

Archbishop Ilsley

Disability & Access Arrangements policy (exams)

2023/24

| **Approved/reviewed by** |
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| **Date of next review** |  |

**Key staff involved in the policy**

| **Role** | **Name(s)** |
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| SENCo | **Mr J Simmons** |
| SENCo line manager (Senior Leader) | **Mr C Clinton** |
| Head of centre | **Mr C Clinton** |
| Assessor(s) | **Anna Brewer (external) Dip SpLD awarding body RSA** |
| Access arrangement facilitator(s)  | **Mrs L Crowton, Mrs J Munnelly, Miss C Gaines, Mr P Brennan,** **Mrs E Wroblewska, Mr J Hanlon, Mrs S Begum, Miss J Johnston** |

This policy details how Archbishop Ilsley Catholic School provides access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010. It outlines staff roles and responsibilities for:

* identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
* requesting access arrangements
* implementing access arrangements and the conduct of exams
* good practice in relation to the Equality Act 2010

**The Equality Act 2010 definition of disability**

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [*Access Arrangements and Reasonable Adjustments*](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

This publication is further referred to in this policy as [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance).

**Identifying the need for access arrangements**

**Roles and responsibilities**

**Head of centre**

* Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](http://www.jcq.org.uk/exams-office/general-regulations) and [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* Ensures a policy demonstrating the centre’s compliance with relevant legislation is in place
* Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

**Senior leaders**

* Are familiar with the entire contents of the annually updated JCQ publications including [GR](http://www.jcq.org.uk/exams-office/general-regulations) and [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
* Ensures the assessment process is administered in accordance with the regulations
* Support the SENCo in determining the need for and implementing access arrangements
* Provides a policy on the use of word processors in exams and assessments
* Completes appropriate documentation as required by the regulations of JCQ and the awarding body

**Special educational needs coordinator (SENCo)**

* Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)
* Ensures the quality of the access arrangements process within the centre
* Ensure a statement is provided which details the criteria the centre uses to award and allocate word processors for exams
* Leads on the access arrangements process to facilitate access for candidates
* Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)
* If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
* Ensures arrangements put in place for exams/assessments reflect a candidate’s *normal way of working* within the centre
* Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
* Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
* Conducts appropriate assessments to identify the need(s) of a candidate
* Provides appropriate evidence to confirm the need(s) of a candidate
* Overseas training of scribes/readers/language modifiers
* Updates parents, teachers, students on Access Arrangements and how to use them.

**Teaching staff**

* Inform the SENCo of any support that might be needed by a candidate

**Teaching Assistants.** (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

* Provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate. They collate evidence from classroom teacher.

**Anna Brewer the external assessor of candidates with learning difficulties**

* Has detailed understanding of the current JCQ publication [AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance)

**Use of word processors**

| Please see the word processor policy (exams)  |
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**Access arrangements**

**What are access arrangements**

They allow candidates with 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.

**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*.*

**Assessment Process**

Assessments are carried out by an external assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations.

* Anna Brewer qualification carries out assessment on candidates identified by the school
* Teachers forward concerns to the SENCO. They evidence to her measures they take to make assessments fair e.g extra time,improving legibility etc.
* In conjunction with the TA’S they identify and evidence normal ways of working.
* Anna Brewer the independent assessor tests students.

 *“Evidence of the assessor’s qualification are held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.”*[[AA](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance) 7.3]

* **How the assessment process is administered**

| School confirms the assessment process is administered correctly (GR 5.5) The following assessment process’ are used to identify individual candidates for access arrangements;-* Primary to Secondary – listed on SEN. EHC Plans.
* Input from teachers plus T.A who monitors specific needs.
* External qualified assessor who completes individual testing.
* Senco – parent input to request support. External agencies, Educational Psychologist, CAT, Occupational Therapist, Cognitive Therapist.
* Inclusion profiles.

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**Recording evidence of need**

| The following documentation is used by school to record evidence:-* GCQ forms which include Form 8, Form 4, Form 2, indictaed by AQA Board.
* Specific testing includes; WR AT 4, Diagnostic Reading Analysis, Listening comprehension, Dash handwriting, Processing Comprehensive tests.

GCQ Forms to record assessment and application information  |
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**Gathering evidence to demonstrate *normal way of working***

| School Bear 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, for example:** *in the classroom (where appropriate);*
* *working in small groups for reading and/or writing;*
* *literacy support lessons;*
* *literacy intervention strategies;*
* *in internal school tests/examinations;*
* *mock examinations.*

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Arrangements requiring awarding body approval

* Refer to Word processing Policy
* Invigilator Roles
* Invigilator training
* Training for scribes
* Training for readers

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

| **Example of candidate need(s)** | **Arrangements explored** | **Centre actions**  |
| --- | --- | --- |
| A medical condition which prevents the candidate from taking exams in the centre | Alternative site for the conduct of examinations Supervised rest breaks | *SENCo gathers evidence to support the need for the candidate to take exams at home**Pastoral head provides written statement for file to confirm the need**Approval confirmed by SENCo; AAO approval for both arrangements not required**Pastoral head discussion with candidate to confirm the arrangements should be put in place**EO submits appropriate ‘Alternative site for the conduct of exams form’**EO provides candidate with exam timetable and JCQ information for candidates**Pastoral head confirms with candidate the information is understood**Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam**EO allocates invigilator(s) to candidate’s timetable; confirms time of collection of exam papers and materials**Invigilator monitors candidate’s condition for each exam and records any issues on incident log**Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam**Invigilator briefs EO after each exam on how candidate’s performance in exam may have been affected by his/her condition**EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)**EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence**Pastoral head informs candidate that special consideration has been requested* |
| Persistent and significant difficulties in accessing written text  | Reader/computer reader25% Extra time Separate invigilation within the centre | *Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading**Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice* |
| Significant difficulty in concentrating | PrompterSeparate invigilation within the centre | *Gathers evidence to support substantial and long term adverse impairment**Confirms with candidate how and when they will be prompted**Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)* |
| A wheelchair user | DeskRoomsFacilitiesSeating arrangementsPractical assistant | *Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed* *Provides height adjustable desk in exam room**Allocates exam room on ground floor near adapted bathroom facilities**Spaces desks to allow wheelchair access**Seats candidate near exam room door**Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room**Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate’s work where this may be applicable to the assessment* |