

# The Leigh Academy

## Access Arrangements Operating Procedures



### Access Arrangements Policy

#### Rationale

Access arrangements for examinations and controlled assessments will be planned and implemented where there is sufficient evidence that individual students have additional educational needs. Access arrangements are a form of additional learning support that ensures that a learner is not significantly disadvantaged during assessments due to an additional educational need. Access arrangements are not intended to give candidates an unfair advantage, but to give all candidates a level playing field in which to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of access arrangements are governed by the statutory duty to make reasonable adjustments to provision (DDA 1995, 2001, 2005) and the guidelines produced by the Joint Council for Qualification (JCQ) and Federation of Awarding Bodies (FAB).

#### It is The Leigh Academy policy that:

- 1.1 Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to access the assessment.
- 1.2 Access arrangements should allow students to show what they know and can do without changing the demands of the assessment: for example, readers, scribes and Braille question papers.
- 1.3 Access arrangements which meet the needs of a disabled candidate/learner would be a 'reasonable adjustment' for that particular candidate. See *Appendix 1: The Disability Discrimination Act, reasonable adjustments and special considerations*.
- 1.4 Access arrangements apply to all forms of controlled summative assessment (internal and external).

#### Awarding Access Arrangements

- 2.1 The Academy requires appropriate evidence of the existence of an additional educational need in order to make a request for access arrangements. See *Appendix 2 Evidence and Eligibility*.
- 2.2 The student must be enrolled at The Leigh Academy for a request for access arrangements to be made by the Academy.
- 2.3 The Academy, on behalf of the student, will make every attempt to provide evidence of the additional educational need in order for a request for access arrangements to be made.
- 2.4 The Academy will take reasonable action to provide evidence for access arrangements including further educational testing and obtaining documentary proof of need from external agencies.

## **The Leigh Academy Access Arrangements Procedures**

Requests for access arrangements must be processed and submitted to awarding bodies in accordance with deadlines set out with the JCQ/FAB guidelines that are published annually.

### **Director of Learning Inclusion will:**

- 3.1 Arrange access arrangements and act as the Qualified Specialist Teacher who conducts individual assessments supported by the consulting Educational Psychologist
- 3.2 Ensure that students and other stakeholders are aware that access arrangements are a form of additional support provision
- 3.3 Ensure that students and other stakeholders are aware of Academy policy regarding access arrangements
- 3.4 Ensure that the Academy has sufficient access to appropriately qualified specialist tutors that are able to implement the requisite standardised tests and author requests for access arrangements
- 3.5 Ensure that Academy staff are aware of Academy policy and their responsibilities regarding access arrangements
- 3.6 Ensure that appropriate testing is in place (WORD (single word) as a standard test and WRAT for comprehension or other tests).
- 3.7 Submit access arrangement requests, in a timely manner, to the Examination Officer along with evidence of eligibility as defined by the JCQ
- 3.8 Work in partnership with the Examinations team to ensure that evidence submitted conforms with JCQ criteria
- 3.9 Store evidence to support access arrangement requests for audit purposes and inform the Examinations team of the evidence location
- 3.10 Keep records and share required information of access arrangements granted to students throughout their time at the Academy to ensure consistency of provision and on-going effective support
- 3.11 Keep informed of changes to policies and regulations that affect the way in which access arrangements are managed and to work with other relevant members of Academy staff to ensure that that Academy policy and procedures are compliant with such regulations
- 3.12 Use data and information obtained from Year 6 transition to identify students who may require access arrangements. Students may receive a reader, a scribe or extra time through KS3, which will be identified on an IEP.
- 3.13 Act on referrals made by Directors of Learning or classroom teachers.
- 3.14 Conduct reading assessments, testing and screening for Year 12 students in Module 1– students scoring 85 or below are offered a reader.
- 3.15 Conduct reading assessments, testing and screening for Year 9 students in Module 5 – students scoring 85 or below are offered a reader.
- 3.16 Ensures that parents/carers are informed in writing of the results from initial assessments and any access arrangements.

### **The Examinations Team will:**

- 3.17 Process access arrangement applications in conformity with JCQ procedures and deadlines.

- 3.18 Work with the Learning Support staff to ensure that appropriate evidence is available to support the request for access arrangements.
- 3.19 Keep up to date records of access arrangements agreed by awarding bodies and ensure that relevant academy staff know about the outcomes of requests in a timely manner
- 3.20 Publish the list of access arrangements to academy staff.
- 3.21 Coordinate the allocation of resources (including rooming, invigilation and technology) for students that have been granted access arrangements.
- 3.22 Keep informed of changes to policies and regulations that affect the way in which access arrangements are managed and to work with other relevant members of Academy staff to ensure that that Academy policy and procedures are compliant with such regulations.
- 3.23 In the first instance, deal with complaints from students and parents/carers who consider that agreed access arrangements were not effectively managed.

**Learning Areas (under the direction of Director of Learning) will:**

- 3.24 Ensure that students are informed of testing procedures and formative and summative assessment practices required for the duration of the course.
- 3.25 Work in conjunction with The Leigh Inclusion Team, to ensure that all relevant staff are aware of any disclosures and referrals that may result in the request for access arrangements to be made.
- 3.26 Submit examination entry information in a timely manner that takes into account the needs of all students for whom access arrangements have been granted.
- 3.27 Work collaboratively with Learning Support staff to ensure that all curriculum staff are informed of the individual needs of students and agreed arrangements that are in place to support the assessment process.

**The policy will be reviewed and updated on an annual basis to coincide with the publication of the JCQ/FAB Access Arrangements, Reasonable Adjustments and Special Consideration guidance document.**

**Appendix 1: The Disability Discrimination Act, reasonable adjustments and special considerations**

- A1. An access arrangement, which meets the needs of a disabled student, can be considered to be a *reasonable adjustment*.
- A1.2. The implementation of 'reasonable adjustments' is a requirement under the Disability Discrimination Act (DDA, 1995, 2001, 2005) and the duties of awarding bodies under the Act is clarified by the JCQ thus: The Disability Discrimination Act (DDA) requires awarding bodies to agree reasonable adjustments for disabled candidates/students in order to lessen or remove the effects of a 'substantial disadvantage' in an assessment.
- A1.3. 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.
- A1.4. The reasonableness of the adjustment will depend on the needs of the disabled candidate/student. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the

security or integrity of the assessment.

- A1.5. There is no duty on the awarding bodies to make any adjustment to the competencies being tested in an assessment.
- A1.6. In addition to the Awarding Body, the College also has a statutory duty under the Act to make reasonable adjustments to provision.
- A1.7. *Special consideration* is an adjustment to a candidate's mark or grade to reflect temporary illness, injury or other indisposition at the time of the assessment. Unlike other forms of reasonable adjustment, a special consideration is requested following the completion of the assessment.

## **Appendix 2: evidence and eligibility**

- A2.1. The Academy acknowledges that a student does not necessarily have to be disabled (as defined by the DDA 1995) to be awarded an access arrangement.
- A2.2. The Academy will provide appropriate evidence of the existence of an additional educational need in order to make a request for access arrangements.
- A2.4. Some of the most common requests made by the Academy for access arrangements and the evidence required are shown in the table below. A full list of arrangements and the evidence required is available from the JCQ or on request from the Learning Support team.

## Appendix 2: Access Arrangements

Access Arrangements (*JCQ Application Required)	Evidence
Up to 10% extra time	Statement concerning normal way of working and evidence of history of need
Up to 25% extra time *	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
Up to 100% extra time * (Evidence must give strong justification e.g. substantially below average performance)	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
<b>Supervised Rest Breaks</b> (Should be considered with every request but most appropriate where there are difficulties with poor concentration, stress or other medical/psychological reasons)	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
<b>Readers and Computer Readers *</b> (Learners with learning difficulties must perform in the 'below average' range on standardised tests. Readers or computerised readers are not permitted in tests that test reading skill)	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
<b>Scribe and Voice Input Systems *</b> (Scribes should not be requested where a learner can use a Word Processor. Spelling scores must be shown to be in the 'below average' category or writing must be grammatically incomprehensible or writing is produced so slowly that answers could not be fully recorded. Scribes are not permitted for assessment that test handwriting skills)	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
<b>Word Processor</b>	Statement concerning normal way of working and evidence of history or need
<b>Transcripts *</b> (Cannot be requested in conjunction with that for a Word Processor. This is a copy of the learner's script made after the assessment has taken place and where difficulties are so significant that the candidate's script cannot be read)	SEN Statement <sup>1</sup> Ed. Psych assessment report <sup>2</sup> Specialist Teacher assessment report <sup>3</sup> Medical Evidence <sup>4</sup>
<b>Prompter</b> (permitted where the learner has little or no sense of time, loses focus easily or is affected by an obsessive-compulsive disorder for example)	Statement concerning normal way of working and evidence of history of need

Sign Language Interpreter	Statement concerning normal way or working and evidence of history of need
Coloured Overlays	Statement concerning normal way or working and evidence of history of need

<http://www.jcq.org.uk/attachments/published/538/25.%20AARASC%200910.pdf>

1 - Statement of Special Educational Needs - this will have been conducted by a Psychologist on behalf of the Local Authority. 2 - Educational Psychologist Assessment (EPA) - the assessment report must confirm a learning disability and also that the student is unable to complete a timed assessment within the time allowed. 3 - The suitable qualified Specialist Teacher's assessment report must confirm a learning difficulty and that the learner is unable to complete a timed assessment within the time allowed. The Academy employs appropriately qualified Specialist Teachers who are able to conduct the required standardised tests. 4 - Where the need relates to a medical, physical or psychological condition, a short statement from the Director of Learning recorded on academy headed paper confirming the learners' normal way of working is sufficient. 5 - Standardised reading scores of less than 85 i.e. one standard deviation below the mean of an up to date test.

Updated by SWT 08/04/15 next review 08/04/2017