Contents

Role	Name(s)
SENDCo	Lois HOOK/ Susie TICHBAND
SENDCo Line Manager	Phil EDKINS
Head of Centre	Doug THOMAS
Assessor(s)	Lois HOOK/Sue STAPLEY/ Susie TICHBAND
SLT Member(s)	Helen ELLIS, Ben THOMAS, Sam CHANNON

What are Access Arrangements?

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 fulfils *"its obligations in respect of identifying the need for, requesting and implementing access arrangements."*

[JCQ '*General regulations for approved centres'*Chapter5.5]

This policy is maintained and held by the SENDCo alongside the individual files/<mark>e-folders</mark> of each access arrangements candidate. Each file/<mark>e-folder</mark> 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†. 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; †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*
- *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]

The qualifications of the current assessors

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

Susie Tichband – IQ Level 7 Organisation Postgraduate Award of Poficiency 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 and assessment practicing 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 centre's AA folder.

JCQ Form 8A is completed and signed by the Headteacher and kept with the Access Arrangement paperwork

How the assessment process is administered

The process detailed below confirms

"*that the assessment process is administered correctly...*"[GR 5.5]

The SENDCo completes baseline information and the Pupil Passport and these 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. This will 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 SENDCo oversees 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 and /or Reader Centre Evidence 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 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.

Normal Way of Working form is completed by Centre Manager and submitted to SENDCo.

The exam officer 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 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]

Access arrangements will be applied for using Access Arrangements On-line before the annual JCQ deadline. The exception to this is where an emergency arrangement has been put in place as a consequence of a temporary injury or impairment. Or where a pupil arrives at WSAPC after the JCQ deadline

Once the tests 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 will be a hand signed and dated copy of the Form 8 report, a Data Protection Notice signed and dated by pupil. Original test papers along with normal way of working forms and any additional supporting evidence.

As per JCQ regulations certain applications for students with an EHCP will need to be supported with additional evidence of need; for example:

- A letter/report from CAMHS or a clinical psychologist or psychiatrist
- A letter/report from a hospital consultant
- A letter/report from the Local Authority Educational Psychology Service
- A letter/report from the Local Authority Sensory Impairment Service
- A letter/report from a Speech and Language Therapist (SALT)

All information is held on the Access Arrangements file and will be available for inspection.

Parents are informed of the access arrangement 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 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 detailed 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 all staff. Each WSAPC centre receives updated lists of Access arrangements in place for their cohorts

Centre-delegated access arrangements

Centre Manager/SENDCo completes 'Normal Way of Working' form and /or SENDCo File Note, 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 SENCo must be satisfied that there is a genuine need for the 'centre-delegated' arrangement to be put in place.

Where appropriate use of 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 simply 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 Processing Policy, see appendix 2

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]

A decision where an exam candidate may be approved separate invigilation within the centre will be made jointly by Centre Manager and SENDCo

Accordingly, the Centre Manager completes a SENDCo File Note

[see AA 5.16]

Appendices

1. Normal Way of Working form

2. Word Processor Policy

ISSUED	April 2017
ADOPTED BY WSAPC	April 2017
REVIEWED	January 2020
REVIEW DATE	January 2021

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

Name of Student:		Date of birth:	

Access arrangements under consideration/ area of concern			
	(Tick all applicable)		(Tick all applicable)
Scribe		Use of WP	
Reader		Prompt	
Extra Time		Supervised rest breaks	
		Separate room	

EXTRA TIME	YES	NO
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		

READING	YES	NO
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		

SCRIBE / WORD PROCESSING	YES	NO
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		

COLOURED PAPER AND OVERLAYS / Print Size	YES	NO
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		

MEMORY & CONCENTRATION	YES	NO
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		

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

DIFFERENTIATION / OTHER SUPPORT	YES	NO
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 : ………………………………………………………………………………………….

Appendix 2- Word Processor Policy

Purpose of the policy
This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams. References in this policy to AA and ICE relate directly taken from the Access Arrangements and reasonable adjustments 2019-2020 and Instructions for conducting Examinations 2019-2020 publications.

Principles for using a word processor
West Sussex Alternative Provision College complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)
- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
    - in the classroom; or
    - working in small groups for reading and/or writing; or
    - literacy support lessons; or
    - literacy intervention strategies; and/or
    - in internal school tests and mock examinations

The only exception to the above where the use of word processor would be considered for a candidate would be.

In the event of a temporary injury or impairement, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4).

Where a subject within the curriculum is delivered electronically and the centre provides word processors for all students (AA 5.8.4)

The use of a word processor
West Sussex Alternative Provision College complies with AA chapter 5 *Access arrangements available* as follows:
(AA 5.8.1)
- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

    (The above also extends to the use of electronic braillers and tablets)

(AA 5.8.2)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)
- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to

handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Does not simply grant the use of a word processor 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

Word processors and their programmes

West Sussex Alternative Provision College complies with ICE 8.8 *Word processors* instructions by ensuring:
- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

West Sussex Alternative Provision College further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

Pupils using word processors are accommodated separately from the main examination room. They are placed in designated classrooms to ensure that other candidates are not disturbed, that power supplies are easily accessible and to help ensure word processor screens are not overlooked by other candidates. Pupils who are using word processors may be grouped together in one room, if space allows.

Invigilation arrangements relating to the use of word processors include the following:

Each room has a separate invigilator, who has attended the College annual invigilation/access arrangement training and has seen a copy of our 'Word Processor' policy.

Other arrangements relating to the use of word processors include:

Pupils all have their own 'Exam' Log-in (with the relevant software restrictions). College IT support is notified in advance in case extra exam numbers and printers are required. USB stick(s) are made available to a designated member of staff who will accompany pupil to designated printer. All work is cleared at the end of each exam. The word processor is either directly linked to a printer, (not always appropriate as most PC's are linked to photocopiers) or the student accompanies an invigilator or designated member of staff at the end of the exam and prints direct from the USB. The candidate is ALWAYS present to verify that the work printed is his or her own and that all pages are printed, and signs the work on the bottom of last page.

Monitoring and Review

ADOPTED BY WSAPC	April 2016
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REVIEW DATE	December 2020