

Thomas Gainsborough School

Centre 19319

# Access arrangements policy 2018/19

This policy is reviewed annually to ensure compliance with current regulations

**Approved/reviewed by**

**Date of next review**

## Key staff involved in the access arrangements process

<b>Role</b>	<b>Name(s)</b>
SENCo	<b>David Chiang</b>
SENCo line manager (Senior Leader)	<b>Helen Yapp</b>
Head of centre	<b>Wayne Lloyd</b>
Assessor(s)	<b>Rosie Smithson (Academy Trust SEND)</b>
Access arrangement facilitator(s)	<b>Tina O'Bierne, Anthony Marshall</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 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 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.”*

[AA Definitions, page 3]

## Purpose of the policy

The purpose of this policy is to confirm that Thomas Gainsborough School complies 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](#).

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’*.

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 Disability policy is available from the Headteachers PA, the exams office and school website.

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)**

The current assessor at TGS is Rosie Smithson, Rosie is the Trust lead for SEND and has a Level 7 qualification - CPT3A- Certificate in Psychometric testing, assessment and Access Arrangements.

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

Qualified checking of the assessor's qualifications (Rosie Smithson) is implemented by the Academy Trust.

### **How the assessment process is administered**

Evidence of need is established through a range of means, including gaining feedback from Teachers as to barriers to and normal ways of working, feedback from staff and students enables assessments to be conducted to establish any factors which may be contributing to progress concerns. Teachers complete a normal way of working feedback form. Work is reviewed and students are met to discuss their learning. Specialist assessor completes assessments relevant to identify and or confirm the area of need and JCQ form 8 is used to record the information.

A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

The SENCo must complete at least a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8)... Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team will provide a written rationale supporting their decision to the parent/carer.

**Private candidates:** Thomas Gainsborough "the centre" will undertake the necessary and appropriate steps to gather an appropriate picture of need and demonstrate normal way of working for a private candidate. This includes distance learners and home educated students. The centre, where required, will lead on the assessment process. The candidate will be assessed by the centre's appointed assessor. In some instances, depending on his/her needs, the candidate may have to be assessed away from the centre, for example at home"

## Recording evidence of need

Evidence of a student's normal way of working is collected from teachers and documented in an internal form that covers all areas listed below;

TIME	YES	NO	COMMENTS
Always finishes tasks after others			
Needs extra time for assignments			
Needs time to formulate an answer to a verbal question (slow responding)			
Needs careful explanations in straightforward language of tasks/assignment titles			

READING	YES	NO	COMMENTS
Needs reader in class			
Avoids reading out loud			
Has problem following written instructions			
Finds it difficult to quickly get the idea of what s/he has read			
Finds it hard to remember what s/he has read			

WRITTEN WORK	YES	NO	COMMENTS
Handwriting difficult to read			
Has difficulty copying from the board			
Finds taking notes hard			
Works on laptop/computer rather than writing			
Needs support with planning written work			
Can explain verbally without problems but struggles to write anything down			
Needs support with spelling			
Grammar and punctuation insecure			

MEMORY & CONCENTRATION	YES	NO	COMMENTS
Has difficulty following oral instructions			
Has difficulty concentrating for long periods			
Has difficulty remembering messages, appointments			
Needs to have instructions repeated			
Needs to have instructions written down			

PRACTICAL TASKS	YES	NO	COMMENTS
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Good with practical tasks			
Prefers practical tasks to written ones			
Understanding better if able to consolidate learning through practical experience			

ORGANISATION	YES	NO	COMMENTS
Organisational skills are weak – loses things, forgets items s/he needs to bring			
Finds it hard to meet deadlines			
Has difficulty working efficiently			

VISION	YES	NO	COMMENTS
Needs large print version			
Uses coloured overlay when reading (Colour .....)			
Benefits from handouts on coloured paper			

EXAMS / TESTS	YES	NO	COMMENTS
Finds revising for exams hard			
Unable to finish an exam in the time allowed			
Panics when faced with tests			
Needs to take frequent rest breaks			
Needs timely reminders to stay focused on task			

## Processing access arrangements

### Arrangements requiring awarding body approval

The centre will apply via *Access arrangements online (AAO)* a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed. This tool also provides the facility to order modified papers for those qualifications.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

This implemented by SENCO and Exams Officer. All relevant documentation of applications and evidence of need will remain securely on file.

## 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. The Word Processor policy is located in the exams office and with Headteachers PA.

### **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.

