

Access Arrangements Policy

2018/2019



**ARCHBISHOP
SENTAMU
ACADEMY**

Church of England

Approved by Archbishop Sentamu Academy, Principal, Chay Bell on: 7th November 2018

New review due: November 2019

Archbishop Sentamu Academy

Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we, can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; **Aspire, Serve, Achieve** in all we do;
- Instill a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

Key Staff Involved in the access Arrangements Process

| Role | Name |
|------------------------------------|------------------------------|
| SENCo | Charlotte Bowes |
| SENCo Line Manager (Senior Leader) | Lee Hill |
| Head of Centre | Chay Bell |
| Assessor(s) | Wendy Kirby |
| Access Arrangement Facilitator(s) | Nicola Garton, Gareth Ketley |

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What are Access Arrangements and Reasonable Adjustments?

Access Arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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 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.”

[AA Definitions, page 3]

Purpose of the Policy

The purpose of this policy is to confirm that Archbishop Sentamu Academy complies 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](#).

The policy is annually reviewed to ensure that arrangements 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 policy 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.

All policies are available in the Exams Office.

*"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.*

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)

Wendy Kirby Assistant SENCo- Certificate of Psychometric Testing, Assessment & Access Arrangements - realtraining

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

Copy of assessor's certificate held in exam's office along with letter of appointment from head of centre Chay Bell. Originals held in SEN Office.

How the Assessment Process is Administered

End of year 9 Access reading Test screening to indicate students below 85.
Individual Access reading Test (alternate script) to determine area of need.
Other assessments used:
SWRT
SWST
DASH
TOMAL 2
RAN/RAS
SDMT

Recording Evidence of Need

Form 8 completed by SENCo

Evidence collated by Assistant SENCo/ Access Arrangements Assessor:

EHCP documentation

Educational Psychologist assessments/recommendation.

Professional reports; Speech, Language & Communication, IPaSS, GPs, Occupational Therapist, Physiotherapist.

Tests completed by the academy's Psychometric testing assessor.

Gathering Evidence to Demonstrate Normal Way of Working

Normal Way of Working questionnaire completed by teacher.

Signed statements collated from teachers and/or TAs

Processing Access Arrangements

Arrangements Requiring Awarding Body Approval

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

AAO applied for by Exams officer and assistant exams officer.

All subsequent paper work collated in Exams Office.

Signed data protection forms collated by Access Arrangements Assessor and kept on file in exams office.

Centre-Delegated Access Arrangements

Evidence collated by AAA and kept on file in exams office.

This may include:

Medical evidence

SENCo covering letter

Handwriting assessment evidence
Any other evidence deemed appropriate

Centre-Specific Criteria for Particular Access Arrangements

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 this is the candidate's preferred way of working within the centre.

The word processing policy can be accessed in the RM Staff folder within the academy.
A copy is kept on file in the exams office.

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.

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

5.16]

Exams SLT
SENCo

GR Link <https://www.icq.org.uk/exams-office/general-regulations>

AA link <https://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>