



# **SIR ROBERT PATTINSON ACADEMY**

## **ACCESS ARRANGEMENTS POLICY 2023/24**

<b>Date Reviewed in School:</b>	<b>September 2023</b>
<b>Date Approved by Governors:</b>	<b>25 March 2024</b>
<b>Date to be Reviewed:</b>	<b>September 2024</b>

Key staff involved in the policy.

<b>Role</b>	<b>Name</b>
Head of Centre	Dale Hardy
Senior Leader	Pete Ward
Examinations Manager	Leah Keogh
SENDCo	Andy Adlington
SLT	All SLT
HODs	All Middle Leaders
Other Staff	All Centre Staff

## Introduction

(AA Definitions)

### 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'.

### 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 several 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'.

### Purpose of the policy

The purpose of this policy is to confirm that Sir Robert Pattinson Academy has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

## 1. General principles

The principles for Sir Robert Pattinson Academy to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is

maintained, whilst at the same time providing access to assessments for a disabled candidate (AA 4.2)

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)
- Arrangements must always be approved before an examination or assessment (AA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in Equalities Policy for Examinations.

## **2. The assessment process**

At Sir Robert Pattinson Academy, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

### **Details and qualification(s) of the current assessor(s)**

- Andy Adlington - Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A)

### **Appointment of assessors of candidates with learning difficulties**

At the point an assessor is engaged/employed at Sir Robert Pattinson Academy:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3, 7.4)

Additional information:

Our Executive SENDCo, Andy Adlington carries out the assessments of candidates. In the event that the Academy uses an additional external specialist teacher, we use the local authority specialist teaching service (STAPs) to carry out assessments. The Local Authority have a quality assurance programme in place. The SENDCo checks with the local authority regarding the appropriate assessment and qualifications for the assessor. The assessor provides copies of their certification and evidence of qualification which is then checked with the Local Authority.

### **Reporting the appointment of the assessor(s)**

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by Andy Adlington or Clare Hardy.

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status (AA 7.4)

### Process for the assessment of a candidate's learning difficulties by an assessor

Sir Robert Pattinson Academy confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated (AA 7.3)

Additional information:

Centre process:

Students with an identified SEND are assessed by the SENDCo or specialist assessor. The decision to assess for access arrangements for these students is based on their normal way of working in school during KS3. Teacher feedback is gathered during KS3 about arrangements and support students require during lessons and assessments. Form 8 is completed, followed by a specialist teacher assessment at the end of KS3 or at the start of KS4 prior to commencement of NEA and mocks for GCSE courses.

For students not previously identified SEND a concern may be raised by either teaching staff, a parent or the student themselves. Centre staff can raise concerns about a student's need for an SEND assessment or assessment for access arrangements by emailing SEND@srpa.co.uk. Once an SEND concern is received the SENDCo carries out the initial assessment. This includes gathering staff feedback, observation in lessons, discussion with student and parents, CATs results, reading and spelling assessments. Following initial assessment if there is evidence of potential underlying difficulty the SENDCo will initiate a specialist teacher assessment.

Referral to the specialist teaching service requires a consent form and background information form from parents and a school questionnaire to be completed. These are both completed as part of the process of assessment. Form 8 (Section A) is completed by the SENDCo prior to assessment. The specialist teacher, holding the required qualification, completes the relevant assessments. The SENDCo completes section B of form 8 and ensures the appropriate online applications for arrangements

are made and once these are approved this information is shared with the student, parents and teaching staff.

### **Picture of need/normal way of working**

Sir Robert Pattinson Academy confirms:

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5)

Additional information:

Evidence of need is recorded using the internal initial assessment form, staff feedback forms, specialist teacher assessment forms and the information is collated using the Form 8. These are coordinated and completed by the SENDCo. JCQ application forms are completed by the SENDCo/SLC team and kept on file including the approval forms once the JCQ application has been completed.

Files are maintained in the SENDCo/SLC office electronically. 'Normal way of working' is recorded by the SENDCo on Section A of the Form 8. Evidence for 'normal way of working' is gathered from teaching staff by the SENDCo using the staff feedback form.

Once a student has an approved access arrangements this information is shared with staff using student profiles and the access arrangements spreadsheet. Students are then allocated access arrangements in all assessments including NEA's, mocks and external examinations.

### **3. Processing access arrangements and adjustments Arrangements/adjustments requiring awarding body approval**

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

#### **Centre delegated arrangements/adjustments**

Decisions relating to the approval of centre delegated arrangements/adjustments are made by Andy Adlington. Appropriate evidence, where required by the arrangement, is held on file by Andy Adlington and Clare Hardy.

The SENDCo and SLC team liaise with relevant centre staff to establish if students require provision such as supervised rest breaks or a prompt is required. Supporting evidence for these arrangements is gathered and assessed by the SENDCo/SLC team. A note is made on the students profile and the access arrangements spreadsheet and centre delegated arrangements are allocated for NEAs, mocks and external assessments..

- The use of a word processor

The Word Processor Policy details the criteria Sir Robert Pattinson Academy specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements

The Alternative Rooming Arrangements Policy details the criteria Sir Robert Pattinson Academy uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation).

Additional information:

N/A

### **Modified papers**

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

### **Roles and responsibilities**

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

It is the responsibility of:

- Rachel Harmer to collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO
- Rachel Harmer to complete the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application
- Rachel Harmer to submit applications for approval using AAO
- Andy Adlington and Clare Hardy to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required) (AA 8.6)
- Leah Keogh and Rachel Harmer to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Leah Keogh and Rachel Harmer to order modified papers

Additional responsibilities:

## Changes 2023/2024

Due to section renumbering in the AA publication, references to AA sections in this policy have been changed to 2 places, e.g. AA 7.3.1 changed to AA 7.3, etc.

(Changed) Under **Process for the assessment of a candidate's learning difficulties by an assessor**: A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3) (To) A privately commissioned report, or an assessment from an external professional, cannot be used to award access arrangements. (AA 7.3)

(Removed) Under **Process for the assessment of a candidate's learning difficulties by an assessor**: An independent assessor will be instructed to contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This will take place before the candidate is assessed. Additionally, the independent assessor will be approved by the head of centre to assess the candidate (AA 7.5)

(Removed) Under **Picture of need/normal way of working**:

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate.

All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the person appointed in the centre. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre. (AA 7.5)

(Changed) Under **Centre delegated arrangements/adjustments** all reference to Separate invigilation within the centre (To) Alternative rooming arrangements and re-worded the section accordingly.

(Changed) Under **Roles and responsibilities**: to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form (AA 8.6) (To) to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCo form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required). (AA 8.6)

## Centre-specific changes

N/A