



# Woolwich Polytechnic School for Boys

## Access arrangements policy

2020/21

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	November 2021

## Key staff involved in the policy

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>Ms V Smith</b>
SENCo line manager (Senior Leader)	<b>Mr T Plumb</b>
Head of centre	<b>Mr T Plumb</b>
Assessor(s)	<b>Ms D Xuereb, Ms G Franklin, Ms V Smith</b>
Access arrangement facilitator(s)	<b>Mrs J Woods, Mrs K Rendell</b>

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## 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]*

### Purpose of the policy

The purpose of this policy is to confirm that [insert centre name] 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...

[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 SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

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](#)

### Disability policy (exams)

A large part of the access arrangements process 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 Disability Policy (Exams) is located on the school website, Learning Gateway and in the Exams Office

*The head of centre/senior leadership team will... recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010<sup>†</sup>. This **must** include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates;*

*†for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect [GR 5.4]*

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

## The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA 7.3](#).

### The qualification(s) of the current assessor(s)

OCR Level 7 in Assessing and Teaching with Specific Learning Difficulties (Dyslexia)

RSA Diploma for Teachers of Pupils with Specific Learning Difficulties - Level 7

### Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

### Checking the qualification(s) of the assessor(s)

The Schools HR Officer and Business Manager check and obtain copies of all required qualifications on appointment and are held in their HR file.

The Exams Office keep a copy available for inspection purposes

[AA 7.3](#) *Appointment of assessors of candidates with learning*

### Reporting the appointment of the assessor(s)

All assessors are employed by the school and their qualifications are held on file with HR and the SENCo. Copies are available in the Exams Office.

[AA 7.4](#) *Reporting the appointment of assessors*

### Process for the assessment of a candidate's learning difficulties by an assessor

A detailed history of need is collected from transfer from Primary School for each student. At the start of Year 7, all students are assessed to determine the level of support that is appropriate and required for each individual. We conduct CATs tests and NGRT Reading Tests.

In Year 9, students that have been highlighted with a history of need, by teaching staff or SENCo, will be assessed for access arrangements by our fully qualified SpLD Assessor. The student's normal way of working is reflected in the Access Arrangements, which have been put in place.

The range of assessments which are available to the assessors are:

- DASH 11 – 16
- DASH 17+
- CTOPP 2
- WRAT 4
- TOMAL-2 (Test of Memory and Learning-Second Edition)
- TOWRE-2 (Test of Word Reading Efficiency-Second Edition)

- Signal Digit Modalities Test.
- HAST-2 (The Helen Arkell Spelling Test Version 2)
- Mathematics Competency Test
- Myself As a Learner Sale 8-16+ Analysing self-perception

Our SpLD Assessor attended an annual up date of her qualification to ensure compliance with any changes to the JCQ regulations ensuring that the assessment process is administered correctly.

Form 8's are completed, signed and dated by our fully qualified specialist assessor. The candidate is informed of the assessment process and Data Protection Notice and then asked to sign the form.

[AA](#) 7.5 *Guidelines for the assessment of the candidate's learning difficulties by an assessor* and 7.6 *Completing Form 8 – JCQ/AA/LD, Profile of Learning*

By detailing this, you should be confirming ...that the correct procedures are followed as per Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments...*

[GR 5.4]

### **Painting a picture of need and gathering evidence to demonstrate normal way of working**

Teachers and support staff are asked to make individual statements with regard to those students who have been identified as having specific difficulties.

Staff are also asked to provide evidence of examples of unfinished timed tests or handwriting samples which are kept on file.

Information collected in Lower school and a record of the support that was put in place, such as, in class support, small group or one to one support are kept on file.

Information regarding students specific circumstances or learning difficulties are kept on file along with reports from outside agencies, parents or students own concerns.

Those students who have been awarded an Access Arrangement will routinely be given that provision in the classroom as their normal way of working. The support given in the centre reflects the arrangement put in place for the examination series.

All background information, support and or interventions are recorded in Section A of form 8.

Evidence of Need:

- EHCP
- Appropriate medical evidence (if provided)
- Specialist Teachers Reports
- Dyslexia diagnoses report
- Exam Assessment Form

All assessment evidence is retained and kept in individual files for each student who have access arrangements in place. All tests used are approved by the awarding body and marked against Standardised Scores. All tests and scoring are administered by our full qualified specialist assessor.

[AA](#) 7.5 *Guidelines for the assessment of the candidate's learning difficulties by an assessor* and 7.6 *Completing Form 8 – JCQ/AA/LD, Profile of Learning*

## **Processing access arrangements**

### **Arrangements requiring awarding body approval**

**Access arrangements online** (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 2 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

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.

AAO Applications are made by the Exams office following the completion of Form 8 and the relevant tests along with the evidence of need. Approved applications are printed and stored in the Learning Support Office.

The Specialist Assessor retains all original test papers, work samples, data protection form and other supporting evidence along with a copy of the form 8 and correspondence with parents/carers/outside agencies.

The files for inspection are located in Learning Support Office.

A record of candidates access arrangements are recorded on the front of every file held in Learning and Support, schools MIS system and displayed for staff on the Staff Learning Gateway.

[AA 8](#) *Processing applications for access arrangements*

### Centre-delegated access arrangements

Woolwich Polytechnic School for Boys follows JCQ guidance when providing centre delegated access arrangements.

The SENCO

The SENCO allocates candidates a prompter or rest breaks if;

- The need is a result of substantial and long term impairment and it is their normal way of working
- There is medical evidence to substantiate this arrangement and it is their normal way of working.

The SENCO keeps a record of all centre delegated access arrangements and evidence of need on file.

A record of arrangements are maintained and held in a file by the Access Arrangements Facilitator

### 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.

A candidate may be approved for the use of a Word Processor where this is appropriate to the candidate's needs.

The Word Processor Policy on the use of word processors is located on the School Website, Learning Gateway and with the Examinations Officer

#### Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCO.

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 5.16](#)]

The need for separate invigilation must be substantiated by appropriate and current medical evidence.

The evidence can take the form of a letter from a Consultant Doctor, CAMHS or an EHCP.

This must be provided to the SENCO or the Exams Officer by January 2020.