



# ACCESS ARRANGEMENTS

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## 1 Scope

Access Arrangements can be an extremely contentious issue with many individuals arguing that they are unfair and devalue qualifications. However, when awarded with honesty and integrity, Access Arrangements ensure a 'level playing field' for *all* students so that their abilities are truly represented.

### **Policy Aims:**

- To clearly outline the process of Access Arrangements provision.
- To help students, staff and parents/carers understand their rights and/or responsibilities with regard to Access Arrangements.
- To define the process of Access Arrangements provision with especial regard to the definition of 'disability' and 'substantial disadvantage'.
- To ensure that the process of Access Arrangements provision is equal for all students.
- To aid the successful provision of Access Arrangements at TCS.

This policy will be reviewed on an annual basis to accommodate the annual publication of new legislation by the Joint Council for Qualifications (JCQ).

## 2 Requirements

### **Access Arrangements Legislation and Guidance**

The provision of Access Arrangements is governed by the JCQ and outlined in a statutory document which is revised and published annually<sup>1</sup>. This document outlines the expectations for awarding bodies (who award qualifications), schools and specific staff roles within the Access Arrangements process. All relevant staff members concerned must read and adhere to this document.

Overriding the JCQ publication is *The Equality Act 2010*<sup>2</sup> (and later non-statutory guidance<sup>3</sup>) which outlines the duty of awarding bodies to recognise and cater for students who are defined as having a 'disability' for the purposes of Access Arrangements.

The Access Arrangements process at TCS is governed by the aforementioned publications: failure to rigorously adhere to these frameworks can result in dire consequences for students, staff and the school such as disqualification, accusations of malpractice and/or awarding bodies removing approval for a school to use their qualifications. This policy is designed to help negate these possibilities.

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<sup>1</sup> *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments*, 2015, JCQ. [www.jcq.org.uk](http://www.jcq.org.uk)

<sup>2</sup> *The Equality Act 2010*, 2010, HMSO

<sup>3</sup> *Equality Act 2010: Guidance*, 2011, ODI. [www.odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf](http://www.odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf)

## Access Arrangements: Definition and Rationale

The intention behind an Access Arrangement is to meet the particular needs of an individual student 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.

Examples of reasonable adjustments would be the following:

- A candidate with Dyslexia needs a Word processor and requires 25% Extra Time. The use of a Word Processor is reasonable as it is the normal way of producing written work within the school and is appropriate to the student's needs. The student has been assessed by a Specialist Assessor using relevant and up to date test materials. The assessment demonstrates that the student has a substantial and long term impairment as their working memory test score is below average. The school can supplement the Specialist Assessor's report (*Section C of Form 8*) with a picture of need (*Section A of Form 8*) showing 25% Extra Time as the normal way of working without which the student would be at a substantial disadvantage compared to their peers.
- A student with Attention Deficit Disorder (ADD) has persistent difficulty concentrating and poor working memory. Supervised Rest Breaks and a Prompt, who may need to physically show to the student where on a page they had been working in order to restart their work, would be reasonable adjustments.
- A student has Asperger's Syndrome which is confirmed by a letter from a consultant paediatrician. The student has persistent and significant difficulties with handwriting which is poor but not illegible. They are unable to complete mock English, Geography and History papers within the time allowed. In other subjects, the student manages to complete the papers within the time limit. The school processes an application for 25% Extra time in those subject areas in which the student struggles as their impairment is having a substantial adverse effect. Without this Access Arrangement, the student would be at a significant disadvantage compared to their peers.

**The underlying ethos of Access Arrangements is to allow students the opportunity to demonstrate their ability without changing the assessment objectives of the qualification. None of the proposed Access Arrangements outlined above give individual students an unfair advantage but, without this support, those students would be at a substantial *disadvantage* which is unfair to them.**

**Furthermore, Access Arrangements will be awarded on a subject by subject basis according to students' needs to ensure the integrity of all qualifications for which students are entered.**

**Access Arrangements are not for students who are slightly inconvenienced or have minor difficulties.** The following examples demonstrate instances where the provision of Access Arrangements would not be appropriate:

- A teacher suggests that a Year 9 pupil struggles to complete activities on time and has very weak reading ability. There is no history of need and the student has not received support for reading at primary or secondary school. The student is assessed by a Specialist Assessor who reports that the student's reading ability and cognitive processing is within the average range. As there is no evidence that the student has a substantial long term impairment, the school does not pursue an application for Access Arrangements.
- A parent requests that their child be assessed to receive a Reader and Scribe as they believe their child to have Dyslexia. The student has undergone a Dyslexia screener within the school which suggests that the student has a few signs of Dyslexia. The child received support with reading and writing in primary education but has not had any literacy interventions in secondary education. Furthermore, teachers report that, although the student has quite weak literacy skills, they believe the student has the ability to work independently without support. An assessment by a Specialist Assessor demonstrates that the student's reading and writing skills are in the average range. As there is no evidence to suggest that the student has a substantial long term impairment or that the student's normal way of working requires a Reader and/or Scribe, the school does not pursue an application for Access Arrangements.
- Screening tests carried out in Year 7 suggest that a high-ability student has below average handwriting speed which may indicate a need for Extra Time to complete activities. Teachers in English, History and RE report that the student struggles to complete extended writing tasks which is not due to lack of effort or misbehaviour. At the end of Year 9, a Specialist Assessor meets with the student to discuss whether the student would like to receive Extra Time in examinations and/or assessments. After deliberation, the student declines the support as they believe that they do not need it. Although the school will monitor the student's performance in mock examinations, an application for Access Arrangements is not pursued.

**If it cannot be proven that a student has a substantial long term impairment which has a significant adverse effect on their day to day activities, an application for Access Arrangements cannot be processed. To award unsubstantiated support would give students an unfair advantage over their peers and compromise the integrity of qualifications.**

**Furthermore, the wishes of individual students are integral to the Access Arrangements process. Although the school will ensure that students are fully aware of the implications of their decision, if they do not want to receive support, they are not required to do so.**

**At all times, we will seek to act with the highest regard to our students' needs and will do whatever possible to fulfill the wishes of students, parents/carers and/or teachers within the confines of JCQ legislation.**

## Access Arrangements Available

The following list details the more typical Access Arrangements awarded to students:

- Reader;
- Scribe;
- 25% Extra Time;
- Word Processor;
- Supervised Rest Breaks;
- Small Room/Separate Invigilation;
- Prompt;
- Read Aloud;
- Modified Papers;
- Bilingual Dictionary;
- Alternative Accommodation.

(Full definitions of these Access Arrangements can be found in Chapters 5 and 6 of the JCQ legislation<sup>4</sup>. *Section 3: Key Terms and Definitions* of this document provide short descriptions).

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<sup>4</sup> *Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments*, 2015, JCQ. [www.jcq.org.uk](http://www.jcq.org.uk)

## Definition of 'Disability'

Generally, impairments have to meet the statutory requirements set out in Section 6 and Schedule 1 in *The Equality Act 2010* and associated regulations.

This legislation considers disability as an accumulation of the following factors:

- the identification of a physical or medical impairment;
- establishing the effect(s) of impairments and assessing which are **substantial**;
- considering if substantial adverse effects are **long term**;
- judging how substantial long term adverse effects impact on **normal day to day activities**.

As specified in the ODI publication *Equality Act 2010: Guidance*, it is necessary to better understand specific wording in the application of this legislation:

- '**substantial**' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person *with* the impairment, comparing those to a person *without* the impairment, to judge if the difference between the two is more than minor or trivial.
- '**long term**' means that the impairment has lasted for 12 months or is likely to do so;
- '**normal day to day activities**' are defined in a (non-exhaustive) list on pages 47-51 of the ODI guidance. However, most importantly, study and education-related activities are included in this definition.

Factors that might reasonably be expected to have a substantial adverse effect include (but are not limited to):

- persistent and significant difficulty in reading and understanding written material where this is in the student's first language. For example, this could be due to a mental impairment, a learning difficulty and/or a sensory/multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- persistent and significant difficulty in the physical act of writing.

Factors that might reasonably be expected *not* to have a substantial adverse effect include (but are not limited to):

- minor problems with writing or spelling;
- inability to complete a long and detailed technical document in the student's first language without assistance;
- inability to concentrate on a task requiring application over several hours.

With reference to the necessary legislation, any applications for Access Arrangements must be justified by:

- psychometric test results, medical documentation, a Statement of Special Educational Needs and/or an Educational Health Care Plan (which proves that an impairment is **substantial**);
- a well-documented history of need and record of support in primary and/or secondary education (which proves that an impairment is **long term**); **and**
- declarations from class teachers and documentation from examinations and/or assessments highlighting the student's normal way of working and need for support (which proves that an impairment is impacting on **day to day activities**).

**If the Operational SENCo and Specialist Assessor are unable to evidence that an impairment is substantial, long term and significantly affects day to day activities, an application for Access Arrangements cannot be processed.**

## Roles and Responsibilities

If you have any queries and/or concerns regarding Access Arrangements, please ensure that you contact the Operational SENCo and/or the Specialist Assessor (the staff members who currently organise Access Arrangements provision) to ensure that any issue can be resolved with the utmost efficiency.

### Key Personnel

**The Operational SENCo is Miss M Milton**

Contact details: email: [michelle.milton@teignmouth.devon.sch.uk](mailto:michelle.milton@teignmouth.devon.sch.uk) Tel: 01626 774091

**The Specialist Assessor is Mr A Horne**

Contact details: email: [adam.horne@teignmouth.devon.sch.uk](mailto:adam.horne@teignmouth.devon.sch.uk) Tel: 01626 774091

### **The SENCo/Operational SENCo:**

- must lead on the Access Arrangements process within the school.
- will familiarise themselves with and adhere to *current* JCQ legislation with regard to Access Arrangements.
- must work with the Specialist Assessor, the Exams Officer, the Senior Leadership Team, teaching staff and support staff in ensuring that appropriate and approved Access Arrangements are put in place for internal school tests, mock examinations and examinations.
- will ensure that any and all Access Arrangements awarded to students are evidenced as their 'normal way of working' in accordance with JCQ legislation.
- will collate and securely hold evidence for inspection purposes for GCSE, GCE and other relevant qualifications.



- will present appropriate documentation to the JCQ Inspector (including a completed Data Protection Notice) during an inspection.
- will ensure that support staff is appropriately trained to carry out Access Arrangements where necessary.
- will ensure that applications for Access Arrangements are made using the *Access Arrangements Online* service (or equivalent) by the published deadline.
- will ensure that Modified Papers are ordered from awarding bodies by the published deadline.
- will liaise with the Specialist Assessor to discuss the most appropriate Access Arrangements for individual students.
- will liaise with the Specialist Assessor to ensure that parents are informed of the results of psychometric testing.
- will check all cover sheets completed by support staff in examinations and/or assessments to ensure that Access Arrangements are being used consistently and in an appropriate fashion.
- will inform parents if Access Arrangements have been removed due to not being used in examinations and/or assessments in accordance with JCQ legislation.
- must ensure that all students, parents and staff are treated with fairness and due care with regard to Access Arrangements.

#### **The Specialist Assessor:**

- will support the Operational SENCo in the provision of Access Arrangements.
- must hold an appropriate Level 7 qualification in specialist assessment and an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties. Evidence of these qualifications must be held on file within the school for inspection purposes.
- must have a thorough understanding of the *current* edition of JCQ legislation with regard to Access Arrangements and the principles, procedures and accountabilities involved. Yearly 'refresher' training must be completed to ensure that knowledge of JCQ legislation is appropriately comprehensive.
- must be familiar with *The Equality Act 2010*.
- must *solely* administer, score and record the results of any psychometric tests used to apply for Access Arrangements (not applicable to screening tests).
- must always work in an ethical fashion with honesty and integrity.
- must register themselves as a Specialist Assessor on *Access Arrangements Online*.
- must select and administer up-to-date test materials appropriate to individual students.
- must ensure that all completed documentation (including Form 8s, test papers and Data Protection Notices) are passed to the Operational SENCo.
- will complete Sections A and B of Form 8 and must report the results of any assessments within Section C of Form 8.

- will ensure that applications for Access Arrangements are made using the *Access Arrangements Online* service (or equivalent) by the published deadline.
- will liaise with the Operational SENCo to discuss the most appropriate Access Arrangements for individual students.
- will liaise with the Operational SENCo to ensure that parents are informed of the results of psychometric testing.
- will oversee screening tests including administration, marking and collation of data. Data from screening tests will be used to select students for more formal testing in Year 9 to assess the potential need for Access Arrangements.
- will liaise with the Operational SENCo and teaching staff to ascertain the 'normal way of working' and history of support to ensure that testing is focused and appropriate.
- will always involve individual students in any decision regarding their Access Arrangements.

**The Exams Officer:**

- will implement all Access Arrangements awarded to students in examinations.
- will ensure that all cover sheets and any other relevant documentation from examinations is passed to the Operational SENCo.
- will refer any queries and/or concerns from students, staff and/or parents to the Operational SENCo and/or Specialist Assessor.

**Teaching Staff:**

- must recruit students with integrity with regard to general qualifications.
- must make professional and justifiable judgements (based on relevant assessment objectives) about students' potential to successfully complete and achieve qualifications.
- must make parents/carers aware if they believe students will struggle to successfully complete and/or achieve qualifications.
- must ensure that approved Access Arrangements are employed (as far as possible) in the classroom and internal school tests as the students' normal way of working.
- must refer any students they believe may require support in examinations and/or assessments to the Operational SENCo and/or Specialist Assessor at the earliest possible convenience. Specifying the nature of the difficulty with supporting evidence will make this process more efficient.
- must sign a Declaration of Candidate Need for Access Arrangements to provide evidence for approved Access Arrangements.
- must contact the Operational SENCo and/or Specialist Assessor with any queries and/or concerns related to Access Arrangements.

**The Principal:**

- is ultimately responsible for the quality of the Access Arrangements provision within the school.
- will support the Operational SENCo and Specialist Assessor in the provision of Access Arrangements within the school.
- must ensure that they and the Senior Leadership Team are familiar with and adhere to *current* Jcq legislation with regard to Access Arrangements.
- must ensure that the Specialist Assessor has the necessary qualifications and competence with which to carry out their duties.
- must ensure that support staff used in examinations is appropriately trained and competent to carry out their duties.

**Awarding Bodies:**

- must act in accordance with *current* Jcq legislation with regard to Access Arrangements.
- have a duty under Section 96 (1-6) of *The Equality Act 2010* to not discriminate, harass or victimise when conferring general qualifications and have a duty to make reasonable adjustments.
- will take steps when developing specifications to ensure that specific students are not unfairly disadvantaged.
- have the duty to uphold the integrity of qualifications. Therefore, the right to demand further justification for any arrangement considered 'extraordinary' will be exercised to ensure confidence in the award of qualification grades.
- will react stringently to any cases of malpractice with regard to Access Arrangements including, but not limited to, disqualification of students, removing approval for schools to use qualifications and/or criminal proceedings.
- should provide appropriate advice and information to schools. However, they cannot determine whether a student has a learning difficulty.

**Joint Council for Qualifications:**

- should provide appropriate advice and information to schools. However, they cannot determine whether a student has a learning difficulty.
- does not approve Specialist Assessors and does not maintain a list of appropriate qualifications for assessors.
- will conduct annual inspections of schools to ensure that provision of Access Arrangements is appropriate and fair to all involved.
- will **not** liaise directly with parents concerning any aspect of Access Arrangements provision.

**Students:**

- have the right to receive the necessary support required to access qualifications provided that this will not impinge on the integrity of assessment objectives.
- have the right to be involved in any decisions regarding Access Arrangements.
- will have their data and any personal information rigorously safeguarded.
- must consistently and appropriately use Access Arrangements to ensure that this support is not removed.
- should contact the Operational SENCo and/or Specialist Assessor with any questions, queries or concerns with regard to Access Arrangements.

**Parents/Carers:**

- have the right to request Access Arrangements for their children. However, please bear in mind that, without a history of need, history of support and/or support of teachers, the request will not be able to be substantiated.
- will be informed of the outcome of any testing administered for the purposes of applying for Access Arrangements.
- will be informed if Access Arrangements are removed due to not being used in examinations and/or assessments in accordance with JCQ legislation.
- should contact the Operational SENCo and/or Specialist Assessor with any questions, queries or concerns with regard to Access Arrangements.

## Access Arrangements Process: KS4

The following list demonstrates the Access Arrangements process at TCS:

1. Specific SEN information and record of support received from primary schools.
2. Interventions put in place during Years 7 and 8 based on information from primary schools and/or recommendations from staff.
3. Screening tests undertaken during Year 7, 8 or 9 to highlight potential candidates for formal Access Arrangements testing. Teachers are informed of results to ensure that those students that are highlighted as potentially requiring support are monitored.
4. During Year 9, the Specialist Assessor meets with students highlighted in screening tests and/or by teachers that *may* require Access Arrangements. Those students who profess to want support are proposed to receive formal psychometric testing at the end of Year 9.
5. The Specialist Assessor selects, plans and (where necessary) orders appropriate test materials relevant to students' needs.
6. At the end of Year 9, students are individually tested by the Specialist Assessor. **(NB: please note that, as Access Arrangements are only approved for a total of 26 months, testing and applications for support will not be made before this time unless absolutely necessary).**
7. Test papers are marked, standardised and kept on file for inspection purposes.
8. The Specialist Assessor and/or Operational SENCo collate evidence regarding history of need/support for all students that qualify for Access Arrangements. Evidence is kept on file for inspection purposes.
9. Students and parents are individually informed of the results of testing and the most appropriate options with regard to Access Arrangements available to them. Students complete Data Protection Forms to be kept on file for inspection purposes.
10. The Specialist Assessor completes Form 8 for all students that qualify for Access Arrangements. These are printed, signed by the Specialist Assessor and SENCo and kept on file for inspection purposes.
11. The Operational SENCo and Specialist Assessor apply for individual Access Arrangements using *Access Arrangements Online* and/or equivalent services. Approval notices are printed and kept on file for inspection purposes.
12. Teaching staff and the Exams Officer are informed of approved Access Arrangements to ensure that, where possible, students receive appropriate support in lessons, internal tests, examinations and/or assessments.
13. Individual student files are quality assured in readiness for inspection.
14. Use of Access Arrangements is monitored by the Operational SENCo during mock examinations to ensure that they are used consistently and appropriately.
15. Students and parents are informed of the removal of Access Arrangements if they are not used consistently and/or appropriately during mock examinations.

**Please remember that the school will be regularly inspected (generally, on an annual basis) by the JCQ Inspection Team. Failure to meet with the rigorous legislation already discussed can be construed as malpractice.**

## Access Arrangements Process: KS5

Students studying at TCS6 have the same right to receive Access Arrangements where necessary and appropriate. However, as individual student's curricula will be more focused (generally, into areas in which they excel), there is often no longer any need for them to require support. **(NB: students requiring support who have *not* had Access Arrangements during KS4 will only be considered for support in exceptional circumstances as they are expected to be recruited onto courses with integrity).**

However, if a student has received Access Arrangements in the past and it can be demonstrated that this support is still required, the school will need to make another application using *Access Arrangements Online* and continue to keep relevant documentation on file for inspection purposes.

The following list demonstrates the Access Arrangements process for pupils in KS5:

1. List of new cohort of KS5 students disseminated by TCS6 staff.
2. Students who have received Access Arrangements in KS4 interviewed by the Specialist Assessor.
3. The Specialist Assessor and/or Operational SENCo collate evidence regarding normal way of working for all students that still require Access Arrangements. Evidence is kept on file for inspection purposes.
4. New students to TCS who *may* require support are assessed by the Specialist Assessor. Test papers are marked, standardised and kept on file for inspection purposes. The Specialist Assessor completes Form 8 for all students that qualify for Access Arrangements. These are printed, signed by the Specialist Assessor and SENCo and kept on file for inspection purposes.
5. Students and parents are individually informed of the most appropriate options with regard to Access Arrangements available to them. New students complete Data Protection Forms to be kept on file for inspection purposes.
6. The Operational SENCo and Specialist Assessor apply for individual Access Arrangements using *Access Arrangements Online* and/or equivalent services. Approval notices are printed and kept on file for inspection purposes.
7. Teaching staff and the Exams Officer are informed of approved Access Arrangements to ensure that, where possible, students receive appropriate support in lessons, internal tests, examinations and/or assessments.
8. Individual student files are quality assured in readiness for inspection.
9. Use of Access Arrangements is monitored by the Operational SENCo during mock examinations to ensure that they are used consistently and appropriately.
10. Students and parents are informed of the removal of Access Arrangements if they are not used consistently and/or appropriately during mock examinations.

**Please remember that the school will be regularly inspected (generally, on an annual basis) by the JCQ Inspection Team. Failure to meet with the rigorous legislation already discussed can be construed as malpractice.**

**Any students who have received Access Arrangements during KS4 leaving TCS to study at alternative providers should contact the Operational SENCo and/or Specialist Assessor if they require any paperwork held on file.**

## Access Arrangements Process: New Students Enrolling at TCS (Years 7 – 11)

Any students enrolling at TCS after the start of Year 7 are entitled to the same Access Arrangements provision as all other students. However, many factors may affect the efficiency with which our staff can instigate the Access Arrangements process:

- Relevant information from primary school(s) and/or previous secondary school(s) (such as attainment levels, school reports and/or history of support) not provided;
- Details and/or paperwork of previous Access Arrangements received (such as Form 8s, psychometric test papers and/or screening test results) not provided;
- Relevant medical documentation not provided;
- Details/paperwork from private assessments (such as Dyslexia assessments or Educational Psychologist reports) not provided.

Without this information, it will be extremely difficult to construct a picture of need to demonstrate a student's requirement to receive Access Arrangements. This becomes increasingly difficult the later that a student joins in their secondary education e.g. it is virtually impossible to substantiate an application for Access Arrangements for a student enrolling in Year 11 where TCS staff have *no* information with which to prove that a student has a substantial long term impairment which has a significant adverse impact on day to day activities.

**Although TCS staff will attempt to secure this, it would be extremely helpful if parents/carers can ensure that any relevant information and/or documentation is provided where possible.**

## Access Arrangements Process: New Students Enrolling at TCS (Years 12 – 13)

Any students enrolling at TCS6 are entitled to the same Access Arrangements provision as all other students. However, many factors may affect the efficiency with which our staff can operate with regard to Access Arrangements:

- Details and/or paperwork of previous Access Arrangements received (such as Form 8s, psychometric test papers and/or screening test results) not provided;
- Relevant medical documentation not provided;
- Details/paperwork from private assessments (such as Dyslexia assessments or Educational Psychologist reports) not provided.

Without this information, it will be extremely difficult to construct a picture of need to demonstrate a student's need to receive Access Arrangements – this is especially pertinent to KS5 courses which are much shorter than those for KS4 qualifications.

**Although TCS staff will attempt to secure this, it would be extremely helpful if parents/carers can ensure that any relevant information and/or documentation is provided where possible.**

**Please bear in mind that students requiring support who have *not* had Access Arrangements during KS4 will only be considered for support in exceptional circumstances as they are expected to be recruited onto courses with integrity.**

## Access Arrangements Process: Temporary Injury or Impairment

We appreciate that there will be cases of students injuring themselves resulting in them being unable to approach examinations and/or assessments in their normal way of working.

In these circumstances, it is imperative that the Operational SENCo and/or Specialist Assessor be notified *immediately* so that a temporary application for Access Arrangements can be processed using *Access Arrangements Online* and/or equivalent services. It will also be necessary to provide medical documentation stating the nature of the injury/impairment and how it will affect the student's working practices.

**Please note that, without official medical documentation stating the nature of the injury/impairment and how it will affect the student's working practices, no application for Access Arrangements can be processed.**

## How to Request Access Arrangements

We are confident in identifying *all* students that potentially require Access Arrangements through examination of primary school data/information, recommendations from staff and effective screening tests. In line with JCQ legislation, any Access Arrangements approved will be appropriate to need and awarded on a subject by subject basis.

However, if students, parents/carers or teaching staff would like to request and/or discuss applications for Access Arrangements (or amendments thereof), they should contact the Operational SENCo or the Specialist Assessor for further guidance.

## Appeals

Although we are constrained to act in accordance with JCQ legislation, if for any reason students, parents/carers and/or teaching staff are not satisfied with proposed recommendations, please contact the Operational SENCo and/or Specialist Assessor to discuss what options are available.

If, after this initial meeting, students, parents/carers and/or teaching staff believe that the matter is still not satisfactorily resolved, please arrange a further meeting by contacting relevant members of the Leadership team:

**Miss K Ray** (Vice Principal for Inclusion/SENCo): [kelly.ray@teignmouth.devon.sch.uk](mailto:kelly.ray@teignmouth.devon.sch.uk)

**Mr R Willmott** (Assistant Principal): [robert.willmott@teignmouth.devon.sch.uk](mailto:robert.willmott@teignmouth.devon.sch.uk)

## Medical Documentation

As outlined in JCQ legislation, establishing and evidencing a picture of need is paramount in any application for Access Arrangements. Therefore, medical documentation will only ever trigger an investigation into a student's need for support.

**Except for temporary injury/impairment, under no circumstances will an application for Access Arrangements be processed based purely on medical documentation. All medical evidence must be passed to the Operational SENCo.**



## Private Assessments

As outlined in JCQ legislation, establishing and evidencing a picture of need is paramount in any application for Access Arrangements. Therefore, private assessments (such as Dyslexia assessments or Educational Psychologists reports) will only ever trigger an investigation into a student's need for support.

**Although they can be informative and may help to paint a picture of need, under no circumstances will an application for Access Arrangements be processed based purely on private assessments.**

## Malpractice

Failure to comply with *current* JCQ legislation has the potential to constitute malpractice which may impact on students' results.

Failure to comply is defined as:

- putting in place Access Arrangements that are not approved; **or**
- permitting Access Arrangements within the school which are not supported by appropriate evidence.

All GCSE and GCE centres will be inspected by a member of the JCQ Centre Inspection Service. Inspectors will expect to see appropriate documentation to substantiate the use of an Access Arrangement processed electronically.

If a JCQ centre inspection reveals deficient performance in respect of its role in requesting and/or implementing Access Arrangements, an awarding body will take decisive action which may include students being disqualified from qualifications. Ultimately, an awarding body might have to withdraw approval for a centre. This would be where a centre has clearly failed to comply with its obligations in respect of identifying the need for, requesting and implementing Access Arrangements.

## Deadlines

Access Arrangements may cover the entire course and for GCSE and GCE qualifications **must** be processed electronically **as early as possible**.

At TCS, the vast majority of psychometric testing and applications for Access Arrangements are carried out at the end of Year 9 and start of Year 10. This will ensure that students are receiving appropriate support and have the necessary opportunity with which to establish their Access Arrangement(s) as their normal way of working. Furthermore, as approvals for Access Arrangements last for 26 months, this also ensures that students will have appropriate support in their final GCSE examinations without the need to reapply.

**Access Arrangements must be processed and approved before an examination and/or assessment as per the following deadlines. In order to process applications for Access Arrangements, internal deadlines for receipt of requests and/or documentation are also provided.**

(Please note that, as JCQ deadlines slightly alter every year, approximate deadlines have been provided. However, this is not the case with applications for Access Arrangements for the majority of final GCSE and GCE examinations (May/June) where the deadline is always March 21<sup>st</sup>).

Month of Examination	Access Arrangement	Internal Deadline	Application Deadline
November	Modified Papers	Early September	Mid September
November	All other Access Arrangements	Early September	Early October
January	Modified Papers	Early September	Early October
January	All other Access Arrangements	Early September	Mid October
May/June	Modified Papers	Early January	Late January
May/June (GCSE/GCE examinations)	All other Access Arrangements	31 <sup>st</sup> January	21 <sup>st</sup> March

**Please note that students may not be able to have modified papers requested if orders are not received by the respective deadlines.**

Applications for Access Arrangements **must** be processed by the respective deadline. This will allow the school to make provision for Access Arrangements from the perspective of timetabling, logistics, accommodation and staffing.

**Late applications (except for temporary injury/impairments) are viewed unfavourably by the JCQ and awarding bodies meaning that the school will be inspected more rigorously in the future and, potentially, applications for Access Arrangements may be denied.**

### 3 Key Terms and Definitions

ACRONYM	TERM	DEFINITION
AA	Access Arrangement	Specific provision awarded to a candidate which allows access to examinations and/or assessments without compromising the integrity of qualifications.
AAO	Access Arrangements Online	Electronic system used for making applications to the JCQ for the award of Access Arrangements. Approval notices must be kept in individual candidates' files for inspection purposes.
	Alternative Accommodation	Provision for students with behavioural, emotional and/or medical needs who are unable to undertake examinations and/or assessments within a mainstream setting.
	Bilingual Dictionary	Provision awarded to candidates whose first language is not English and reflects their normal way of working within the school. Candidates resident in the UK for less than 2 years may also be awarded 25% Extra Time dependent on need. Restrictions apply to certain subjects.
ET	Extra Time	25% Extra Time to enable candidates to complete examinations and/or assessments. (Extra Time of up to and over 50% can be awarded if necessary in exceptional circumstances).
	Form 8	Recorded summary of candidates' individual history of need, history of support and psychometric test results. Completed Form 8s must be kept in individual candidates' files for inspection purposes.
JCQ	Joint Council for Qualifications	Regulatory body governing the nature, award and implementation of Access Arrangements.
KS3	Keystage 3	Years 7 and 8.
KS4	Keystage 4	Years 9 – 11.
KS5	Keystage 5	Years 12 and 13.
	Modified Paper	Material enlarged/altered to enable candidates with persistent visual impairments to access examinations and/or assessments.
	Prompt	A responsible adult who will refocus candidates with behavioural and/or medical issues that result in persistently high levels of distractibility or inability to concentrate.

ACRONYM	TERM	DEFINITION
	Read Aloud	May be awarded to a candidate that is used to this provision. Candidate must struggle to comprehend text but has not qualified (or does not want) a Reader. Must have Separate Invigilation.
	Reader	A responsible adult (not relevant subject teacher, related to, friend of or peer of the candidate) who will read whatever text the candidate requires. (Not available for reading sections of GCSE English Language and/or Literature papers).
	Scribe (Amanuensis)	A responsible adult (not relevant subject teacher, related to, friend of or peer of the candidate) who will write whatever the candidate requires. May result in candidates sacrificing marks available for spelling, punctuation and grammar.
SENCo	Special Educational Needs Co-ordinator	Staff member that leads the Access Arrangements process.
	Small Room/Separate Invigilation	Provision for candidates with behavioural and/or emotional needs who are unable to undertake examinations and/or assessments within a large cohort.
	Specialist Assessor	Staff member who is appropriately qualified to select, administer and report on standardised psychometric tests for the purposes of applying for Access Arrangements.
	Supervised Rest Break(s)	Short supervised respite(s) which can be taken in examinations and/or assessments due to medical, emotional and/or specific learning needs.
WP	Word Processor	The use of a computer to complete examinations and/or assessments where appropriate/possible.

## Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1.0	18/04/2016	Adam Horne	New Policy

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