



Blessed Robert Sutton
Catholic Voluntary Academy

Access Arrangements Policy 2020/2021

This policy is reviewed annually to ensure compliance with current regulations

Philippians 2:4

Let each of you look not only to his own interests, but also to the interests of others.

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Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is:

'Academic excellence, spiritual development and social awareness through Christ'

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Vision and Values of Blessed Robert Sutton Catholic Voluntary Academy

Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

'Academic excellence, spiritual development and social awareness through Christ'



This means:

- Inspiring and motivating young people to follow 'The Sutton Way' and achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- Developing in young people a deep knowledge and understanding of the Catholic faith
- Practising Gospel values (Work Hard. Be Kind. Do the right thing), such as forgiveness and helping those in need, within our school community and in society as a whole.

Our mission statement has been embedded across our school community and permeate all areas of school life.

This policy is to complement our vision and values.

What are 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 JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment, for example, readers, scribes and Braille question 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 Blessed Robert Sutton Catholic Voluntary Academy fulfils "its obligations in respect of identifying the need for, requesting and implementing access arrangements." This policy is maintained and held by the ALS lead/SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations. Where the SENCo is storing access arrangements documentation electronically he/she must create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

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 General and Vocational qualifications' (AA).

General principles

The general principles of access arrangements for the centre to consider are detailed in AA (section 4.2).

These include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- The SENCo, or an equivalent member of staff within the centre, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.
- Arrangements must always be approved before an examination or assessment.

- The arrangement(s) put in place must reflect the support given to the candidate in the centre.
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams (see separate policy).

The head of centre/senior leadership team will... recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.

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)

SpLD Assessment Practising Certificate (APC) from the British Dyslexia Association

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)

The head of centre/senior leadership team will... have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments... (GR 5.4)

The head of centre must ensure that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

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)

Reporting the appointment of the assessor(s)

The SENCo holds the evidence which shows that the assessor(s) is/are suitably qualified

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

The specialist assessor working in the centre will follow the procedures set out in Chapter 7 of the JCQ publication *Access Arrangements and Reasonable Adjustments* assessing a candidate's learning difficulties.

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 Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.

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.**

All candidates **must** be assessed in light of the picture of need and the background information as detailed within Part 1 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)

Subject teachers, Teaching Assistants and the Exams Officer will provide feedback to the SENCo to help establish a normal way of working within the centre.

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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, (chapter 8) **Processing applications for access arrangements** and (chapter 6) **Modified papers**)

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The SENCo is responsible for submitting applications, supported by the Exams Officer

The SENCo **must** keep detailed records, whether electronically or in hard copy paper format, of **all the essential information on file**. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) **and** a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (AA 8.6)

Centre-delegated access arrangements

The SENCo will also retain any relevant supporting evidence for any 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).

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.

Please see separate **Word Processor Policy (Exams)** which details the criteria the centre uses to award and allocate word processors for examinations. (AA 5.8)

Separate Invigilation Policy

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 this case, the candidate's difficulties must be established within the centre (see Chapter 4, paragraph 4.1.4) and known to the Form Tutor, Head of Year, SENCo and the pastoral team.

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. (AA 5.16)