



**HILBRE HIGH SCHOOL  
HUMANITIES COLLEGE**

**ACCESS ARRANGEMENTS POLICY  
2016/17**

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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<sup>CIC</sup> 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.*

*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.”*

[JCQ website [An overview](#)]

## Purpose of the policy

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

[JCQ ‘General regulations for approved centres’ Chapter 5.5]  
This document 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*

*General and Vocational qualifications’*

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. See separate Disability policy.

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 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.*

and

*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:*

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
- *the appropriate use of nationally standardised tests for the age group being tested;*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills, see paragraph 7.5.12, page 86;*
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA 7.3]

## Checking the qualification(s) of the assessor(s)

The school requires accreditation documents from all assessors, these to be witnessed by the SENCO and the operations manager.

## How the assessment process is administered

The school's assessment process works as follows:

- *potential student need is identified;*
- *the candidate's normal way of working is modified accordingly and outcomes are monitored;*
- *evidence from modified normal way of working is collated;*
- *formal testing is undertaken by accredited assessor;*
- *for candidates for whom tests results and evidence from amended working practice is positive and all paperwork passed to examinations officer to apply for assess on line.*

## Recording and Gathering evidence of need

Following the identification of possible need, evidence from the outcomes from modified working practice is gathered in a variety of formats, as appropriate, kept in folder to be passed to the examinations officer who keeps a file for each year group along with data protection notice, evidence and application print out.

## 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.*

*Further information on Access arrangements online is available from:  
<http://www.jcq.org.uk/exams-office/aa-access-arrangements-online>”*

[AA 8.1]

The examinations officer is responsible for processing the access arrangements on line once information has been received from SENCO including normal way of working evidence and signed data protection notice.

## 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. See separate Word Processing Policy.

## 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*
  - *the candidate’s normal way of working within the centre.*
- [AA 5.16]
- The school has 3 separate invigilators who are employed to invigilate Access Arrangement pupils. These invigilators have received specific training with regards to access arrangement provision.