



Access Arrangements Policy 2016/17

This policy is reviewed annually to ensure compliance with current regulations

Reviewed February 2017

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What are Access Arrangements?

Access Arrangements

Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior approval from either JCQ and/or other regulators including CIE and IB, depending on the student concerned.

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment or compromising the standards being tested, so that the candidate can be recognised for their attainment. Examples of access arrangements include readers, scribes, Braille question papers, extra time or modified papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

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.”

Purpose of the Policy

The purpose of this policy is to confirm that Whitgift School fulfils its obligations in respect of identifying the need for, requesting and implementing access arrangements.

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, 1 September 2016 to 31 August 2017’*

and also in accordance with the individual regulations and procedures of other regulators/awarding bodies, including CIE and IB, and for BTEC and BMAT.

Disability policy (exams)

A large part of the access arrangements policy is covered in our 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 exams Disability Policy is available to view on the School website.

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

The Assessment Process

Pupil assessments are carried out by specialist assessors appointed by the Head of Centre. Whitgift currently has four appropriately qualified specialist assessors:

Mrs K Richardson (SENCo), BA Hons, Postgraduate Certificate in SEN Co-ordination and National Award for SEN Co-ordination, Dip.RSA

Mrs A Glenin, Dip.RSA, holder of SpLD Assessment Practising Certificate

Mrs J Hope, Dip.RSA

Mrs E Kelly, MA, Dip.RSA, holder of SpLD Assessment Practising Certificate

Specialist qualifications are checked by the School HR Department; applicants are required to bring original certificates to interview. Copies of these are kept on file by the HR Department.

Members of staff who gain further qualifications whilst in the employ of the School are also required to present their original certificates to the HR department. Copies of these are kept on file.

In addition, copies of specialist awards certificates are kept confidentially by the SENCo and the Exams Officer.

If a pupil assessment has been completed by an Educational Psychologist, or other appropriately qualified assessor, outside school, the SENCo will request and check their qualifications to ensure that they comply with current JCQ/CIE/IB guidelines.

N.B. External candidates must comply with the same regulations as internal candidates.

How the assessment process is administered

Students who may have a learning difficulty and may therefore require access arrangements are highlighted to the SENCo by teaching staff, Heads of Year. Students may also self-refer.

An assessment is carried out by one of the four appropriately qualified Specialist assessors. Assessments are completed adhering to the timeframes required for regulations for external examinations

The Learning Support department has a range of assessments which can be used depending on the individual needs /difficulties of the student, e.g. WIAT, TOMAL 2, CTOPP 2. If assessment results meet the criteria for access arrangements they are combined with the student's **history of need** and supporting evidence gathered during their time at the school to show examples of where arrangements are required and used as the student's **normal way of working**.

The SENCo will make her decision to apply for access arrangements based on

- whether the candidate has a **substantial and long term impairment** which has an **adverse effect**
- **the candidate's normal way of working within the centre.**

Recording evidence of need

In the Lower School, where it is felt that access arrangements may be required in the classroom and for internal tests and examinations, a record of need is built up and recorded on SIMS as well as using the Lower School Monitoring Sheet (*see Appendix 1*).

At the end of year 9, where there is evidence of the need for access arrangements for a pupil who will be taking Public Examinations in year 10 or 11, a pupil is assessed by one of the specialist assessors who will complete a JCQ Form. The Form 8 will be signed off by the SENCo. (*See Appendix 2*).

Access arrangements applications for CIE examinations require completion of the CIE Preparation: Form 1. If a student already has AA approval from JCQ this form will be completed up to section A and submitted to CIE together with a copy of the JCQ outcome letter.

Gathering evidence of normal way of working

Evidence of the student's normal way of working throughout his time at Whitgift is collected from teaching staff, using the Whitgift "Exam Arrangements – Evidence Collection Sheet". (**See Appendix 3**). Teaching staff are encouraged to provide the SENCo with relevant copies of tests or classwork, and to email the SENCo with any further information.

A historical picture of the use of access arrangements for each pupil is collated. The SENCo will bear in mind the "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.

**The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3 of JCQ AA)."*

Processing Applications for Access Arrangements

Access Arrangements Online

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

“For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement.”

Where the SENCo feels that a candidate is eligible to apply for access arrangements for Public Exams, she, or one of the specialist assessors, will liaise with the Exams Officer to make an online application via “Access Arrangements Online” and/or direct to CIE as appropriate.

Once an application is approved, a printed copy is kept on file by the SENCo. Files are located in the SEN Dept.

Around 90% of online applications are approved, however it is inevitable that some individual needs will not be accommodated by a computer system, which cannot deal with every reasonable adjustment in specific case.

If an application is not approved, additional paperwork/evidence may be required to justify the request being made. In this situation the SENCo/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 passed onto the SENCo/specialist assessor to be kept on file.

Centre-delegated Access Arrangements

Some access arrangements can be “Centre-delegated” which means that an online application to JCQ/CIE is not required. Examples of such arrangements include supervised rest breaks, candidates who read aloud, use of a word processor, use of a prompter, use of a live speaker, coloured overlays and separate invigilation within the centre. An assessor will complete a “Whitgift School Examinations Cover Sheet” (*see Appendix 1*) to support the arrangement. The SENCo must be satisfied that there is a genuine need for the arrangement to be put in place. In addition the candidate’s difficulties must be established within the school and thus known to a form tutor, a Head of Year, the SENCo and/or a senior member of staff with pastoral responsibilities.

Word processor policy

Approval of the use of a word processor will be granted following awarding body guidelines and 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.

For further details and explanation please see our separate Word Processor Policy (exams) which is published on the school website.

Separate invigilation within the centre

A decision as to whether an exam candidate may be given approval for separate invigilation within the centre 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.*

Separate invigilation will reflect the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

The only exception to this would be a temporary illness or other temporary indisposition which is clearly evidenced.

APPENDIX 1

Extra Time - Monitoring sheet for Lower School Exams

Pupil Name:

DoB:

Access Arrangement Awarded:

Subject	Date	Date	Date	Date	Date
	Brief note to confirm the exam concessions used	Brief note to confirm the exam concessions used	Brief note to confirm the exam concessions used	Brief note to confirm the exam concessions used	Brief note to confirm the exam concessions used
English					
Maths P1					
Maths P2					
Science (yr6/7)					
Chemistry (Yr8/9)					
Biology (Yr8/9)					
Physics (Yr8/9)					

SUBJECT	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used	Date Brief note to confirm the exam concessions used
Geography					
History					
Language 1					
Language 2					
TP					
DT					

APPENDIX 2

Application for access arrangements – Profile of learning difficulties

(Applications for GCSE and GCE qualifications must be made using *Access arrangements online*. This form must be used to collate the evidence and must be kept on file for inspection purposes within the centre.)

Please read Chapters 5, 7 and 8 of the JCQ publication *Access Arrangements and Reasonable Adjustments* before completing Form 8.

Cambridge Nationals, Cambridge Progression, Cambridge Technicals and Functional Skills qualifications - the completed form **must** be sent to the Special Requirements Unit of the awarding body conducting the examination(s). (Please list the names of all subjects being studied.)

The SENCo must complete this form and Sections A and B.

Academic year(s)		First examination series	
Centre No.		Centre name	
Centre e-mail address			
Candidate Number		Candidate name	

Examinations for which an application is made – (only required for GCSE and GCE qualifications when a referral to an awarding body is made. This section does not need to be completed for an initial application made using *Access arrangements online*).

Awarding body	Specification title	Specification entry codes	Unit codes

If the candidate has previously been granted access arrangements by an awarding body, please specify

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Declaration

I am satisfied that the information provided on this form is accurate. I fully support the application and confirm that the candidate is/will be appropriately entered for the examination(s) concerned and will be able to demonstrate the assessment objectives required by the specification.

Head of centre/SENCo	Date	
Name (Please print)		
Signature		

Sections A, B and C of Form 8 **must** be used for recording the evidence required for an application on *Access arrangements online* for a GCSE or GCE candidate **with learning difficulties**, which results in **a substantial and long-term impairment** and who requires one or more of the following access arrangements: **a computer reader, 25% extra time, extra time of up to 50%, an Oral Language Modifier, a Reader or a Scribe.**

Section A	Candidate's name:
<p>This section must be completed by the SENCo, or the specialist assessor working within the centre, before the candidate is assessed. The form must be sent to the specialist assessor prior to the candidate's appointment.</p> <p>Within this section you must paint a picture of the candidate's needs - see section 7.6.1 of the JCQ publication <i>Access Arrangements and Reasonable Adjustments</i>.</p> <p>For example, reference should be made to:</p> <ul style="list-style-type: none"> • the results of screening tests; • individual education/learning plans or support plans in place for the candidate; • school reports; • pupil tracking data. <p>Reference must also be made to the candidate's history of difficulties, for example with the acquisition and development of literacy skills.</p> <p>If the candidate's first language is not English, you must show that he/she has underlying difficulties in their first language. The candidate's difficulties must not be due to their limited acquisition of the English language. Please record this information under Section A – 'Any other relevant information', page 4.</p> <p>Section A – answer the three key statements</p>	
<p>Provide relevant information/evidence of the candidate's persistent and significant difficulties.</p>	
<p>Show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of feedback from teachers.</p>	
<p>Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement(s). For example have teaching staff recorded any support regularly provided in the classroom?</p>	

Candidate's name:

Section A

Any other relevant information

Section B

This section must be completed by the SENCo, or the specialist assessor working within the centre, after the candidate has been assessed. On the basis of Sections A and C of this form the following access arrangements are requested.

Section C

Candidate's name:

This section **must** be completed by a specialist assessor (see pages 82-83 of the JCQ publication *Access Arrangements and Reasonable Adjustments*) **after receiving a completed Section A from the SENCo.**

The specialist assessor **is not** required to recommend access arrangements but to assess the candidate and discuss appropriate arrangements with the SENCo.

Please use the guidance notes in **Chapter 7** of the JCQ publication *Access Arrangements and Reasonable Adjustments* to complete this form.

Please complete those sections necessary to support the application, e.g. sections on reading for a computer reader or reader. It is not permitted under any circumstances to delete sections or amend the wording on the form. **Please insert 'n/a' in sections not completed.**

Reading skills

1. Reading accuracy

Is the candidate's untimed (single word) reading accuracy in the **below average range?** (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Please give the candidate's result on an untimed Single Word Reading test as a standardised score.

Name of test	
Test ceiling	
Date of administration	
Standardised score	

2. Reading comprehension and reading speed

Does the candidate comprehend continuous text or sentences at a level which is below average? (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Does the candidate read continuous text at a speed which is **below average?** (i.e. at least 1 standard deviation below the mean on a nationally standardised test, **a standardised score of 84 or less**)

YES NO

Specialist assessors should refer to **paragraph 7.5.10, page 85**, of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

Candidate's name:

Give the candidate's results on assessments of reading text or sentences with comprehension.

Name of test	
Test ceiling	
Date of administration	
Comprehension standardised score	
Reading speed standardised score	

Writing skills

3. Accuracy & legibility

Is the candidate's spelling accuracy in the **below average range – i.e. a standardised score of 84 or less**, with errors unrecognisable as the target word?

YES NO

Does the candidate's spelling and/or handwriting render his or her free writing largely illegible to someone who is not familiar with it?

YES NO

Is the candidate's free writing incomprehensible to someone who is not familiar with it?

YES NO

Please give the results of a spelling assessment on a nationally standardised test.

Name of test	
Test ceiling	
Date of administration	
Spelling standardised score	

Candidate's name:

4. Does the candidate express him/herself in written form so slowly that answers could not be fully recorded in the time allowed? Is the candidate's free writing speed, as a standardised score on a nationally standardised test, in the below average range for their age? – (i.e. at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)

YES NO

Name of test	
Test ceiling	
Date of administration	
Free writing speed standardised score	
*Please name the subtest you are quoting where appropriate	
Quality of language when free writing	

5. Is the candidate's cognitive processing (e.g. phonological, auditory or visual processing, or working memory) in the below average range? – (i.e. at least 1 standard deviation below the mean on a nationally standardised test, a standardised score of 84 or less)

YES NO

Name of test(s)		
Test ceiling		
Date of administration		
Which type of processing does this test assess?		
Cognitive processing standardised score (for a composite)		
Cognitive processing standardised score (for a subtest where appropriate)*		
*Please name the subtest you are quoting where appropriate		
If you have further below average scores for processing that you have not entered in this or other sections of this form please record them in the 'Other relevant information' section on page 8.		

Candidate's name:

Other relevant information

For candidates requiring **extra time of up to 50%** (26% to 50% extra time) a very substantially below average speed of processing standardised score is required – a standardised score of 69 or less. A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please see **section 5.3** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

For candidates requiring **an Oral Language Modifier** a standardised score of 69 or less is required in relation to reading comprehension and/or vocabulary. A standardised score of 69 or less is 2 standard deviations below the mean on a nationally standardised test. (Please see **section 5.11** of the JCQ publication *Access Arrangements and Reasonable Adjustments*.)

Candidate's name:

6. Name of the specialist assessor who carried out all of the tests recorded in Section C

(Please print)

Are you:

an appropriately qualified psychologist registered with the Health & Care Professions Council? YES NO

Unique registration number _____

a specialist assessor with a **current** SpLD Assessment Practising Certificate? YES NO

APC number _____

a specialist assessor approved by the head of centre who holds **a post-graduate qualification in individual specialist assessment at or equivalent to Level 7?** YES NO

(Please see Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments* for more information about who can be a specialist assessor.)

Institution where currently employed as a teacher contracted to carry out assessments

.....

Specialist qualification held.....

Name of awarding body.....

I certify that the above information is accurate and that I carried out all the assessments in Section C.

(It is not acceptable for a specialist assessor to sign if they have not carried out all the tests in Section C of this form.)

Signature†

Date

†A hand signed copy of Form 8 **must** be retained on file for inspection purposes to support an approved application for GCSE and/or GCE qualifications.

Exam Arrangements - Evidence Collection Sheet

NameForm

TO RETURN BY

Part 1) I struggled to complete a test and/or class work within the *normal* allocated period of time:

To the teacher: Where appropriate, please provide a copy of the test/classwork or email the SENCo any further details.

Date	Subject	Staff Signature
Comment		
Comment		
Comment		
Comment		
Comment		

Evidence needed to Support an application for 25% extra time in exams

Part 1)

I struggled to complete a test and/or class work within the *normal* allocated period of time:

Such as:

- Not able to finish a reading task
- Needed to re-read material to process meaning
- Not finishing note taking/writing task in a lesson
- Not completing set tasks in a lesson
- Not managing to do as much as the rest of the class in lesson
- Not completing a task before the teacher and the rest of the class have moved on to the next task
- Not able to remember instructions/needed to have instructions repeated
- Not able to maintain concentration on task
- Not able to sit still
- Not finishing class tests within the given time
- Not finishing an end of year exam
- Any other areas of difficulty

Part 2) I used extra time to complete class work and/or a class test and/or a school exam:

To the teacher: Where appropriate, please provide a copy of the test/classwork or email the SENCo any further details.

Date	Subject	Extra Time Taken/Concession	Staff Signature
Comment			
Comment			
Comment			
Comment			
Comment			

Evidence needed to Support an application for 25% extra time in exams

Part 2)

I was given an adjustment to help me complete class work and/or a class test and/or a school exam:

Such as:

- Extra time to read material
- Extra time to re-read material to process the meaning of the text
- Extra time to complete class notes
- Extra time to complete a task
- Asked to catch up after a lesson when the rest of the class completed the work in the lesson
- Having instructions repeated or given written guidelines
- Rest breaks
- Having the chance to move about in lesson
- Being reminded to keep focused on task
- Being given extra time in a class test
- Being given extra time in a school exam
- Any other areas of difficulty

Whitgift School Examinations Cover Sheet

Name: Date of Birth:	
Examination Phase: KS4 201	
<u>Test Data/Evidence Date:</u>	
<u>MiDYIS Score:</u> - (Vocab Maths Non-Verbal Skills Overall)	
<u>Wiat-II-T - Standardised Scores</u>	
Word Reading Reading Comprehension Reading Speed Spelling	
<u>CTOPP – Composite Scores – Standardised Scores</u>	
Phonological Awareness Phonological Memory Rapid Naming	
<u>Other Standard Test Scores</u>	
Legibility of writing Writing Typing	
<u>History of Need/Provision/Support Evidence:</u>	
<u>Access Arrangement Agreed</u>	
Laptop	
Signed: OCR Level 7 Dip. SpLD	Date:

EXAMPLE

Whitgift School Examinations Cover Sheet

Name:	
Date of Birth:	
Examination Phase: KS4 2017	
<u>Test Data/Evidence:</u> 30.1wpm written 18% illegible 40.1 wpm types 100% accurate	
<u>History of Need/Provision/Support Evidence:</u> xxxxxxx was highlighted as having poor, difficult to read handwriting by his subject teachers. He completed a touch typing course and now uses a laptop in class as his normal way of working.	
<u>Access Arrangement Agreed</u> Use of laptop	
Signed: OCR Level 7 Dip. SpLD	Date: