




Access Arrangements
relating to examinations covered by
the Joint Council for Qualifications (JCQ) 2020/2021

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1. RATIONALE

The Examination Access Arrangements Policy explains the actions we take to ensure inclusion throughout Pilton Community College for all students with special educational needs or disabilities, including those with formally diagnosed Special Educational Needs Disabilities (SEND). The policy forms part of our teaching and learning strategy. These regulations are subject to changes by the regulatory bodies including the JCQ, NCFE and VTCT, or any other board as may be necessary.

2. DEFINITION OF SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

3. WHAT ARE EXAM 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’.”

JCQCIC Access Arrangements and Reasonable Adjustments 2019-20

4. 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.”

JCQCIC Access Arrangements and Reasonable Adjustments 2019-20

“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; 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’.”

JCQCIC Access Arrangements and Reasonable Adjustments 2019-20

5. WHEN MIGHT STUDENTS NEED TO BE GIVEN EXAM ACCESS ARRANGEMENTS?

At Pilton Community College, teachers are advised that students are monitored throughout their school life to ensure that any additional needs are recorded and that information shared with the SENDCo; this information starts the process of evidence gathering and testing to see if Access Arrangements are appropriate and necessary.

“Access Arrangements should be processed at the start of the course. Schools, for example, should be able to process applications at the start of or during the first year of a two-year GCSE course having firmly established a picture of need and normal way of working during Years 7 to 9”.

6. THE ASSESSMENT PROCESS

Pilton Community College employs a qualified assessor to carry out all testing for Access Arrangements. Currently this is: Jo Bradley whose qualifications include: SpLD Assessment Award Practising Certificate (APC-Patoss): 500002197-IF5780, AMBDA- Certificate in Dyslexia and Literacy, Certificate in Competence in Educational Testing (CCET), Certificate in Psychometric Testing, Assessment & Access Arrangements (CPT3A)

7. VERIFICATION OF ASSESSORS QUALIFICATIONS

The Assessor’s qualifications are checked by the Exams Officer and photocopied. A copy of these is held with the Access Arrangements Folder in the Exams Office.

8. HOW THE ASSESSMENT PROCESS IS ADMINISTERED

At Pilton Community College, all students who have received additional input in the form of extended Literacy/Numeracy/Learning Needs support, will automatically be tested for Access Arrangements.

These assessments are carried out by our specialist assessor (see above). Teachers, Tutors and TLAs are required to report any pupils who use AAs as their ‘normal way of working’, during lessons or intervention sessions.

They are also required to include evidence of non-SpLD related arrangements. The SENDCO correlates all evidence of need, both from the official assessors (Form 8s and test papers) and from the Teachers, TLAs and Tutors. The SENDCO also gathers evidence of medical and psychological conditions from outside professionals. Pupils are required to sign a data protection form to allow the SENDCO to apply for AAs on-line. The SENDCO then makes applications for AA on-line. Once these have been granted parents and students are informed. In the event that an AA is refused parents and student are also informed.

9. HOW DO TEACHERS AND SUPPORT STAFF KNOW WHO HAS BEEN GRANTED ACCESS ARRANGEMENTS

As soon as AA have been approved teaching and support staff can access this information via our internal intranet. This list is updated as and when additional AA have been granted and staff are informed of this update via email.

10. ACCESS ARRANGEMENTS MOST COMMONLY APPLIED FOR AT PILTON COMMUNITY COLLEGE

- 25% extra time
- Reader/ computer reader/reading pen*
- Scribe/ voice activated technology/word processor with spellcheck enabled
- Word processor (without spellcheck)*
- Prompter*
- Rest breaks*
- Separate accommodation*

*(Those arrangements in italics with a * are centred delegated arrangements and do not require testing by the Assessor)*

This list is not exhaustive.

11. RECORDING EVIDENCE OF NEED

The evidence for awarding Access Arrangements is held in the Exams/SENDCo office. It is arranged alphabetically in year group. For each candidate there is the following evidence:

- Form 8 signed by EO and JCQ Approved Assessor
- Data Protection Agreement signed by candidate
- Print out of permission awarded by JCQ and CIE
- Test papers/mock exam papers/emails from teaching staff/emails from TLAs.

These documents paint a picture of need for the candidates and evidence that this is there “normal way of working”.

12. PROCESSING APPLICATIONS FOR ACCESS ARRANGEMENTS

The SENDCo processes all applications for the relevant exam board supervisory body – JCQ, NCFE and VTCT by the closing date specified by these bodies.

13. CENTRE DELEGATED ARRANGEMENTS

All centre delegated arrangements are agreed on the basis of “normal way of working” including the use of word processors, or prompts. Staff will contact the SENDCo and inform her that this arrangement is in place and how often. If this constitutes the normal way of working the SENDCo will prepare a document on headed paper to confirm this information. This arrangement may be on a subject by subject basis, i.e. if a student only uses a laptop in English they may only be granted permission to use it in that subject and no other.

14. SEPARATE INVIGILATION WITHIN THE CENTRE

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the 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.”

Pilton Community College requires medical/psychological/behavioural report as evidence of the need for separate accommodation.

APPENDIX 1 EXAM ACCESS ARRANGEMENTS FOR EXTRA TIME

EVIDENCE OF NEED IN THE CLASSROOM

STUDENT NAME		
TUTOR GROUP		
TEACHER NAME		
Please tick each of the following statements	YES	NO
Do you have to give the student a little longer than others to copy information from the board during your lesson?		
Do you have to give the student a little longer than others to complete writing tasks when writing his/her own answers? (free writing)		
Do you have to give the student a little longer than others to read information – either from books, worksheets or from the board?		
Do you have to give the student a little longer than others to think of verbal answers to a question?		
Do you have to give the student a little longer than others to learn new information?		
Does the student often fail to complete tests/assessments in the allotted time? (Due to running out of time rather than lack of knowledge)		
Any other comments / observations about how the student works in your class		

APPENDIX 2 REFUSAL OF EXAM ACCESS ARRANGEMENTS

Name of student:

I hereby request that I do not wish to use my EAA for the exam stated below.

I understand that by refusing or removing my EAA for the following exam, it will not impede my dispensation for further exams.

EXAM	
SUBJECT	
DATE OF EXAM	
EAA	

SIGNED BY STUDENT:

DATE:

SIGNED BY SENDCo:

DATE:

APPENDIX 3 POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
March 2020	Policy annual review	Ms S Eden	V 1.0	March 2021