



# Access Arrangements Policy

## 2018-19

This policy is reviewed annually to ensure compliance with current regulations

**Approved/reviewed by**

The Governing Body

**Date of next  
revie**

September  
2019

**Key staff involved in the access arrangements process**

<b>Role</b>	<b>Name(s)</b>
<b>SENCo</b>	<b>Gemma Dunne</b>
<b>SENCo line manager (Senior Leader)</b>	<b>Julie Bailey</b>
<b>Head of centre</b>	<b>James Topham</b>
<b>Assessor(s)</b>	<b>Gemma Dunne</b>
<b>Access arrangement facilitator(s)</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 Wood Green Academy 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.

Please see the attached disability policy.

*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)

Gemma Dunne – SENCo

Valerie J Millership – SPLD Advisory Teacher from Sandwell

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

Gemma Dunne - Postgraduate award of Proficiency in Assessment for Access Arrangements (Level 7)

Valerie J Millership – OCR Level 7 Certificate in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia).

Certificates are kept on file in the SENCo office.

### How the assessment process is administered

A picture of need is developed over a number of years ranging from Year 7 to Year 9. Students who are on the SEN register within Wood Green Academy and currently receive interventions from the SEN department for their learning needs are tested by Gemma Dunne (SENCo) to determine the level of support needed for examination access arrangements. Teacher comments and previous academic attainment (including Key Stage 2 primary school data) is taken into consideration to develop an accurate picture of need.

#### Note for private candidates the centre must

*"...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, must lead on the assessment process. The candidate must 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...*

[GR 5.4]

## Recording evidence of need

The following documentation is used to support the evidence needed for access arrangements:

- JCQ form 8
- Completed test papers
- Education Health Care Plans
- Teacher comments
- Student comments
- Inclusion Support review documents for Moderate Learning Difficulties
- Inclusion Support review documents for Specific Learning Difficulties.
- Psychologist reports

## Gathering evidence to demonstrate normal way of working

*The following list are examples of how access arrangements become normal working way of practise:*

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *Accelerated reading programme*
- *literacy support lessons via the Skills Development programme*
- *Touch type programmes*
- *literacy intervention strategies;*
- *internal school tests/examinations;*

## 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 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.

Following the completion of form 8s by the external assessor, the SENCo then makes an application online using the AQA website.

Form 8s and hardcopies of the online application forms are stored in a folder in the SENCo office.

### **Centre-delegated access arrangements**

A proforma designed by the SENCo at Wood Green Academy is completed for students who are only entitled to any one of the following:

- Laptop
- Separate room

Medical evidence usually accompanies these proformas.



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