



Joseph Swan Academy

**Access Arrangements and
Reasonable Adjustment Policy**

2018 – 2019

To be reviewed September 2019

What are Exam Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. They enable those candidates to access examinations who would otherwise be unable to do so. They do not exist to give candidates an unfair advantage over their peers in examinations, nor do they exist to 'maximise the potential' of a given candidate. It may be necessary for a centre to make arrangements for additional support to enable candidates with a medical condition or learning difficulty, or for those who are injured or otherwise disabled at the time of their assessment to access their examinations.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres to approve, others require prior JCQ 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. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Joseph Swan Academy Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

Access arrangements may include:

- Supervised rest breaks
- Extra time of up to 25%
- Extra time of up to 50%
- Extra time of over 50%
- Reader/Computer reader
- Read aloud
- Scribe/Voice Activated software
- Word processor
- Transcript
- Prompter
- Oral Language Modifier
- Live speaker for pre-recorded examinations components
- Sign Language Interpreter
- Practical Assistant
- Alternative accommodation away from the centre
- Other arrangements for candidates with disabilities: amplification equipment; Brailers; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation with the centre.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make a reasonable adjustment and will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage. 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.

Definition of disability

Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Definition of special educational needs

A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

In line with JCQ regulations, Joseph Swan Academy will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Joseph Swan Academy – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available for inspection.

Identifying the need for access arrangements within Joseph Swan Academy

Students who may qualify for formal Access Arrangements during KS4 and Key Stage 5 are identified early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments to Quality first teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments.

Assessment

For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 9 and / or 10 and Year 12 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.

Specialist assessments for access arrangements will be carried out within The Academy by an appropriately qualified assessor.

Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access arrangements.

Parents may request an independent assessment. However, Joseph Swan Academy may elect to accept or reject a privately commissioned report. If rejected, the SENCO or a member of the Senior Leadership team must provide a brief, written rationale to support this decision which must be available for inspection purposes.

Joseph Swan Academy Examinations Manager, specialist assessors, SENCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement then access arrangements can be removed. Parents/Carers will be informed of this.

If the SENCO and/or Examinations Manager considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

How do staff and parents know whether a student has access arrangements?

When a need for Access Arrangements has been identified, the relevant parties are informed: Parents are informed by the SENCO who will outline the type of arrangements that have been awarded. Students are informed verbally. A list of those students who receive Access Arrangements is made available to all staff.