Great Wyrley Academy

ACCESS ARRANGEMENTS POLICY	
Responsible Committee:	Great Wyrley Local Advisory Board
Policy Coordinator:	Assistant Headteacher
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Great Wyrley Academy

What are Access Arrangements?

Access Arrangements

Access Arrangements are a pre-examination of adjustments for examination 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 Joint Council for Qualifications cic 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 a 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 available Access Arrangements.

How reasonable the adjustment will depend on a number of factors including the needs of the disabled candidate/leaner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security of 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)

Purpose of the policy

The purpose of this policy is to confirm that Great Wyrley Academy fulfils "its obligations in respect of identifying the need for, requesting and implementing access arrangements."(JCQ 'General regulations for approval 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

The access arrangements policy further covers the assessment process and related issues in more detail.

The Assessment Process

Assessments are carries 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 reported 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 most include training in all of the following:

- the theoretical basis underlying psychometric tests, such as concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotations, 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)

A copy of the certificate evidencing the qualifications of the assessor (Real Training Level 7) is held in the exam office.

Certificate of Psychometric Testing Assessment and Access Arrangements

Competence in Occupational Testing

How the assessment process is administered

Processes in the Centre that are followed to identify the need for access arrangements for individual candidates.

- information received during the process of transition from feeder schools
- Students on SEN register in Year 9 assessed for reading (WRAT4 Reading Test/Dash Test)
- students enrolled part way through the year will be tested within the first month of arrival at the Centre
- identification by teaching staff/referral to SEN

Recording evidence of need

Information relating to the documentation that is used to support/record evidence and other information that is collected to support the need.

- WRAT4 and CTOPP assessment original booklets completed by assessor
- Form 8 completed by assessor/SEND/EO
- Access arrangements on-line application completed by SEND/EO
- SEND register

Gathering evidence of normal way of working

Information relating to the Centre's process for gathering evidence to record normal way of working.

- Information received during the process of transition from feeder schools
- EHCP – information received from County
- Learning Needs Passports – reviewed per term
- JCQ Form 8
- Teaching staff/student feedback
- SEND monitoring
- Historical use of TA in lessons
- Intervention – small group/1:1
- Mock exams
- Literacy intervention strategies
- Mock examinations

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/aao-access-arrangements-online"
(AA 8.1)

The Centre's processes for using Access arrangements online. Applications via Access Arrangements online are made as soon as the evidence and assessment results from the assessor are available, and by the JCQ deadline

- Applications made by SEND
- Awarding Body referrals made by SEND
- Applications that do not gain approval and any further action deemed necessary will be reviewed by SEND
- Information required and kept on file for reference/inspection purposes for the application will include standardised scores and assessment results data, date of assessment, assessor details, arrangements required, medical conditions, Form 8 evidence, signed Data Protection Agreement by the candidate
- All information will be kept on file in the exams office

Centre-delegated access arrangements

Centre-delegated access arrangements are as follows:

- Rest breaks
- Word Processor
- Small Venue
- Prompter
- Separate Invigilation within the Centre

These arrangements will require and be based on:

- Medical evidence
- Learning difficulties and processing skills
- Evidence from outside agencies

All evidence will be kept on file in the exams office.

The use of Word Processors

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 Appendix 1

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)

Separate invigilation within the Centre, will be offered to candidates with:

- long-term medical condition/s
- long-term social, mental or emotional needs

Evidence to support this arrangement will be provided by feeder schools, outside agencies, JCQ Form 8, teaching staff, SEND. All evidence will be kept on file.

Appendix 1The use of Word Processors Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for Conducting Examinations.

References to 'AA' relate to JCQ Access Arrangements and Reasonable Adjustments 2017/18 and ICE to JCQ Instructions for conducting examinations 2017/18.

Purpose of the policy

This policy details how the centre manages and administers the use of word processors in examinations and assessments.

Principles for using a word processor

Great Wyrley Academy complies with AA chapter 4 Adjustments for candidates with disabilities and learning difficulties regulations and guidance as follows: (AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processor is only permitted whilst ensuring that the integrity if the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question (AA 4.2.3)
- Candidates may not require the use of word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
- in the classroom; or

- working in small group for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests and mock examinations

The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

Great Wyrley Academy complies with A4 chapter 5 Access arrangements available as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand) (The above also extends to the use of electronic braillers and tablets)

(AA 5.8.2)

- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate’s typed script
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Centre specific processes

Great Wyrley Academy will accommodate the use of word processors for:

- Candidates with a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- For candidates with planning and organisational problems when writing by hand
- Poor handwriting

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

A word processor will not be allowed just because candidates prefer to type, can work faster or use a laptop at home.

These students will be identified through the following processes:

- Teacher referral
- Heads of House
- Information from feeder schools
- SEND assessment (DASH)

Word processors and their programmes

Great Wyrley Academy complies with ICE 8.8 Word processors instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium uses
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own and sign each sheet
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor

- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and tablets

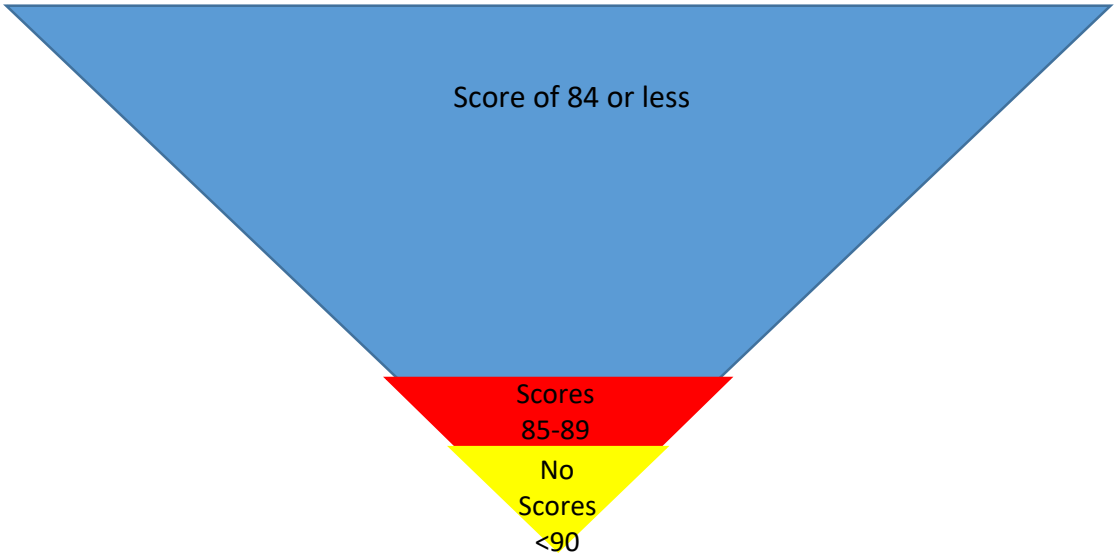
Great Wyrley Academy further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period in time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own and sign each sheet

Centre specific processes in accommodating word processors in examinations

- at the beginning and during each exam session the ICT technicians are available to assist with setting up/any problems arising
- blank memory sticks are provided by SEND
- candidates work is printed at the end of the exam by SEND/invigilator in the presence of the student
- invigilators are aware and trained in the process of using word processors for exams

Evidence from an assessor



The vast majority of candidates awarded 25% extra time will have an assessment of speed of working showing at least one standardised score of 84 or less. Rare and exceptional cases may however exist.

At least one standardised score of 84 or less

Where a candidate has at least one standardised score of 84 or less the SENCo must present for inspection purposes a substantial and comprehensive body of evidence.

Rare and exceptional cases

SENCos are reminded that if a candidate does not qualify for 25% extra time, consideration should be given to other access arrangements such as, for example, the use of a prompter or supervised rest breaks.

A memory aid for a reader

I am here to read for you in your examination
You must make clear what you want to be read

I can only read the instructions and the questions

I can repeat instructions, but only if you make it clear which instructions you want me to read

I can't tell you which questions to choose
I can't tell you when to move on to the next question
I can't tell you which questions to do first

I can spell words if you ask me, but only words on the question paper

I can read back your answer, but only if you ask me

GCSE English Language examinations:

I can read the questions in the Writing section of the paper, but I can't read any of the questions in the Reading section

Centres must ensure that both invigilators and those acting as a reader are appropriately trained and familiar with the rules.

It is essential that the candidate is made aware of what a reader can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.

A memory aid for a scribe

I am here to write/type for you in your examination

I must write/type exactly what you say

I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me
I can't draw for you in a Design examination

I can change what I have written/typed, but only if you ask me

If we have problems communication, I must tell the invigilator

I can't give you any help with answers
I can't suggest when an answer is finished

I can't tell you which questions to choose
I can't tell you when to move onto the next question
I can't tell you which questions to do first

If you are allowed rest breaks, I can't write/type in those breaks

I can read back what I have written/typed, but only if you ask me

Centres must ensure that both invigilators and those acting as a scribe are appropriately trained and familiar with the rules.

It is essential that the candidate is made aware of what a scribe can and cannot do in advance of their first examination, e.g. internal school tests or mock exams.