



Access Arrangement Policy

LEICESTER PARTNERSHIP SCHOOL

ACCESS ARRANGEMENTS POLICY

CONTEXT

Leicester Partnership School ensures that all learners have access to a fair assessment based on their individual needs. This means therefore that no student is penalised because of a medical, physical, psychological or learning difficulty or disability. This also includes serious injury or illness which prevents them from completing the course or assessment. It should be noted that these access arrangements are only for those students whose difficulty means that they are at a disadvantage in comparison to those students who do not have a significant difficulty and/or disability.

AIMS

This policy is to make all stakeholders aware of the procedures which should be followed when there needs to be adjustments made about assessments and how this procedure is put into place.

LPS is committed to all learners and believes through robust planning, preparation, good quality teaching and assessment, all learners are deemed as **capable** and can progress and achieve at an appropriate and agreed level.

LPS will:

- Gather information effectively, and use this information to plan appropriate teaching and learning strategies.
- Deliver high quality teaching that meets the needs of all students.
- Ensure that all staff have consistently high expectations of what students can achieve, and understand the implications of SEND on learning.
- Embed high expectations and aspirations for all pupils. The LPS will implement a broad and relevant curriculum for students with SEND. Teaching may be personalised where appropriate.
- Closely monitor and track the progress of student groups, including those at risk of underachievement.
- Through planning and preparation meetings with key stake holders (Delivery staff, SENCO and the student) gather robust evidence that clearly paints a picture of the candidates need.
- Discuss with a candidate and their parent/ carer the term access arrangements and how this is specific to their child.

The electronic version of this document is the latest version. It is the responsibility of the individual to ensure any paper material is current.

- Follow processes and complete the request for Access Arrangements once that information has been collated and considered.

ACCESS ARRANGEMENTS

An adjustment is made to the assessment procedure in order to help a student who has a specific difficulty or disability. This adjustment enables the student to still perform according to their ability and/or need and not be penalised. This ensures that the student is treated fairly and is given an equality of opportunity.

There are a number of adjustments that can be made but these adjustments must only be made in relation to supporting the specific need/s and supported by detailed evidence.

Whether a student on the roll of LPS is to be given access arrangements, depends upon them being fully assessed (for learning difficulties this assessment is carried out by The Leicester City Learning Communication and Interaction Team).

For students who are dual-registered, LPS contact the on-roll school's SENCO to support the request for access arrangements. For some students, access arrangements will already have been in place through previous work carried out by the school.

If a student has an Education Health and Care Plan there may be a recommendation that the student is entitled to access arrangements according to their level of need.

LPS will paint a picture of the candidate's needs that will include – (see section 7.6.1 of the JCQ publication *Access Arrangements and Reasonable Adjustments*).

- the history of difficulties, for example, with the development of literacy skills;
- the results of screening tests;
- individual education/learning plans in place for the candidate;
- school reports;
- pupil tracking data;
- Information reported by subject teachers and/or support staff.

LPS will answer three key statements when considering access arrangements.

- What is the candidate's history of difficulties?
- What are the candidate's current difficulties in the classroom, tests and examinations?
- What support and adjustments are in place for the candidate in the classroom, tests and examinations?

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PRACTICAL ACCESS ARRANGEMENTS

These can include:

- Extra time given to complete an assessment activity
- A reader and/or scribe allocated
- A student to be placed in a separate area if they have difficulty being with others
- Adapted materials, for example in large print or Braille
- Activities printed on different coloured paper
- Changing the method of assessment
- The use of assistive technology
- Student to be allowed mini breaks

If a student has a long term illness, or a disability which means that they will take longer to complete assessment activities, then an application can be made to the awarding body/ies for an extension of completion.

These applications are always given fair consideration and take into account the student's difficulty and /or disability and the amount and nature of the work they have to complete in the given time.

APPLICATION FOR ACCESS ARRANGEMENTS

The following procedure is in place for the application of access arrangements.

- Student and Parent/Carer are notified of the application for access arrangements
- Student is assessed by LCI and/or a medical professional
- Written evidence by LPS and professionals is provided and collated by the Exams Officer
- Application is made either on line or in the written form which includes all relevant assessments and the necessary adjustments which are needed to support the student.
- Confirmation is provided by the awarding body that access arrangements have been granted.
- Part 2 of Form 8 is signed by the appropriately qualified professional who carried out the assessment for example, a specialist assessor (a representative from LCI) or Psychologist.

This Policy will be reviewed annually by The LPS Senior Leadership Team and The Management Committee.