

Access Arrangements Policy



Undershaw

Policy Title	Access Arrangements Policy
First Published	September 2021
Last Date of Review	October 202
Next Review by Date	October 2024
Reviewed By	Exams Officer
Approved By	Headteacher
For publication on website	Yes / No
Signed by	Headteacher October 2023

Key staff involved in the policy

Role	Name(s)
Head of SEND	Alison Blyth
Head of centre	Emma West, Headteacher
Assessor(s)	NA
Access arrangement facilitator(s)	NA

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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 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)

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 several 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'. (AA Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that Undershaw 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...

(General Regulations for Approved Centres, section 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by the head of SEND alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

Where the Head of SEND is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

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

General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The head of SEND **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. This policy can be found in the exams policies folder on Teams.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

The assessment process:

All students at Undershaw Education have an EHCP. The Head of SEND will ensure that all students have a statement of need created which ensures that Access Arrangements match the needs stated on the EHCP. JCQ have confirmed that it is not necessary to complete any additional assessments of needs as all students at the school have an EHCP.

Processing access arrangements and adjustments

Arrangements/adjustments 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 covered by the tool. This tool

also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

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 for approval is required for each candidate regardless of the awarding body used.

The Head of SEND will ensure that the statement of need is updated at the beginning of the course and meets the needs of the learner identified in the EHCP.

The Head of SEND will ensure that all teaching and support staff are aware of the individual access arrangements and that these are normal 'everyday' practice to support the students throughout the course.

The Head of SEND and the exams officer will apply for the access arrangements via AAO and use the facility to order modified exam papers.

Centre-specific criteria for particular arrangements/adjustments

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

The centre's policy for using a word processor is available here:

[Examinations - Undershaw Education Trust](#)

Separate Invigilation Policy

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

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)

Policy No/Name:	Access Arrangements Policy			
Statutory: Y /N	Online: Y /N	Parago: Y /N		
Review Frequency: annual	Committee Review:	N/A		
	2021	2022	2023	2024
Staff Member responsible	DHT Academic	DHT Academic	Exams Officer	Exams Officer
Nature of changes made	Policy generated	Annual updates	None	None
Date reviewed by Committee	N/A	N/A	N/A	October 2024
Date next review is due	Sept 22	Sept 23		

File Version	1	2	3	2024-25
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