

# St Richard's Catholic College

## ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS POLICY



The Policy was approved by the Governing Body: January 2021

Chair of Governors: \_\_\_\_\_

The Governing Body will review the policy in December 2022

## **Purpose of the policy**

The purpose of this policy is to confirm that St Richard's Catholic College 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 in accordance with the JCQ General Regulations for Approved Centres, (section 5.4)]. This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes 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. This publication is further referred to in this policy as [AA](#)

## **General Principles**

The general principles of access arrangements for the centre to consider are detailed in [AA](#) (section 4.2). These include:

- The purpose of an access arrangement 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.
- The SENCo, or an equivalent member of staff within a FE college, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.
- Arrangements must always be approved before an examination or assessment.
- The arrangement(s) put in place must reflect the support given to the candidate in the centre.
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before his/her first examination.

## **Equalities Policy (Exams)**

A large part of the access arrangements process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

St Richard's Catholic College has in place a robust Equalities Policy (Exams), adhering to the follow requirement:

- 'The Head of Centre/Senior Leadership team will... recognise its duties towards disabled candidates, including private candidates, as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates... †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect ([GR](#) 5.4)'

The policy can be found on the school website. 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 by JCQ regulations in [AA](#) 7.3.

#### ***The qualification(s) of the current assessor(s)***

Mrs Kerry Tadros, Specialist Assessor  
Certificate in Psychometric Testing, Assessing and Access Arrangements  
(CPTAAA)

Mrs Tadros is registered with the British Psychological Society and qualifications are held can be checked on the public database.

#### ***Appointment of assessors***

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

In accordance with [GR](#) section 5.4 and [AA](#) section 7, the Head of Centre has a written process in place to check the qualification(s) of their assessor(s).

The Head of Centre ensures that evidence of the assessor's qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

In accordance with [AA](#) section 7.3, evidence of the assessor's qualification(s) is held on file for inspection purposes and is presented to the JCQ Centre Inspector by the SENCo.

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

In accordance with [AA](#) section 7.4, the appointment of assessors is reported to school Governors and recorded on the school website. Parents are notified of the qualifications of the specialist assessor before seeking their agreement to the testing of their child.

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

In accordance with [AA](#) 7.5 and [GR](#) 5.4, appropriate procedures are followed for the assessment of the candidate's learning difficulties by an assessor.

In accordance with [AA](#) section 7.3, the SENCos and assessor will 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.

## ***Painting a 'holistic picture of need' and confirming normal way of working***

In accordance with [AA](#) 7.5, the assessor discusses access arrangements with the SENCo. Before the candidate's assessment, the SENCo provides the assessor with background information. A 'Picture of Need' is painted as per Part 1 of Form 8. The SENCo and the assessor work together to ensure a joined-up and consistent process.

The assessor reviews evidence of the candidate's normal way of working and relevant background information. This takes place before the candidate is assessed.

Candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

The responsibility to request access arrangements specifically lies with the SENCo.

## **Processing access arrangements**

### ***Arrangements requiring awarding body approval***

St Richard's Catholic College processes all applications for access arrangements in accordance with [AA](#), section 8.

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included.

AAO is accessed within 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.

### ***Centre-delegated access arrangements***

Centre-delegated access arrangements include:

- Word processor
- Prompter
- Rest breaks
- Placement of candidate
- Coloured overlay or coloured glasses
- These arrangements are utilised when they are the candidate's normal way of working and a history of need is evidenced.

## **Centre-specific criteria for particular access arrangements**

### ***Word Processor Policy (Exams)***

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.

St Richard's Catholic College has in place a Word Processor Policy, as per JCQ requirements. The policy can be found on the school website.

***Separate Invigilation Policy***

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/SENCo.

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 ([AA](#) 5.16)