



Saint Joseph's
CATHOLIC SCHOOL

Access Arrangements Policy

Version 1.2 May 2021

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
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Success Criteria:

Context/Aim:

- To ensure there is a clear and concise way in which we support out SEN students
- To ensure that there are clear guidelines on 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
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Evaluation:

By Whom: Governors Academic Committee Head teacher	When: Annually	How:
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Revision History:

<u>Version</u>	<u>Approved and Ratified</u>	<u>Review Date</u>	<u>Additional notes</u>

Vision Statement:

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.

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.

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.

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.

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.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

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]

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]

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 and 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.

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.

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.

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 POILCY

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]

Principles for using a word processor

The centre complies with JCQ [AA] chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties

- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, candidates use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

The centre complies with JCQ [AA] chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above)
- Only grants the use of a word processor to a student if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended

answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script. EO must refer to relevant Awarding Bodies for instructions on completing the form and attaching to exam script as all exam boards are now different.

Word processors and their programmes

The centre complies with [ICE] 8.8 *Word processors* instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- Candidates are provided with a memory stick, which has been cleared of any previously stored data
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- Students are responsible for transferring their work to an exam provided memory stick and will be escorted under exam conditions for their work to be printed.
- Exam papers are printed after the examination is over; with the student present to verify that the work printed is their own. Students are expected to number each page and sign the last page to confirm this is the last page of their work. The work is then deleted off the memory stick by the EO
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- Word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination

- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or WordPad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals

Invigilation arrangements relating to the use of word processors include the following:

Accommodating word processors in examinations

- Candidates will sit their exams in the hall near to a socket so that the laptop can be plugged in unless the candidate has Access Arrangements.
- Laptops will be set up in the Exam Room by the EO or an experience invigilator. The invigilator should not touch the laptops once the exam has commenced.

A WP form must be completed by the invigilator and returned to the EO when the student arrives to print work. Failure to complete the WP form may result in the Awarding Body failing to process the candidates' entry

8 RECORDING EVIDENCE

SENCO

- Once the SENCO has decided which students we will be trailing 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.