

Key staff involved in Access Arrangements Policy:

Role	Name(s)
SENDCo	Frankie Myers
SENDCo Line Manager	Jemma Lyons
Head of Centre	Doug Thomas
Assessor(s)	Anne Deane (contractor)
SLT Member(s)	Sam Channon, Jemma Lyons

What are Access Arrangements?**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'."

[Access Arrangements and Reasonable Adjustments](#) Page 7

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'."

[Access Arrangements and Reasonable Adjustments](#) Page 7

Purpose of the policy

The purpose of this policy is to confirm that West Sussex Alternative Provision College (WSAPC) has a written record which clearly shows the centre 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 policy is maintained and held by the SENDCo 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.

Where the SENDCo 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.

[Access Arrangements](#) section 4.2.13

The policy is reviewed annually 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'*

General principles

The principles for the centre to consider are detailed in [Access Arrangements](#) 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 the disabled candidate.
- The SENDCo, or an equivalent member of staff within a FE college, **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 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.

All Examination Policies can be found on the Policies area of the College's SharePoint site so that all teaching staff can access them.

The head of centre/senior leadership team will: "recognise its duties towards disabled candidates ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable

adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid; or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[JCQ 'General regulations for approved centres'](#) Chapter 5.4.c

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

The Assessment Process

Types of access arrangements may include:

- Supervised rest breaks.
- Extra time of up to 25%.
- Extra time of up to 50%.
- Extra time of over 50%.
- Reader/Computer reader.
- Read aloud.
- Scribe/Voice to text software.
- Word processor.
- Braille transcript.
- Prompter.
- Oral Language Modifier.
- Live speaker for pre-recorded examinations components.
- Sign Language Interpreter.
- Practical Assistant.
- Alternative accommodation away from the centre.
- Other arrangements for candidates with disabilities.

In line with JCQ regulations, WSAPC will make all decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at WSAPC.

Appropriate evidence of need will be available for inspection. Assessments are carried out by the assessors appointed by the Senior Leadership Team. The

assessors are appropriately qualified as required in JCQ regulations [Access Arrangements](#) section 7.3.3

The qualifications of the current assessor:

Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) Level 7

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

Upon appointment at WSAPC, the assessor is required to produce a copy of their qualification and assessment practising certificate which is held in their personal file. This is also recorded on our MIS system.

A further copy of the qualification and assessment practising certificate is held in the centres AA folder.

JCQ Form 8 is completed and signed by the Headteacher or SENDCO or equivalent member of staff and kept with the Access Arrangement paperwork.

Process for the assessment of a candidates learning difficulties by an assessor.

The process detailed below confirms "that the correct procedures are followed..."

[JCQ 'General regulations for approved centres'](#) Chapter 5.4.f

Carrying out Assessments

The SENDCo completes baseline information and the Pupil Passport and these indicate which students require further assessment by a specialist teacher.

The Pupil Passport contains any available information and assessment from the student's previous school.

This will provide recommendations to teaching staff on how to support the student in class and will provide further information to 'paint a picture of need' and identify potential candidates who qualify for access arrangements.

The SENDCo oversees the following key assessments:

- Hodder Oral Reading Test.
- Vernon Graded Word Spelling.
- BPVS.

Plus specialist assessments to inform Access Arrangements:

- NNAT – Naglieri Nonverbal Ability Test.
- PHAB – Phonological Assessment Battery.
- Dyslexia Screening Test (Secondary).

The assessments below are carried out by a specialist assessor for Access Arrangements:

- WRAT 4.
- CTOPP 2.
- TOMAL 2.
- DASH.

Previous Access arrangements in place from previous schools, will be considered – and evidence utilised to support our own application

Painting an 'holistic picture of need', confirming normal way of working

As per JCQ regulations as appropriate the SENDCo will:

- Complete JCQ Form 8 and /or Reader Centre Evidence if student has been assessed and has scores which indicate a substantial impairment which is persistent and significant.
- Provide examples of work.
- Compile SENDCo letter including medical evidence (CAMHS, Hospital Consultant, EP, Sensory Impairment Service, Speech and language Service).
- Include EHCP.
- Confirm that the Access Arrangement is the candidate's normal way of working.
- Normal Way of Working form is completed by Centre Manager and submitted to SENDCo.
- The Exams Officer will monitor the effectiveness of any alternative ways of working and access arrangements to ensure that they are still required and continue to be of benefit to the student.
- If an arrangement is not used or is found to no longer be of benefit to the student, it will be removed in accordance with JCQ guidance.

Gathering evidence of normal way of working

Bearing 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, 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.

SENDCos and assessors must refer to [Access Arrangements](#) section 7.6.1 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 [Access Arrangements](#) section 8.3.

The SENDCo will complete 'Normal Way Of Working' form with teachers and support staff.

Processing applications for 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 [Access Arrangements](#) section 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.

Access arrangements will be applied for using Access Arrangements Online before the annual JCQ deadline. The exception to this is where an emergency

arrangement has been put in place as a consequence of a temporary injury or impairment. Or where a pupil arrives at WSAPC after the JCQ deadline

Once the tests have been conducted and there is a recommendation for access arrangements, the Assessor then applies to the exam boards via AAO; the decision is instant and a printed copy of the confirmation is printed and stored in the Access Arrangement File (held in Exams Office). Along with the AAO approval will be a hand signed and dated copy of the Form 8 report, a Data protection notice signed and dated by pupil. Original test papers along with normal way of working forms and any additional supporting evidence.

As per JCQ regulations certain applications for students with an EHCP will need to be supported with additional evidence of need; for example:

- A letter/report from CAMHS or a clinical psychologist or psychiatrist.
- A letter/report from a hospital consultant.
- A letter/report from the Local Authority Educational Psychology Service.
- A letter/report from the Local Authority Sensory Impairment Service.
- A letter/report from a Speech and Language Therapist (SALT).

All information is held on the Access Arrangements file and will be available for inspection.

Parents are informed of the access arrangement by letter and the students are informed verbally

If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENDCo/specialist assessor will work together with the Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided. A printed copy of any such outcome is to be kept on file.

Pupil Access arrangements are detailed on the MIS – pupil/group reports can be printed from Exams Organiser. SENDCo also holds a 'whole centre' access arrangement file, which is maintained and stored on our school Sharepoint system and is accessible to all staff. Each WSAPC centre receives updated lists of Access arrangements in place for their cohorts.

Centre-delegated access arrangements

Centre Manager/SENDCo completes 'Normal Way of Working' form and/or SENDCo File Note, as appropriate, showing evidence of persistent and significant difficulties which have a substantial and adverse effect.

Centre Manager/SENDCo ensures the Access Arrangement register is current and includes all the centre delegated access arrangements. The SENDCo must

be satisfied that there is a genuine need for the 'centre-delegated' arrangement to be put in place.

Where appropriate use of centre delegated access arrangements, such as supervised rest breaks will be detailed on the exam incident log.

Word processor policy

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 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.

A centre **must** have a policy on the use of word processors. A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations. ([Access Arrangements](#) section 5.8)

Accordingly, WSAPC has an Examinations Word Processing Policy.

Alternative Rooming Arrangement Policy

A decision where an exam candidate may be approved separate invigilation within the centre alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) will be made by the ALS lead/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, section 5.16)

Where candidates are subject to alternative rooming arrangement within the centre, the regulations and guidance within this booklet must always be adhered to. This is particularly so in relation to accommodation and invigilation arrangements ([see sections 11 and 12](#)).

In the case of rooming arrangement, the candidate's disability is established within the centre. It is known to a Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect. Alternative

rooming arrangement must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. [Access Arrangements](#) section 5.16.

A decision where an exam candidate may be approved alternative rooming arrangement within the centre will be made jointly by Centre Manager and SENDCo

Appeals

There is a [Complaints and Appeals procedure](#) in place that outlines how a complaint can be raised against centre decisions relating to access arrangements and special consideration.

Appendix

Normal Way of Working form

ISSUED	April 2017
ADOPTED BY WSAPC	April 2017
REVIEWED	April 2024
NEXT REVIEW DATE	November 2024

Appendix - Demonstrating 'normal way of working' for access arrangements

Name of Student:	Date of birth:
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Access arrangements under consideration/ area of concern			
	(Tick all applicable)		(Tick all applicable)
Scribe		Use of WP	
Reader		Prompt	
Extra Time		Supervised rest breaks	
		Separate room	

EXTRA TIME	YES	NO
Support is needed to complete assessments within the given time		
Quality and content of work improves with extra time		
Student is routinely given extra time to re-read and process text		
Differentiated questioning is used to allow additional thinking and processing time		
Always finishes tasks after others or submits incomplete work		
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
Reads aloud in class to understand text		
Uses a reader during mock exams and tests		
Understanding of text improves with the use of a reader		
Uses peer reader or adult reader in class		
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		
Uses Reading Pen in classroom		

SCRIBE / WORD PROCESSING	YES	NO
Has difficulty copying from the board		
Finds taking notes hard		
Needs support with planning written work		
Evidence is available to show that use of a word processor is the usual way of working in class		
Handwriting is illegible		
Spelling is incomprehensible		
Student has difficulty expressing thoughts in writing		
Verbal responses are more comprehensive than written responses		
Slow writing speed results in tasks not being completed within the set time		
Able to produce written text quicker when using a scribe / voice activated software		

COLOURED PAPER AND OVERLAYS / Print Size	YES	NO
Needs larger print size		
Evidence is available to show that students use coloured paper as their usual way of learning		
Students routinely use coloured reading rulers in class		

MEMORY & CONCENTRATION	YES	NO
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering information / instructions		
Needs to have instructions repeated		
Needs to have instructions written down		

ORGANISATION	YES	NO
Organisational skills are weak – loses things, forgets items s/he needs to bring		
Has difficulty working efficiently		

DIFFERENTIATION / OTHER SUPPORT	YES	NO
Use of TA in class		
Differentiated curriculum provided		
Personal copies of notes/ information provided to highlight key words		
Manifest Stress or anxiety in class when placed under exam conditions		
Needs to take frequent supervised rest breaks		
Needs timely reminders to stay focused on task – prompt		

Any other relevant information:

Date normal way of working discussed and agreed:

SENDCo: