

Ysgol Pentrehafod

Pentrehafod School



Access Arrangements Policy & Guidance

Polisi a Chanllawiau Trefniadau Mynediad

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Introduction

The Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all students with Additional Learning Needs (ALN). Access Arrangements allow candidates with ALN, 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 a candidate without affecting the integrity of the assessment. By putting in place access arrangements, the school is bound to comply with Joint Council for Qualifications (JCQ) Regulations and the Equality Act 2010 to make 'reasonable adjustments'.

An Access Arrangement is a provision or type of support given to a student (subject to JCQ approval) in a national examination, Non-Exam Assessment (NEA) and Controlled Assessment Task (CAT), where a particular need has been identified and is provided so that the student has appropriate access to the exam or CAT. Access Arrangements are agreed before the assessment.

Access Arrangements:

- Must not give a student an unfair advantage over other students;
- Will not be allowed in components assessing the Access Arrangement e.g. a reader will not be allowed in the Reading Section of the English Language exam.

Staff who have concerns about students who may need access arrangements should liaise with the Additional Learning Needs Co-ordinator (ALNCo). Wherever possible, they should provide evidence of need and of normal way of working.



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. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. 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’.”

Key Staff Involved in This Policy

ALNCo – Ria Williams

Head of Centre – Matthew Goulding

Assessor – Ria Williams

Examinations Officer – Sue Davies



Identifying Students

Students on the ALN Register will be assessed for their eligibility for Access Arrangements. Students will complete the Personal Data Consent, Privacy Notice (AAO) and Data Protection Confirmation form.

For completion of a Form 8, the ALNCo will complete sections A and B of the Form 8 outlining the History of Need and Provision and the access arrangements being applied for following assessment. Individual Education Plans (IEP's) and copies of Statements of Special Educational Needs (SEN) or Individual Development Plan (IDP) will be included with the Form 8 as evidence of need and normal ways of working.

Assessments are then carried out by an assessor who is appropriately qualified as required by the JCQ regulations.

Assessing Students

Where a candidate has learning difficulties and is in receipt of a Statement of SEN or IDP the ALNCo will be required to write a file note on headed paper to outline their needs and normal way of working.

Where a candidate has learning difficulties and is not subject to a current Statement of SEN or IDP the ALNCo will paint a picture of need and demonstrate the candidate's normal way of working prior to the assessments taking place.

The assessor will complete the assessments with the Year 9 students during the Summer Term (access arrangements are valid for 26 months). The ALN department has a range of assessments which can be used depending on the individual needs / difficulties of a candidate. If assessment results meet the criteria for access arrangements, they are added to the Form 8.



Once all assessments have been completed, the ALNCo will complete Section B of the Form 8 outlining the specific access arrangements being requested and confirming:

- the candidate has a substantial and long-term impairment which has an adverse effect,
- the candidate's normal way of working within the centre.

The Examinations Officer will process the access arrangement through Access Arrangements Online (AAO) and collate the list of what students are entitled to. All Form 8's and supporting evidence will be held in the Examinations Officer's Office.

The assessor identified in the school must provide copies of the original certificates of relevant qualifications to be checked and copies held on file with the Examination Officer.

Informing Parents/ Carers and Students

The Examinations Officer will inform all parents /carers of their child's eligibility for access arrangements. Where these are accepted or declined, a record will be kept. If a reply is not received it will be assumed that the Access Arrangement has been accepted. Access Arrangements cannot be enforced on a child even on a parent/carer's instruction.

Informing Staff

The Examinations Officer will inform all staff of those students who are entitled to access arrangements. A spreadsheet containing names of all students entitled and what they are entitled to, will be saved in the Standards and Leadership Folder in Access Arrangements. This is a read only document.



This document must be checked regularly by staff, especially before a NEA or CAT. Information contained on the Access Arrangements spreadsheet takes precedence over information on IEP's. IEP's will be updated to incorporate access arrangements.

Types of Access Arrangement

A number of access arrangements are available. Their use depends upon the student's needs, normal way of working, the type of examination and current JCQ regulations. This means that different arrangements might be allowed in different examinations, and ALNCo's are required to consider the need for access arrangements on a subject-by-subject basis.

The access arrangements most commonly used include:

- Supervised rest breaks;
- Use of a word processor (with spelling and grammar check disabled);
- 25% extra time;
- Reader;
- Bilingual translation dictionary.

In line with JCQ regulations, some access arrangements can be 'centre-delegated' which means an online application to JCQ is not required. For these the assessor completes a file note on centre headed paper to support the arrangement.

The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment.

Applications to AAO must be submitted for:

Scribe: The student will dictate their answers to an adult who will write down exactly what is said by the candidate. A separate room will be made available. A scribe cover sheet must be completed and attached to complete script.



Extra Time: 25% extra time can be made available. Students will sit the examination in the main venue with the other students. No special room is required. Invigilators will have a seating plan indicating students entitled to extra time. Invigilators will check at the end of the exam if the student requires their extra time.

Reader: An application for a reader must be processed however a Form 8 is not required, the application is made via a file note on centre headed paper. The student will have access to an adult to read the questions or words to him/her. Groups of students requiring readers will be placed in a separate, smaller venue with sufficient readers made available. Specific guidance on what can and cannot be read will be provided. (In future, the School will need to explore opportunities for computer reading to be utilised). Students will need to indicate that they require reading support by raising their hand or by turning their individual exam card which will have a coloured dot on the reverse side.

Bilingual translation dictionary with up to a maximum of 10% extra time: Will be permitted for candidates who have arrived in the country within the last two years, who speak no English, parents/ carers speak no English and has not been educated in English. Extra time will be permitted up to two years of date of entry into the country only if the candidate uses the bilingual dictionary frequently during the examination – there is no entitlement to extra time otherwise.

Specific guidance must be followed regarding when dictionaries are permitted. Clean copies of translation dictionaries **MUST** be provided to Examinations Officer in advance of examinations.

Modified Papers: Both enlarged papers and language modified papers will be ordered in advance of all examinations when required. There are strict deadlines for ordering these papers.



There is not a requirement to process an application for:

Supervised Rest Breaks: These can be arranged for students where it is his / her normal way of working. During the supervised rest break the candidate must not have access to the question paper or answer booklet. The rest break is not included in any extra time approved.

Use of word processing: If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working then it should be used in examinations. The use of word processors in controlled assessments or coursework components will be considered standard practice unless prohibited by the specification.

The use of a word processor cannot simply be granted to a candidate because this is the candidate's preferred way of working.

Prompter: A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating.

Use of bilingual translation dictionary: Specific exam guidance must be followed regarding when dictionaries are permitted. Clean copies of translation dictionaries **MUST** be provided to Examinations Officer in advance of examinations.

Transcript: This is a copy of the candidate's script which is made after the examination has taken place and without the participation of the candidate. Form 5 must be completed and attached. If this arrangement is used, the person making the transcript **MUST** be familiar with the candidates writing.



Coloured Overlays: Students with traits of dyslexia, who use coloured overlays, are entitled to use these in controlled assessments and examinations. Where coloured overlays are used to compensate for Irlen Syndrome, no extra time will be required in addition.

Separate Venues: A cover letter, outlining the reasons why a candidate needs to complete exams / CAT's away from the main venues, will be provided by the ALNCo or medical professionals involved with the candidate. Again this must be the candidate's normal way of working.

Displays / Support Materials

All displays / support materials need to be removed or covered in classrooms where the students are completing exams and controlled assessments. Heads of Subject must make themselves aware of room allocation prior to commencement of all CAT's and arrange for all displays of supporting material to be covered.

Health / Medical Issues

Where possible, students should be encouraged to continue with exams. Medical guidance should be sought if necessary, from the First Aider. If a candidate is ill during an exam, provided they have been supervised throughout rest/ medical break, they can complete the exam /CAT. The completion could take place in the main exam venue or separate venue depending on the resources available. Special consideration will be applied for, by the Examinations Officer, if appropriate. School cannot guarantee that this will be granted. If a child is too ill to complete their examination the Examinations Officer must be informed for special consideration to be applied for.



KS3 Provision

For students with ALN, information contained in IEP'S outlines the student's normal way of working. Some students benefit from extra time to process information, support with differentiated reading materials, and support with reading, writing or word processing. Information is gathered from primary schools and outside agencies and used to inform IEPs. Data generated from New Group Reading Test (NGRT), CATs and National Tests is also used to inform IEPs.

Statutory guidance for administering the National Tests is followed and some students are provided with access to extra time and readers in the test environment.

Roles and Responsibilities

Head Teacher & Senior Leadership Team:

- Responsible for ensuring that all examinations held at the school are administered according to the JCQ regulations.
- Must be familiar with the JCQ Access Arrangements and Reasonable Adjustments document.

ALNCo:

- The ALNCo is responsible for leading on the access arrangements process within the centre.
- Identifies students to be assessed for access arrangements.
- Ensures student's sign the Personal Data Consent, Privacy Notice (AAO) and Data Protection Confirmation form.
- Creates timetable for testing for Access Arrangements.
- Completes sections A of Form 8 before testing.
- Completes Section B of Form 8 post testing.
- Provides up to date IEPs, Statements of SEN / IDPs and Medical Information where required as evidence.



- Signs off all Form 8s.
- Identifies dates for TA training for access arrangements.
- Allocates Teaching Assistants (TAs) for all access arrangements including CAT's and mock examinations.
- Liaise with Area of Learning Excellence (AoLE) Leaders and teaching staff to ensure that they know which students are entitled to access arrangements, that these should correspond to student's normal way of working.
- Liaises with Education Other Than School (EOTAS) providers to establish which exams students need to be entered for and where they will be completed.

Specialist Assessor

- Carries out all assessments.
- Completes all test scores on Form 8s.
- Signs relevant section.
- Provides Examination's Officer with copy of relevant assessor certificates.

Examinations Officer

- Completes online applications.
- Informs parents/ cares and students in writing.
- Collates parental responses.
- Provides all staff with up-to-date list of students entitled to access arrangements via Standards & Leadership.
- Orders modified Papers.
- Arranges training for Teaching Assistants.
- Identifies rooms needed.
- Identifies number of Invigilators and TA's needed.
- Apply for Special Consideration if necessary.



EAL Specialist Teacher

- Liaises with ALNCo, Specialist Assessor and Examinations Officer to identify students requiring access arrangements.
- Provide clean Translation Dictionaries to Examinations Officer in advance of examination/ CAT.

External Invigilators

- Follow guidance from Examinations Officer.

Internal Support with Access Arrangements

- Teaching Assistants attend annual training on Access Arrangements.
- Follow guidance provided by Examinations Officer.

ICT Support

- Provide laptops for use in KS3 & KS4 English classrooms with spelling and grammar disabled, when appropriate
- Provide advice and guidance in relation to saving and printing work
- Support at the start of examinations
- Make themselves available, via walkie talkie, throughout the duration of examinations / NEAs / CATs and provide support with technology, should the need arise.

AoLE Leaders / teaching staff

- Ensure they are familiar with access arrangements and subject specific guidance.
- Provide students with their specific access arrangements for examinations, NEAs and CATs.



- Ensure entitlement is the normal way of working for students in their classes.
- Inform ALNCo of any concerns regarding access arrangements with evidence where possible.
- Provide the Examinations Officer and ALNCo with dates of NEAs / CATs in advance.
- Request TA support if required for NEAs / CATs in advance.
- Disseminate information to members of their department.
- AoLE Leads must make themselves aware of room allocation prior to commencement of all NEAs / CATs and arrange for all displays of supporting material to be covered.

Related Policies and other Documentation

- JCQ Access Arrangements and Reasonable Adjustments
- The Equality Act 2010
- Word Processor Policy
- Additional Learning Needs Policy

Document Ratification

This Policy was presented to Governors on **17th March 2021**.

It will be reviewed in **March 2022** or if National and Local Policy or Guideline is updated.

Signed.....

Mrs M Hughes

Chair of Governors