Access Arrangements Policy

Policy Lead:	**Mr David Cole - Assistant Headteacher and SENDCO**
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Approval needed by:	**Mrs Karen Key - Headteacher**

THE LEARNING PARTNERSHIP

AMBITION
INCLUSION
OPPORTUNITY

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Introduction

Knutsford Academy is committed to ensuring that all pupils can access examinations and assessments fairly and equitably. The academy recognises its duties under the Equality Act 2010 and the Joint Council for Qualifications (JCQ) regulations to make reasonable adjustments and provide appropriate access arrangements where there is evidence of need.

Access arrangements are intended to remove substantial barriers for pupils with special educational needs and disabilities (SEND), learning difficulties, medical conditions or temporary injuries, whilst maintaining the integrity and validity of the assessment.

The academy believes that no pupil should be disadvantaged due to a disability, learning difference or additional educational need and will ensure that arrangements reflect the pupil's normal way of working within the classroom and assessment environment. Current JCQ guidance states that arrangements must be based on evidence of need and normal way of working and must not compromise assessment objectives.

Aims

This policy aims to:

- Ensure compliance with current JCQ regulations and awarding body requirements.
- Promote equality of opportunity for all pupils.
- Provide a clear framework for identifying, assessing and implementing access arrangements.
- Ensure access arrangements are awarded fairly, consistently and transparently.
- Support pupils to demonstrate their knowledge, understanding and skills without unfair disadvantage.
- Maintain robust evidence to support all applications and arrangements.

Legislative and Regulatory Framework

This policy should be read alongside:

- Equality Act 2010.
- JCQ Access Arrangements and Reasonable Adjustments.
- JCQ Instructions for Conducting Examinations.
- UK GDPR and Data Protection Act 2018.
- Knutsford Academy SEND Policy.
- Knutsford Academy Examinations Policy.

Knutsford Academy will operate in accordance with all current JCQ regulations and updates. JCQ guidance confirms that access arrangements are awarded to support fair access to assessments and must reflect normal classroom practice.

Principles

Knutsford Academy will ensure that:

- Pupils are identified early where barriers to assessment may exist.
- Evidence is gathered through a graduated and person-centred approach.
- Access arrangements reflect the pupil's normal way of working.
- Decisions are based on need rather than diagnosis alone.
- Staff, pupils and parents/carers are fully informed of processes.
- Arrangements are not used to provide an unfair advantage.
- All records are maintained securely and confidentially.

Definition of Access Arrangements

Access arrangements are approved adjustments which enable pupils with identified needs to access examinations and assessments without changing the demands of the qualification.

Access arrangements may include:

- Extra time.
- Supervised rest breaks.
- Reader.
- Computer reader.
- Examination reading pen.
- Scribe.
- Word processor.
- Speech recognition technology.
- Prompter.
- Separate room.
- Modified examination papers.
- Bilingual dictionary.
- Other reasonable adjustments authorised by awarding bodies.

Roles and Responsibilities

Headteacher, Mrs Karen Key

The Headteacher will:

- Ensure academy compliance with JCQ regulations.
- Ensure sufficient staffing and resources are available to support access arrangements.
- Support quality assurance procedures.
- Report significant issues to Governors or Trustees where required.

SENDCO

The Assistant Headteacher and SENDCO, Mr David Cole, will:

- Lead the identification and assessment process.
- Maintain oversight of evidence and pupil records.
- Liaise with parents/carers, external professionals and staff.

- Ensure arrangements reflect normal classroom practice.
- Monitor the effectiveness of support provided.
- Work with the Examinations Officer regarding applications and implementation.
- Process applications through Access Arrangements Online (AAO).
- Maintain accurate examination records.
- Coordinate examination room arrangements.
- Ensure approved arrangements are implemented during examinations.
- Retain documentation in accordance with JCQ requirements.
- Provide training to Exam invigilators on how to carry out access arrangements in exams. Appendix 4
- Work with teachers on gathering evidence for Access arrangements.
- Complete statements for Reading, 25% extra time and Scribe if suitable.

Specialist Assessor, Mrs Gill Joseph.

Where required, the academy will ensure that assessments are undertaken by an appropriately qualified assessor in accordance with JCQ requirements.

The assessor will:

- Conduct assessments using appropriate assessment tools.
- Provide evidence to support recommendations.
- Maintain professional standards and records.
- Retain documentation in accordance with JCQ requirements.

Subject Teachers

Teachers will:

- Identify pupils experiencing barriers to learning or assessment.
- Provide evidence of normal way of working (appendix 2 and 3).
- Implement agreed arrangements in lessons and internal assessments.
- Monitor effectiveness and communicate concerns to the SENDCO.

- Complete teacher records on impact of Access arrangements.

Learning Support Staff

Learning support staff will:

- Assist in implementing agreed arrangements.
- Provide feedback regarding effectiveness.
- Always maintain confidentiality.

Identification of Need

Pupils may be considered for access arrangements if they:

- Have identified SEND.
- Have specific learning difficulties.
- Have sensory or physical impairments.
- Have medical conditions affecting access to assessments.
- Experience significant difficulties in reading, writing, processing or concentration.
- Have temporary injuries affecting examination performance.

Identification may arise through:

- Classroom observations.
- Progress reviews.
- SEND monitoring.
- Screening assessments.
- External professional reports.
- Parent/carer concerns.
- Pupil voice.
- Class teacher referrals

Assessment Process

The academy follows a graduated process:

Stage 1 – Referral

Concerns are raised by staff, parents/carers or the pupil.

Stage 2 – Evidence Gathering

Evidence may include:

- Teacher report and records of classroom practice. (Appendix 1 and 1b)
- Internal assessment outcomes.
- SEND provision records.
- Medical evidence.
- Previous access arrangement documentation.
- Records of classroom practice.

Stage 3 – Assessment

Where appropriate, formal assessment is undertaken by a qualified assessor.

Stage 4 – Decision-Making

The SENDCO and Examinations Officer review evidence against current JCQ criteria.

Stage 5 – Application

Applications are submitted through the JCQ online system where approval is required.

Stage 6 – Monitoring

Arrangements are trialled and reviewed through classroom practice, internal assessments and mock examinations.

JCQ guidance states that evidence of need and a pupil's normal way of working are key considerations when determining eligibility for access arrangements.

Normal Way of Working

Knutsford Academy's expectation is that approved access arrangements:

- Are routinely used in lessons.
- Are routinely used in internal assessments.
- Are regularly reviewed.
- Are supported by staff evidence.

Pupils will not normally receive arrangements in external examinations that have not formed part of their established classroom practice.

Equality, Inclusion and Accessibility

Knutsford Academy is committed to inclusive practice and recognises the importance of reasonable adjustments in removing barriers to achievement.

The academy will:

- Promote equal opportunities.
- Prevent discrimination.
- Ensure decision-making is evidence-based.
- Support the participation and progress of all learners.

Confidentiality and Data Protection

All information relating to access arrangements will be processed in accordance with:

- UK GDPR.
- Data Protection Act 2018.
- Academy Data Protection Policy.

Information will only be shared with individuals who require access in order to fulfil their professional responsibilities.

Training

All invigilators must attend a face-to-face training session with the SENDCO and Examinations Officer. This will cover the following information each year:

- Changes to JCQ guidelines

- A reminder of what a reader and/or scribe can do.
- Go through the medical needs, inform if there is anyone with specialist equipment
- Go through the scripts that must be read to any pupil who has a reader and/or scribe (Appendix 4)

All teaching staff will have regular updates provided to them throughout the year. This will be delivered by SENDCo.

Monitoring and Quality Assurance

The SENDCO and Examinations Officer will undertake annual reviews of:

- Pupil access arrangement records.
- Compliance with JCQ regulations.
- Examination access arrangements implementation.
- Staff training requirements.
- Internal quality assurance procedures.

The Local Governing Body will receive annual assurance regarding examination compliance and SEND provision.

13. Complaints

Any concern regarding access arrangements should initially be directed to the Assistant Headteacher and SENDCO, Mr David Cole

Email: dce@knutsfordacademy.org.uk

Where concerns remain unresolved, complaints may be pursued through the academy's Complaints Procedure.