

Maple Medical PRU

Access arrangements policy

2018/19

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Management Committee	
Date of next review	01/12/2019

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Lois Gore
SENCo line manager (Senior Leader)	Jane Morgan – Assistant Headteacher
SLT	Kath Formby – Headteacher Cathy Johnson – Deputy Headteacher Jane Morgan – Assistant Headteacher Daniel Shires – Teacher in Charge Lois Gore – Teacher in Charge Dawn Hollingsworth – Business Manager/Exam Officer

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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 Maple Medical PRU 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.

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

The assessment process

Assessments where required, are carried out by an assessor(s) from the student's mainstream school. We receive a copy of the assessment in addition to relevant supportive evidence.

Gathering evidence to demonstrate *normal way of working*

“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.

The SENCo is responsible for ensuring AAO is completed correctly and submitted in accordance with JCQ regulations.

The SENCo will gather together relevant information and evidence to support the application. Once the information is collated and the request for access arrangements is clear, the task of submitting the online application is delegated to the Exams Officer.

Information and evidence is kept on file until the post-results services are no longer available for the given season.

An application is printed and will remain on the candidates file until their final exam series has ended. The document will then be handed back to the SENCo as record holder.

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.

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]