



Saint Joseph's
CATHOLIC SCHOOL

Access Arrangements Policy

Version 1.3 October 2022

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:			
Context/Aim:			
<ul style="list-style-type: none"> To ensure there is a clear and concise way in which we support our SEN students To ensure that there are clear guidelines in the way that access arrangements are granted to each student To ensure that all staff and students are aware of the guidelines and procedures taken in the access arrangement process To ensure that all aspects of the process are documented, and related policies and procedures signposted 			
Monitoring Procedures:			
By Whom: Governors Academic Committee	When: Annually	How: The Examinations Officer (EO) and SENCO will update and change any items in the Policy in accordance with Awarding Body regulations and guidance, the Assistant Head teachers will advise the Governors accordingly	
Evaluation:			
By Whom: Governors Academic Committee Head teacher	When: Annually	How:	
Revision History:			
Version	Approved and Ratified	Review Date	Additional notes
1.3	January 2023	January 2024	Minor Amendments to reflect JCQ changes

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body, and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p> <p>We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.</p> <p>We are committed to aspiring for excellence in all that we do for the sake of the Gospel.</p> <p>Head teacher</p>

National Policies and guidance/courses referred to and incorporated into SJCS Policy:	
Document/Course Title:	Document/Course Date:
Instructions for Conducting Examinations [ICE]	JCQ
General regulations for approved centres [GR]	JCQ
Access Arrangements & Reasonable Adjustments [AA]	JCQ

Other SJCS Policies that relate to this Policy:
Examinations Policy
Special Educational Needs Policy
Medical Needs Policy
Supporting Students with Medical Conditions

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1. What Are Access Arrangements?

1.1 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^{CIC} 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'. JCQ [AA]

Where a person is appointed to facilitate an access arrangement/reasonable adjustment, he/she is responsible to the exams officer and must be acceptable to the head of centre. The person appointed must not normally be the candidate's own subject teacher or teaching assistant. Where the candidate's own subject teacher or teaching assistant is used, a separate invigilator must always be present. The person appointed must not be a relative, friend or peer of the candidate. A private tutor cannot facilitate an access arrangement. JCQ [AA]

1.2 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."

[JCQ website an overview]

1.3 The importance of these regulations

The head of centre must ensure that the SENCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication Access Arrangements and Reasonable Adjustments. JCQ [AA]

2. The Disability Discrimination Act (DDA)

2.1 DDA

“The centre agrees to...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. 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. 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.” [GR]

- The Disability Discrimination Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

3. Identifying Students Eligible for Access Arrangements

Access arrangements are given to those students who are considered to have complex needs. JCQ considers complex needs to be:

- Communication and Interaction Needs
- a learning difficulty with a current EHCP or Statement of special educational needs
- Sensory and/or Physical Needs
- Social, Mental and Emotional Needs

3.1 Do they have an Educational Health Care Plan?

- An EHCP is a statutory document highlighting the special educational needs of a young person. These needs can be Social & Emotional Mental Health, Communication and Interaction, Cognition and Learning & Sensory and/ or Physical Needs.

3.2 Do they have an SEN need?

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

[DfE SEN code of practice 2015]

3.3 Do they have a medical need?

- A medical need relates to physical or mental health, including illness injury or disease.

There may be candidates who require other adjustments which are not listed in this document, e.g. white noise played through headphones. JCQ [AA]

Where a candidate has an impairment other than a learning difficulty, the SENCo should have explored and trialled the option of supervised rest breaks through timed internal tests and mock examinations before making application for 25% extra time.

During the supervised rest break the candidate must not have access to the question paper/answer booklet. The purpose of a supervised rest break is for a break from the examination and should not be used as 'thinking time'.

4. Checking the Assessors' Qualifications

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.

- A private assessor is arranged by the SENCO pending approval by the deputy head (pastoral) ABA.
- The assessor will be required to provide proof of their qualifications and any yearly updates.
- Qualifications will be checked by the SENCO before any tests are conducted.
- A copy of the assessor's qualifications are held on file with the EO for reference and provision at the time of inspection by JCQ.

5. The Assessment Process

An external assessor who is appointed by the SENCO carries out assessments. The assessor is 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
- 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.
- 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 external assessor should have established a working relationship with the centre.
- Assessors employed outside the centre must receive a skeleton part 1 of form 8 from the SENCo before assessing the candidate and then completing part 2 of form 8.
- Copy of current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association .
- Copy of level 7 assessment qualification certificate
- Screenshot of HCPC registration showing the Unique Registration Number
- Screenshot of SASC listing showing the APC code number and expiry date
- Screenshot of listing for PAPAA Graduates showing the certificate number

- Screenshot of listing for CPT3A Certificate Holders showing the certificate number
- Screenshot of listing for ETAAC Certificate Holders showing the certificate number or
- Screenshot of listing for Patoss AAA Certificate Holders showing the certificate number

5.1 Identifying which test a student will need.

- The SENCO in conjunction with teaching staff will highlight which students they feel my benefit from the addition of access arrangements.
- They will look at students ability, predicted grades, where they fall in line with peers of similar ability, progress in class and any additional needs. These factors will all help in deciding which students should be assessed for access arrangements.
- Once these factors have been discussed the SENCO will decide which access arrangement they feel will best suit the student and their needs. This information will then be passed onto our assessor who will highlight which test the students will need to take.

5.2 The Assessments

- Students will undertake a range of tests which will vary depending on the students specific need.
- The SENCO will inform the assessor of which arrangements we are looking to apply for depending on the need of the student. This will come from evidence previously gathered in school.
- The tests used are:
 - CTOPP-2
 - WRAT4
 - DASH
 - TOMAL-2
- Once the test has been completed the assessor will evaluate and advise the school on whether the student has qualified for the desired arrangement.
- A JCQ application will be made on this basis.
- Centres that wish to apply for a reasonable adjustment in a vocational qualification must make an application to the relevant awarding body no later than six weeks before the date of the assessment. Form VQ/EA must be used.
- The following arrangements do not require application using Access arrangements online and do not require evidence for inspection purposes:
 - Fidget toys, non-electric ear defenders/ear plugs, separate invigilation within the centre and squared paper for visual spatial difficulties.
 - Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

6. How the Assessments Are Administered

Assessments are administered by a qualified JCQ access arrangement assessor. Once students have been identified a list of these students will be sent to our assessor who will begin to prepare for the testing. We will arrange a day in which they can come in to meet with all required students. Once this date has been set students and parents will be notified through written letter. On the day of the assessments, students will be gathered to talk through what they can expect from the assessments.

7. Word Processor Policy

The policy of St Joseph's Catholic School is to ensure that *JCQ regulations and guidance* are correctly followed and applied in determining the use of word processors in examinations/assessments JCQ [AA5.8]

A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection.

See Word processor policy.

8. Recording Evidence

SENCO

- Once the SENCO has decided which students we will be trialling with access arrangements, a document is collated with all the necessary information.
- The SENCO also holds information on which students require a TA to provide this additional support, highlighting which subjects it is needed most.
- A list is produced to notify all staff of students who should be using a laptop as their normal way of working

Exams Office

- Arrangements are used in mock examinations and assessment to allow opportunity for students to trial their access arrangements in exam conditions.
- During mock exams invigilators are required to fill out a form detailing which arrangements a student has used. This is kept on file to use as additional evidence.
- After mock exams, teachers are required to fill in a feedback sheet stating how the arrangement impacted the students work i.e. did it help them to achieve their target grade.

Teachers

- After instruction from the SENCO, teachers try where possible to provide the arrangements in class to ensure it is the students normal way of working.
- If a student is not using their arrangement this should be highlighted to the SENCO and exams officer immediately. This will then be noted on file.
- Teachers are requested to provide feedback on students regularly throughout the academic year. This feedback is held with all other evidence.

9. Submitting Applications

Applications are processed by both the SENCO and exams officer cooperatively. These applications are made online through the JCQ Centre Admin Portal and can only be submitted with the students consent. Applications are only made after an external access arrangements assessor has been to

school to test and verify the arrangements used by students. A record is kept detailing all access arrangement applications ready for inspection by JCQ.

The SENCO is responsible for providing detailed evidence of need when submitting an application, for those students with an EHCP a letter is produced detailing this need. The SENCO will also provide additional specialist evidence from professionals as appropriate.

10. Separate Invigilation

In collaboration with teachers the SENCO will reach a decision on cases for separate invigilation. This includes but is not exclusive of the following:

- Medical need that requires extensive monitoring and potential disruption to other students
- Behavioural issues including those who struggle in larger environments
- Use of speech recognition technology which may provide a distraction to others

There may be other extenuating circumstances that arise during the examination period for which separate invigilation may be necessary.