



HONLEY HIGH SCHOOL

ACCESS ARRANGEMENTS POLICY

(EXAMS)

This policy is reviewed annually to ensure compliance with current regulations

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Policy Author	Mr P Oliver, Assistant Headteacher	
Approved By	Mrs E Lord – Head of School	Date: 2024
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Key Staff Involved in the Access Arrangements Policy

Role	Name(s)
Head of Centre	Mrs E Lord – Head of School
Exams Officer line manager (Senior Leader)	Mr P Oliver, Assistant Headteacher
Exams Officer	Mrs L Winston
ALS Lead/SENDCo	Mrs S Bardell, SENDCo

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1. 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 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](#)).

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 several 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; and
- 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; or
- Affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. ([AA Definitions](#))

**References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AA 1.8](#)). The definitions and procedures in [AA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.*

2. Purpose of the Policy

The purpose of this policy is to confirm that Honley High 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.

(General Regulations for Approved Centres, section 5.4). This publication is further referred to in this policy as GR.

This policy is maintained and held by the ALS Lead/SENDCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENDCo is storing documentation electronically he/she must create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. ([AA 4.2](#)) .

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](#).

3. General Principles

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENDCo, must ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the start of the course.

Arrangements must always be approved before an examination or assessment.

The arrangement(s) put in place must reflect the support given to the candidate in the centre.

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

4. Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Equalities Policy (Exams) is saved on the staff shared area under whole school, examinations, policies and also as an Appendix to the main Examinations Policy

The Head of Centre/Senior Leadership Team will recognise its duties towards disabled candidates, including private candidates ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR section 5.4)

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

5. 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](#), section 7.3.

The Qualification(s) of the Current Assessor(s)

Mrs S Bardell: CCET Assessor +AAC=CPT3A

Appointment of Assessors of Candidates with Learning Difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the Qualification(s) of the Assessor(s)

The SENDCo is the current assessor and obtained assessor's qualifications in June 2017 in line with new regulations, which came into force in September 2017. The SENDCo holds a copy of the certificate of competence together with details of required current registration on approved lists pertaining to qualification.

Reporting the Appointment of the Assessor(s)

Held by the SENDCo.

Process for the Assessment of a Candidate's Learning Difficulties by an Assessor

All students are screened on entry to school. In the vast majority of cases this is done by screening all Year 7 students in the first half term of their entry to High School. In the case of students joining the school later, students are screened before, or just after they start, by the SENDCo, using similar tests to those undertaken by the Year 7s

These tests include Reading, Spelling, Maths and Cognitive abilities tests as well as Dyslexia and Dyscalculia screener (Access reading and Maths tests, Graded word Spelling Test).

In addition, the whole year group is screened by the Specialist Assessor in Year 9 using the EXACT programme. From this information, further individual testing is carried out to see whether access arrangements are appropriate in line with current JCQ guidelines. Students are also referred for testing throughout their time at school by either subject teachers or pastoral staff where a concern is identified. In both cases, individual testing is then done using a range of currently approved tests to determine whether the particular student does meet the criteria as it stands. These tests currently include some, or all of, EXACT Computer Screening Programme, York Assessment of Reading for Comprehension, Detailed Assessment of Speed of Handwriting, Comprehensive Test of Phonological Processing 2, Test of Memory and Learning 2, Wide Range Achievement

Test currently 4 but soon to be updated to version 5. These tests are kept up to date to ensure they remain valid.

AA section 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties) and record your process that reflects the requirements.

Painting a 'Holistic Picture of Need', Confirming Normal way of Working

Students identified as having literacy difficulties are kept on an internal school list. Some of these students follow intervention programmes for a specific time period. Details of these students are kept on a list kept by the SENDCo. Students identified by subject staff as raising concerns are referred for further testing which is carried out by the Specialist Assessor and recommendations are made. This information is kept in students file to provide evidence for a picture of need to support any future application. Where students are identified as needing extra time for tests and assessments, their name is added to an internal school list for the year group.

A note is also added onto the student's information file on ARBOR and added to the Provision Map. Staff have access to the list and use it to make sure students identified have the arrangements put in place for tests and assessments, wherever possible, so that it can be established it is the student's normal way of working. The SENCO keeps a record of requests made by staff for specific support requested for tests and assessments in addition to the support regularly received by the students in class.

Furthermore, teaching staff are sent a questionnaire annually to fill in to confirm that the arrangement recommended is being used by the student, whilst Teaching Assistants have weekly meetings, which are minuted, where they have the opportunity to discuss students needing support in lessons and the type of support that is needed and used regularly by the student. This information is gathered together to form the basis of the picture of need.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the SENDCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENDCo. (AA 7.5).

AA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties) and record your process that reflects the requirements.

6. Processing Access Arrangements and Adjustments

Arrangements/Adjustments Requiring Awarding Body Approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AA](#), chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Applications for Access Arrangements are processed on AAO on completion of the Form 8. The Examinations Officer and Assessor work together to ensure that all applications are processed correctly and within deadlines. Hard Copies of Testing evidence, Completed, signed and dated form 8, pupil signed Data protection notice (AA 8.6) and approval notice are stored securely in SENDCo's office. Electronic copies of completed form 8s are stored under Curriculum, learning support Form 8 s in a folder for the correct GCSE year.

AA 8 (Processing applications for access arrangements and adjustments) and record your process that reflects the requirements.

Centre-delegated Arrangements/Adjustments

The SENDCo and SLT link have agreed that the following centre delegated arrangements may be offered, where appropriate evidence of need is held on file

- Amplification equipment
- Colour naming for students who are colour blind
- Coloured overlays
- Examination on coloured/ enlarged paper
- Low Vision Aid/Magnifier

7. Centre-Specific Criteria for Particular Arrangements/Adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

The Word Processor Policy is saved on the staff shared area under whole school, examinations policies and also included in the main policy as an appendix.

Students may be assigned use of a word processor for examinations due to illegible handwriting.

OR where it removes a barrier to the student getting across their ideas where, for example, they have demonstrated they have difficulty in putting words onto paper but can achieve this using a word processor.

OR who would qualify for a scribe but prefer to work independently with the spellchecker turned on.

Students will be assessed by the SENDCO to ensure that their typing speed is not slower than their handwriting speed- thus putting them at a disadvantage. Such recommendations will be based on having a significant and positive impact on their

achievements and to remove a barrier to their success. Where subject teachers request this access arrangement, they will have to register a significant concern with the SENDCo and will need the approval of the Specialist SENDCo /SLT link to be allocated a WP.

Separate Invigilation Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/SENDCo.

The decision will be based on

- Whether the candidate has a substantial and long-term impairment which has an adverse effect and
- The candidate's normal way of working within the centre (AA section 5.16)

Separate invigilation within the centre will only be allowed on the recommendation of the SENDCo/Pastoral Head/Head of Year/ Senior Member of Staff where the candidate's difficulties are long term and well known to at least one of the above and where it reflects the candidate's normal way of working in internal test and mock examinations.

Separate Invigilation where it is not related to agreed Access Arrangements may be allowed under the following circumstances:

- SEMH Issues
- Medical Issues

Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long-term medical condition or long-term social, emotional and mental health needs. (AA 5.16)