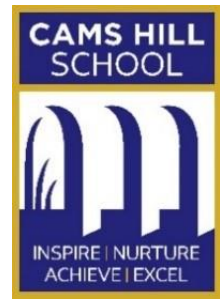


CAMS HILL SCHOOL  
EXAMINATIONS –  
ACCESS ARRANGEMENTS POLICY



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## Key staff involved in the access arrangements process

Role	Name
SENCo	Andrew Haines
SENCo Line Manager (Senior Leader)	Aly Potts
Head of Centre	Gwennan Harrison Jones
Assessor(s)	David and Jolene Deering – SpLD South
Access Arrangement Facilitator(s)	Jacqui Wilkinson

## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as 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 candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment;
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes;
- affects the security and integrity of the assessment.

This is because the adjustment is not ‘reasonable’.

[[AA](#) Definitions, page 3]

### Purpose of the policy

The purpose of this policy is to confirm that Cams Hill School has a written record which clearly shows the centre is leading on the access arrangements process and is complying 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](#)

This policy is maintained and held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes 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 process is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Head of Centre/Senior Leadership Team recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010 or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect. This includes 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;

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)

The assessors used by Cams Hill School are David and Jolene Deering of SpLD South Ltd, who have an established working relationship in the school. Both are members of the Professional Association of Teachers of Students with Specific Learning difficulties (PATOSS) and hold current Assessment Practicing Certificates which are available for inspection purposes and are available to be presented to the JCQ Centre Inspector.

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

Where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* that the SENCo paints a picture of need and demonstrating the candidate's normal way of working by completing Section A of Form 8 prior to the candidate being assessed.

Cams Hill School do not accept exam entries from private candidates, distance learners and home educated students.

### Painting a picture of need and gathering evidence to demonstrate *normal way of working*

Before the candidate's assessment, the SENCo provides the assessor with background information, i.e. a picture of need is painted as per Section A of Form 8 using evidence of need from teachers, teaching assistants and screening programmes such as LUCID Exact and LASS. The SENCo and the assessor work together to ensure a joined-up and consistent process. [[AA](#) 7.5.2]

The candidate is assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

Where parents wish to obtain private assessments, any independent assessor must contact the centre to provide evidence of their qualifications 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 otherwise Cams Hill School will not accept the results of any private assessments. An independent assessor must discuss access arrangements with the SENCo as the responsibility to request access arrangements specifically lies with the SENCo. [AA 7.5.3]

## Processing access arrangements

### Arrangements requiring awarding body approval

All access arrangements requiring awarding body approval are applied for using AAO. Copies of approved applications are kept in a locked filing cabinet in the Learning Support Office. Each pupil has their own file which includes a copy of the Form 8 and supporting evidence for each pupil plus a copy of the Data Protection Notice signed by the pupil.

Details of access arrangements for all pupils are contained on a master Access Arrangements spreadsheet which is available to all staff in a folder entitled 'SEN Staff Resources' in Staff Resources. Access Arrangements for individual pupils are also included on individual pupil records in SIMS and on mark sheets for each year group.

### Centre-delegated access arrangements

Cams Hill School uses 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) for pupils who use laptops/PCs, rest breaks due to medical or emotional issues, and pupils who use coloured overlays may have some or all of their exam papers copied onto coloured paper for exams.

### Centre-specific criteria for particular access arrangements

#### **Word processor policy (exams)**

Pupils are only approved for the use of a word processor due to either extremely slow handwriting or legibility issues, not simply because this is the candidate's preferred way of working. It is only provided to candidates where it is their normal way of working within the centre, or they have a temporary injury which affects their ability to write during an exam and their typing ability is adequate for them to be able to type their answers.

The use of a laptop is agreed in conjunction with subject teachers who provide recommendations for the use of a laptop as well as samples of handwriting for approval by the SENCo.

A candidate using a word processor is accommodated in an ICT room using PCs, in the Library or a classroom using a laptop where the number of pupils using laptops is low.

To comply with ICE 14, the centre:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (ICE 14.20)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)

The software application Wordpad, which is used by Cams Hill School, does not allow for the insertion of a header or footer. In such circumstances the IT support staff assists the candidate in creating a header and numbering the pages before the work is printed, alternatively once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)
- an IT technician will ensure the candidate knows how to create a document at the start of each exam. The candidate is reminded to save his/her work at regular intervals. (ICE 14.25)

The centre will ensure the word processor:

- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a type-writer, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

The centre will ensure that any portable storage medium (eg a memory stick) used:

- is provided by the centre
- is cleared of any previously stored data

### **Printing the script after the exam is over**

The centre will ensure:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- candidates initial each page and sign the last page to confirm that the work being submitted is their own work and that all their work has been printed
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

### **Separate invigilation within the centre**

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo in conjunction with the Senior Leadership Team and Pastoral Team. The decision will be based made as a consequence of a long term medical condition or long term social, mental or emotional needs and reflects the candidate's normal way of working in mock examinations or internal school tests.

The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.

### **Rest breaks**

Rest breaks are made available to pupils who may need to step away from the exam room, or pause during the exam, due to emotional or medical issues and conditions such as ADHD, Crohns Disease, Cerebral Palsy etc. Decisions regarding the need for rest breaks are made by the SENCo in conjunction with the Pastoral and Medical teams. A timer clock is used to ensure that pupils receive the allotted time for the exam. Invigilators ensure that pupils do not work during the rest break, in accordance with exam regulations [GR](#).

### **Copying onto coloured paper**

Where a pupil uses a coloured overlay in school, some or all of their exam papers will be copied onto coloured paper, in particular maths and science exams where the majority of the work is written onto the exam paper. Pupils may bring their own coloured overlays into the exam room. Spare copies are available should they forget to bring their own. Pupils must have their overlay out and available for inspection before entering the exam room.