

# ACCESS ARRANGEMENTS POLICY

**Approved by: Fortis Academy Council**

**Date: September 2020**

**Review date: September 2021**

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams

**Responsibility: Head of Centre  
Chris Czepukojc**

## 1. Introduction and Aims

Fortis Academy is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies
- Fortis Academy is committed to ensuring that exams are managed and administered effectively.

**The aim of this policy is to ensure:**

- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies, specifically those associated with implementing Access Arrangements:
  - The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
  - The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
  - Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.
  - Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENDCos must consider the need for access arrangements on a subject-by-subject basis.

## 2. Purpose of the Policy

The purpose of this policy is to confirm that Fortis 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 or reasonable adjustments as appropriate. It outlines the process in place for requesting, assessing and securing exam 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 SENDCo is responsible for maintaining this file and having it available for inspection as required.

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

### 3. 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'. 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

### 4. Our Process and areas of responsibility

#### 1. Identification of need

Teaching staff contact A Hough / B Hooper to highlight their concerns and inform them of what they are already using in order to help the student succeed and a few sentences about what they are having to do, e.g.

- having to read the text on a regular basis in class, this should reflect classwork and not be exam focused.
- cannot read a student's writing, and offering an alternative, e.g. laptop, alphasmart or scribing for the student and explaining the reasons why. (supply evidence of handwriting difficulties)
- having to offer a student extra time to complete work within the lesson and stating the reason, e.g. needs processing time or is slow with handwriting, needs tasks explained several times and broken down.
- anything else that is extra to normal class based assistance
- having to consistently prompt the student in lessons to stay on task.
- uses a coloured overlay to help them focus on words.

#### Responsibility:

- Subject teacher
- Teaching Associate/TA,
- Key worker or any applicable support person

#### 2. Gathering of evidence

SENDCo to complete the Evidence Report and ask individual subject teachers to sign it. (This will be submitted as evidence that this is the student's normal way of working in class)

#### Responsibility:

- SENDCo – A Hough / B Hooper

#### 3. Consulting and consent

Meeting with parents arranged to discuss and request them to sign consent forms for:

- Permission to see Assessor
- Data Protection Form

#### Responsibility:

- SENDCo – A Hough / B

	<ul style="list-style-type: none"> <li>Hooper</li> <li>ISU Support – F. Morris</li> <li>Keyworker</li> </ul>
<b>4. Assessment Process</b>	
<p>SENDCo will ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified assessor as appointed by the head of centre, ensuring that qualifications are verified in advance and that the correct procedures are followed (GR) and that they are appropriately qualified as required by JCQ regulations (AA).</p> <p>Evidence of the assessor's qualification(s) is obtained by the SENDCo prior to the assessor undertaking any assessment of the candidate by:</p> <ul style="list-style-type: none"> <li>Checking the qualification(s) of their assessor(s) and retaining evidence of qualification in the access arrangement file - for example the SENDCo will see original certificates of qualification and take verified copies. This must be presented to the JCQ Centre Inspector by the SENDCo.</li> <li>Ensuring that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments</li> </ul> <p>SENDCo will arrange for the Teachers Evidence form to be sent to Assessor, together with parental permission form signed by parents.</p> <ul style="list-style-type: none"> <li>Assessor to meet with student, assess his needs. If exam concessions granted, Assessor will send A Hough / B Hooper the completed Form C which is required for examination boards.</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>Assessor</li> <li>SENDCo-A Hough / B Hooper</li> <li>Student</li> <li>Parent</li> </ul>
<b>5. Processing Access Arrangements</b>	
<p>SENDCo will ensure any applications for access arrangements or reasonable adjustments are submitted by the published deadline with appropriate system updates being made by:</p> <ul style="list-style-type: none"> <li>completing Form 8</li> <li>saving copy in ISU folder – Access Arrangements</li> <li>completing an online application to JCQ through Access arrangements online (AAO). 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 is required for each candidate regardless of the awarding body used.</li> <li>ascertain approval of evidence submitted</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>SENDCo-A Hough / B Hooper</li> <li>ISU Support – F. Morris</li> </ul>
<b>6. Maintaining Records</b>	
<p>SENDCo will attach details of exam concessions granted to SIMS documents area:</p> <ul style="list-style-type: none"> <li>Form 8</li> <li>Medical evidence/statement/teachers evidence for EC</li> <li>JCQ application</li> <li>Data Form</li> </ul> <ul style="list-style-type: none"> <li>Copies of evidence to be kept in the access arrangement file for inspection</li> <li>Add student concession details to SIMS in exams</li> <li>Email to the Exam Manager to confirm arrangements</li> </ul>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>SENDCo-A Hough / B Hooper</li> <li>ISU Support – F. Morris</li> </ul>
<b>7. Confirmation</b>	
<p>Letter to parents to confirm exam concessions and contact details and letter added to documents area SIMS</p>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>ISU Support – F. Morris</li> </ul>
<b>8. Implementation</b>	
<p>The Exam Manager will identify needs from SIMS and implement them as appropriate and in line with JCQ regulations.</p>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>Exam Manager –M. Johnson</li> </ul>
<b>9. Review</b>	
<p>If student constantly refuses exam concession, permission could be revoked. The Exam Manager and/or Invigilators will monitor candidates to ensure that arrangements are being</p>	<p><b>Responsibility:</b></p> <ul style="list-style-type: none"> <li>Exam Manager</li> </ul>

used appropriately. When they are not candidates will be asked sign a proforma to confirm refusal and this will be fed back to the SENDCo.

– M. Johnson

## 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. Please refer to our separate Word Processor Policy.

### 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]

For example, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year, 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.

[AA]

An assigned reader or scribe may act as an invigilator, however would be overseen and supported by a roving invigilator, as appointed by the Exam Manager.

## 10. Monitoring and Review

The head of centre is responsible for ensuring that 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 to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2020-2021](#) and [Instructions for Conducting Examinations 2020-2021](#) publications