

ACCESS POLICY

ST. ILLTYD'S CATHOLIC HIGH SCHOOL



Date adopted 6/12/18 7 Ag

Reviewed on _____

St Illtyds Catholic High School

Access Arrangements Policy

October 2018

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What are access arrangements?

“Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way, Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

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.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.” [JCQ website an overview]

Purpose of the policy

The purpose of this policy is to confirm that St Illtyds Catholic High School fulfils “its obligations in respect of identifying the need for, requesting and implementing access arrangements.”

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 General and Vocational qualifications’

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 in JCQ regulations as follows:

- an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or
- an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or
- a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

How the assessment process is administered

A detailed history of need is collected from Primary school for each student. At the start of year 7, all students are assessed in literacy to determine the level of support that is appropriate and required for each individual. In year 9, our fully qualified SpLD Assessor assesses students for access arrangement. Pupils are assessed based on their most recent literacy tests and/or referrals from staff. The student's normal way of working is reflected in the Access Arrangement, which has been put in place. Form 8's are completed, signed and dated by hand, by our fully qualified Specialist Assessor. Once the form 8 is completed, the candidate has an individual meeting with the Specialist Assessor to explain the application and process. The student is then asked to complete a Data Protection Notice and a letter is sent home to explain to parent/carers the nature of the changes that have been made. Our SpLD Assessor attends an annual training sessions to ensure qualifications are up to date and is aware of any changes to the JCQ regulations ensuring that the assessment process is administered correctly

Recording evidence of need

All assessment evidence is retained and kept on individual files for each student who has Access Arrangements in place. All tests used are approved by the awarding body and marked against Standardised Scores. All tests and scoring are administered by our fully qualified Specialist Assessor.

Gathering evidence of normal way of working

Teachers and support staff are asked to complete a tick a sheet that contains a series of exams based on that particular student. Showing a detailed picture of need based on the student in comparison to their peers. Teachers also have the opportunity to make any comments. .

Those students who have been awarded an Access Arrangement will routinely be given that provision in the classroom as their normal way of working. The support given in the centre reflects the arrangement put in place for the examination series.

All background information, support and or interventions are recorded in Section A of form 8.

Processing applications for access arrangements

Access arrangements online

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

“For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement.

The Specialist Assessor retains all original test papers, work samples and other supporting evidence along with a copy of the form and correspondence with parents/carers/outside agencies.

Word processor policy

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.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on whether the candidate has a substantial and long-term impairment, which has an adverse effect; and this is the candidate's normal way of working within the centre.