



SPA SCHOOL POLICY/PROCEDURE FOR ASSESSMENT

Policy reviewed by Exams Officer –Nick Thompson

What are access arrangements?

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQCIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”

[JCQ website An overview]

Purpose of the policy

The purpose of this policy is to confirm that [insert centre name] fulfils *“its obligations in respect of identifying the need for, requesting and implementing access arrangements.”*

[JCQ ‘General regulations for approved centres’ Chapter 5.5]

This document is further referred to in this policy as GR

The policy is annually reviewed to ensure that arrangements 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

September 2021

Review date: September 2022

General and Vocational qualifications'

This publication is further referred to in this policy as AA.

Disability policy (exams)

A large part of the access arrangements policy 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.

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

The assessment process

The majority of students have an EHCP. Access arrangements will be submitted to JCQ prior to any examinations. For students without an EHCP an evidence sheet for each student will be drawn up.

In other circumstance the below will apply

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (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...

Checking the qualification(s) of the assessor(s) The process followed to check the qualification(s) of the assessor(s) is through our recruitment process. This is held in their personnel file Headteachers Office: evidence of the assessor's/assessors' qualification(s) held by the SENCo.

We:

“...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...
...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre...**” [GR 5.4]
“Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.” [AA 7.3]

Recording evidence of need We use centre-devised forms, awarding body forms, JCQ forms used to record assessment and application information and an indication of who has to complete these etc.

Gathering evidence of normal way of working Through our assessments the centre’s process for gathering evidence to record *normal way of working*.

“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.

SENCos 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]

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/aa0-access-arrangements-online>” [AA 8.1] The EO processes for using *Access arrangements online*. This might include for example, when applications are submitted, who is responsible, what information is required, printed, kept on file, location of files, dealing with cases that do not gain approval, awarding body referrals, etc.

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

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