

THE TELFORD PRIORY SCHOOL



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Access Arrangement Policy

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“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 Telford Priory 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.

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability policy 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 are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required in JCQ regulations as follows:

- An access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8, and/or;
- An appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments, and/or;
- A specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by PATOSS, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- The appropriate use of nationally standardised tests for the age group being tested;
- The objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;

The appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 86:

- The ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional... [AA 7.3]

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

- Qualifications are checked at initial interview.
- They are photocopied at the time of employment and kept on the Academy system. The qualifications recognised are qualification that are awarded by the BDA.
- The SENCo and Examination officer should also have AMBDA status.

How the assessment process is administered

A detailed history of need is collected from Primary school for each student. At the start of year 7, all students are assessed in literacy to determine the level of support that is appropriate and required for each individual.

In year 9 all students are assessed for access arrangements in a whole year group screening by our fully qualified SpLD Assessor.

Those students who demonstrate persistent difficulties are individually assessed and the most appropriate support is applied for from the awarding bodies. The student's normal way of working is reflected in the Access Arrangement which has been put in place.

Our SpLD Assessor attends an annual up-date of her qualification to ensure compliance with any changes to the JCQ regulations ensuring that the assessment process is administered correctly.

Form 8's are completed, signed and dated by hand, by our fully qualified Specialist Assessor.

Once the form 8 is completed the candidate has an individual meeting with the Specialist Assessor to explain the application process, what information about them will be shared and with whom and the law regarding Data Protection. The student is asked to complete a Data Protection Notice and a letter is sent home to explain to parent/carers the nature of the changes that have been made.

Recording evidence of need

All assessment evidence is retained and kept on individual files for each student who have Access Arrangements in place. All tests used are approved by the awarding body and marked against Standardised Scores. All tests and scoring are administered by our fully qualified Specialist Assessor. Information regarding scores is recorded on the JCQ form 8 by the Specialist Assessor.

Evidence for GCSE and A Level is collected in the following ways:

- On the JCQ Form 8;
- On a Test Results form (displays standard scores achieved in assessment tests);
- In individual written reports;

- Work samples from teaching staff;
- Hard and soft copies made available.

Gathering evidence of *normal way of working*

Teachers and support staff are asked to make individual comments with regard to those students who have been identified as having specific difficulties. They are asked to respond to the questions:

- *How has this student's difficulty impacted on teaching and learning in the classroom?*
- *What support is regularly provided for this student?*

Staff are also asked to provide evidence of examples such as unfinished timed tests or handwriting samples which are kept on file.

Information collected in Year 7 and a record of the support that has been put in place such as in class support, and/or small group or one-to-one support are kept on file.

Information regarding students' specific circumstances or learning difficulties are kept on file along with reports from outside agencies, parents or students' own concerns.

Those students who have been awarded an Access Arrangement will routinely be given that provision in the classroom as their normal way of working. The support given in the centre reflects the arrangement put in place for the examination series.

All background information, support and or interventions are recorded in Section A of form 8.

Ways in which evidence is gathered are as follows:

- Up to date standardised tests recommended by PATOSS/Dyslexia Action used to produce attainment scores.
- Data gathered is displayed on a Test Results Form.
- Individual reports are written describing the findings.
- Individual lessons are provided where necessary.
- Work samples are gathered.
- The evidence is stored in both hard and soft copies.

Processing applications for access arrangements

Access arrangements online

- Making special arrangements for candidates to take examinations is the responsibility of the SENCo and the Examination Manager.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo.
- Rooming for access arrangement candidates will be arranged by the Examination Manager with the assistance of the SENCo.
- Invigilation and support for access arrangement candidates will be organised by the Examination manager with the assistance of the SENCo.

Centre-delegated access arrangements

Information and evidence to support centre-delegated arrangements is gathered, recorded and stored in individual student files.

Word processor policy

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. In order to facilitate this need, the centre must:

- Have its own form on which the policy is explained and the conditions under which the use of a laptop is approved according to JCQ regulations.
- Record the rules stipulated by the JCQ on a headed Academy form.
- Complete a form for those students who are approved to use a laptop according to JCQ regulations.
- Store the form in the students' folders.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on the candidate's normal way of working within the centre. This might be if there is a substantial and long-term impairment which has an adverse effect on the candidate's normal way of working within the centre. [AA 5.16]

The college would make this decision based on:

- The needs/difficulty/impairment of the individual student.
- The evidence gathered to describe the need.
- The advice and examples described in the JCQ regulations.