Bishop Douglass School

In Pursuit of Excellence

This policy is reviewed annually to ensure compliance with current regulations

***"Commit your work to the Lord, and your plans will be established."* – Proverbs 16:3**

Access Arrangements Policy

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	**Ms Isabelle Goursaud**
SENCo line manager (Senior Leader)	**Mr Simon Bent/ Mr Jason Hart**
Head of centre	**Mr Martin Tissot**
Assessor(s)	**Ms Marlena Milanowska**
Access arrangement facilitator(s)	**Ms Melanie Kemp**

Approved/reviewed by	
Bishop Douglass Governors 19.03.26	
Date of next review	09.09.26

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 Bishop Douglass 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.

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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 kept in the Exams main Folder in the exams room.

*"A **written** disability policy setting out how the centre seeks to comply with the Equality Act 2010† and fully supporting disabled candidates **must** be available for inspection purposes.*

†or 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 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)

Ms Marlena Milanowska

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

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

Copies of the assessor's certificates are held on file by the SENCO/Access Arrangement Facilitator in Curriculum Support and will be shown to the JCQ Inspector.

Bear in mind all relevant JCQ regulations and guidance provided in GR and AA, including that centres are required to

*"...have a **written** process in place to not only check the qualification(s) of their specialist assessor(s) but that the assessment process is administered correctly...*

*...ensure that where a candidate with a learning difficulty requires an assessment of his/her needs, he/she is assessed by an appropriately qualified specialist assessor **as appointed by the head of centre**..."* [GR 5.4]

"Evidence of the assessor's qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo." [AA 7.3]

How the assessment process is administered

By detailing this, you should be confirming
"...that the assessment process is administered correctly..." [GR 5.5]

Evidence is gathered from the time a pupil enters Bishop Douglass School. Information from primary school is kept on file, for example, any difficulties they may have had, if they were entitled to any access arrangement for KS2 SATs. On entry to Bishop Douglass all pupils sit a Cognitive Ability Test, whether the pupil has come from primary school and joined in Year 7, or from another school or abroad and joined another year group. They are also assessed every half term. Pupil progress is monitored and any concerns raised are noted.

Teachers fill out a form recording a pupil's needs, along with a copy of the pupil's work/assessment/mock exam showing the need and send it to the Access Arrangement Facilitator. The Access Arrangement Facilitator then looks at data and evidence for the pupil and will put together a file which will be used when completing the Form 8.

Recording evidence of need

At the start of Year 10, pupils are selected, based on evidence held in school, to be assessed by the assessor. A Form 8 is filled in showing the evidence of need and normal way of working for each pupil who is going to be assessed. This must be shown to the assessor before any assessment can be carried out.

Once the assessment is complete the assessor will record her findings individually for each pupil and also on the Form 8 which is kept on file for inspection.

Where relevant include any additional information relating to **private candidates**.

Note

"Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties...

Only Form 8 is acceptable. Spreadsheets, e-mail messages, centre devised equivalents of Form 8, educational psychologists' reports and other reports are not acceptable for inspection purposes..." [AA 7.6]

"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

should provide a written rationale supporting their decision to the parent/carer.
[AA 7.3]

Gathering evidence to demonstrate *normal way of working*

Overtype here information relating to the centre's process for gathering evidence to demonstrate *normal way of working*.

Where relevant include any additional information relating to **private candidates**.

Bear 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†, for example:

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;*
- *in internal school tests/examinations;*
- *mock examinations.*

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre.

SENCos and assessors must refer to section 7.6.1, page 87, 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 ..." [AA 4.2]

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.

Overtype here any relevant information relating to the centre's processes for using *Access arrangements online*. This might include for example, when applications are submitted, who is responsible, what information is required, printed, kept on file, location of files, dealing with cases that do not gain approval, awarding body referrals, etc.

Applications for access arrangements are made online by the SENCO and Access Arrangements Facilitator. Details of a pupil's assessment from the assessor are input and submitted. When an application is approved, details of the application and approval are kept on file in a secure place in Curriculum Support ready for inspection by the JCQ Centre Inspector.

Centre-delegated access arrangements

Overtype here any relevant information relating to the centre's processes for dealing with centre delegated arrangements (those arrangements which may be granted by the centre and appropriate evidence held on file or those arrangements that do not need to be recorded).

An application is not necessary for pupils using a laptop. Evidence of a pupil's need is kept on file, for example, copies of the pupil's work showing illegible handwriting. Laptops are locked away and only used for exams.

For pupils who need papers copied onto coloured paper, evidence is kept on file. The centre is permitted to open the question paper packet in a secure room within 90 minutes of the published starting time or a non-interactive electronic (PDF) paper can be ordered (new this year).

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 Centre's Word Processing Policy is available in the exam main folder stored in the exam room or on the school website.
Bishop Douglass school states that candidates with access to word processors are allowed to do so in order to remove barriers for any candidate to prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties and through which it is their normal way of working.

"It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.
The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs...

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."

[AA 5.8]

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]

A pupil may have separate invigilation within the centre if they have a substantial and long term impairment which has an adverse effect, and/or it is their normal way of working. The candidate's difficulties will be established within the centre and known to a Form Tutor, Head of Year, SENCO or a senior member of staff with pastoral responsibilities. [see AA 5.16 plus centre-determined criteria]