ Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided. A printed copy of any such outcome is to be kept on file.

Pupil Access arrangements are logged on SIMs.net – pupil/group reports can be printed from Exams Organiser. SENDCo also holds a 'whole centre' access arrangement file, which is maintained and stored on our school share- point system and is accessible to teaching staff. Each WSAPC centre receives updated lists of Access arrangements in place for their pupils.

## Centre-delegated access arrangements

Centre Manager/SENDCo completes 'Normal Way of Working' form as appropriate showing evidence of persistent and significant difficulties which have a substantial and adverse effect.

Centre Manager/SENDCo ensures the Access Arrangement register is current and includes all the centre delegated access arrangements. The SENDCo must be satisfied that there is a genuine need for the 'centre-delegated' arrangement to be put in place.

Where appropriate, any use of a pupil's centre delegated access arrangements, such as supervised rest breaks will be detailed on the exam incident log.

## 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 automatically because this is the candidate's preferred way of working within the centre.

*"It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.*

*The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs..." [AA 5.8]*

Accordingly, WSAPC has an Examinations Word Processor Policy.

## 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 which has an adverse effect; and*
  - *the candidate's normal way of working within the centre.*
- [AA 5.16]

The decision for separate invigilation is agreed between Centre Manager and SENDCo

WSAPC will only approve separate invigilation if:

- The candidate's difficulties are established within the centre
- The candidate's difficulties are known to pupils Tutor, Centre Manager, the SENDCo or a senior member of staff with pastoral responsibilities.
- Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.
- the candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement

## Appendices

### 1. Normal Way of Working form

<b>ISSUED</b>	April 2017
<b>ADOPTED BY WSAPC</b>	April 2017
<b>REVIEWED</b>	March 2019
<b>REVIEW DATE</b>	March 2020

**Appendix 1-Demonstrating 'normal way of working' for access arrangements**

<b>Name of Student:</b>	<b>Date of birth:</b>
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<b>Access arrangements under consideration/ area of concern</b>			
	<b>(Tick all applicable)</b>		<b>(Tick all applicable)</b>
Scribe		Use of WP	
Reader		Prompt	
Extra Time		Supervised rest breaks	
		Separate room	

<b>EXTRA TIME</b>	<b>YES</b>	<b>NO</b>
Support is needed to complete assessments within the given time		
Quality and content of work improves with extra time		
Student is routinely given extra time to re-read and process text		
Differentiated questioning is used to allow additional thinking and processing time		
Always finishes tasks after others or submits incomplete work		
Needs time to formulate an answer to a verbal question (slow responding)		
Needs careful explanations in straightforward language of tasks/assignment titles		

<b>READING</b>	<b>YES</b>	<b>NO</b>
Reads aloud in class to understand text		
Uses a reader during mock exams and tests		
Understanding of text improves with the use of a reader		
Uses peer reader or adult reader in class		
Has problem following written instructions		
Finds it difficult to quickly get the idea of what s/he has read		
Finds it hard to remember what s/he has read		
Uses Reading Pen in classroom		

<b>SCRIBE / WORD PROCESSING</b>	<b>YES</b>	<b>NO</b>
Has difficulty copying from the board		
Finds taking notes hard		
Needs support with planning written work		
Evidence is available to show that use of a word processor is the usual way of working in class		
Handwriting is illegible		
Spelling is incomprehensible		
Student has difficulty expressing thoughts in writing		
Verbal responses are more comprehensive than written responses		
Slow writing speed results in tasks not being completed within the set time		
Able to produce written text quicker when using a scribe / voice activated software		

<b>COLOURED PAPER AND OVERLAYS / Print Size</b>	<b>YES</b>	<b>NO</b>
Needs larger print size		
Evidence is available to show that students use coloured paper as their usual way of learning		
Students routinely use coloured reading rulers in class		

<b>MEMORY &amp; CONCENTRATION</b>	<b>YES</b>	<b>NO</b>
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering information / instructions		
Needs to have instructions repeated		
Needs to have instructions written down		

<b>ORGANISATION</b>	<b>YES</b>	<b>NO</b>
Organisational skills are weak – loses things, forgets items s/he needs to bring		
Has difficulty working efficiently		

<b>DIFFERENTIATION / OTHER SUPPORT</b>	<b>YES</b>	<b>NO</b>
Use of TA in class		
Differentiated curriculum provided		
Personal copies of notes/ information provided to highlight key words		
Manifest Stress or anxiety in class when placed under exam conditions		
Needs to take frequent supervised rest breaks		
Needs timely reminders to stay focused on task – prompt		

**Any other relevant information:**

**Date normal way of working discussed and agreed:**

SENDCO : .....