

# WILLIAM ELLIS SCHOOL

## 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>WES – Joey Glover</b> <b>PHS – Donna Billington</b> <b>(<a href="mailto:dbillington@parliamenthill.camden.sch.uk">dbillington@parliamenthill.camden.sch.uk</a>)</b> <b>ABS - Nicola O'Donnell</b> <b>(<a href="mailto:nodonnell@aclandburghley.camden.sch.uk">nodonnell@aclandburghley.camden.sch.uk</a>)</b> <b>LSU –</b>
SENCo line manager (Senior Leader)	<b>Sam White (Headteacher)</b>
Head of centre	<b>Sam White</b>
Assessor(s)	<b>WES - Rachel Delisser</b> <b>PHS -</b> <b>ABS - Nicola O'Donnell</b> <b>(<a href="mailto:nodonnell@aclandburghley.camden.sch.uk">nodonnell@aclandburghley.camden.sch.uk</a>)</b> <b>LSU –</b>
Access arrangement facilitator(s)	<b>WES - Ashish Patel</b> <b>PHS - Maria Mora Blanco</b> <b>(<a href="mailto:MMoraBlanco@parliamenthill.camden.sch.uk">MMoraBlanco@parliamenthill.camden.sch.uk</a>)</b> <b>ABS - Tracy Habbershaw</b> <b>(<a href="mailto:thabbershaw@aclandburghley.camden.sch.uk">thabbershaw@aclandburghley.camden.sch.uk</a>)</b> <b>LSU – Natalie Matthews (SEN Lead Practitioner)</b> <b>(<a href="mailto:NMatthews@lsu.camden.sch.uk">NMatthews@lsu.camden.sch.uk</a>)</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 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’.*

[[AA](#) Definitions, page 3]

### 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 a number of 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, page 3]

### Purpose of the policy

The purpose of this policy is to confirm that William Ellis School 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...*”

[JCO General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the SENCo 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.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCO 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 process 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 can be found on the school website under 'Exams Information' and a paper copy is kept on file in the Exams Office**

*"The head of centre/senior leadership team will...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010<sup>7</sup>. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; <sup>7</sup>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)

Rachel Delisser:

- Advanced Diploma in Education & Psychology for Special Needs
- Postgraduate Certificate in Dyslexia & Literacy
- MA Education (Managing School Improvement)

### Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Any assessor employed by William Ellis School to administer and complete a Form 8 will be one of the following:

1. An appropriately qualified psychologist registered with the Health & Care Professions Council? (and provide their Unique registration number)
2. A specialist assessor with a current SpLD Assessment Practising Certificate? (and provide their APC number as listed on the SASC website)
3. An access arrangements assessor approved by the head of centre who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment

A copy of their qualifications will be held on file by the school and shared with other centres in the LaSWAP consortium in relation to sixth form students who are based at William Ellis School but are taught at any of the others.

### Reporting the appointment of the assessor(s)

All evidence of the assessor's/assessors' qualification(s) are held in the SEN Office for JCQ inspection purposes

### Process for the assessment of a candidate's learning difficulties by an assessor

Referrals to SENCo via:

- Parent / guardian
- Student (self)
- Teacher
- Head of Year

It can also be picked through:

- Mock examinations
- In class test
- In class support

### Painting a picture of need and gathering evidence to demonstrate normal way of working

*“Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.”* [AA 7.5.2]

*“An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.*

*The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.*

*An independent assessor must discuss access arrangements with the SENCo.*

*The responsibility to request access arrangements specifically lies with the SENCo.”* [AA 7.5.3]

Make full reference to [AA 7.5 Guidelines for the assessment of the candidate's learning difficulties by an assessor](#) and [7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties](#) and record your process that reflects the requirements.

## 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 92 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.

SENCo makes all electronic applications via AAO or through the exam boards directly for students requiring more than 25% extra time.

### Centre-delegated access arrangements

SENCo will keep any centre delegated access arrangements on file in terms of Rest Breaks, Separate Room, Reading Pen, Prompt.

## 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** can be found on the school website under 'Exams Information' and a paper copy is kept on file in the Exams Office

### 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* [\[AA 5.16\]](#)

In the case of separate invigilation, the candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects 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.

