



THE JUBILEE ACADEMY

Aspire and Achieve

Title: Access Arrangements and Reasonable Adjustments Policy

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1. Purpose of this policy

The Examination Access Arrangements Policy explains the actions taken to ensure inclusion throughout The Jubilee Academy for all students with additional learning needs (ALN), including those with formally diagnosed Special Educational Needs Disabilities (SEND). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential.

This policy is maintained and held by the SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder 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.

The Jubilee Academy adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies and the Federation of Awarding Bodies (FAB). Annexe 1.

2. Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working, which are agreed before an assessment.

Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval.

Access Arrangements 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. For example, readers, scribes and Braille question papers.

The intention behind an access arrangement is to meet the 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'.

3. 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'.

4. Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment 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.

5. 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'.

6. 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. A candidate has a 'learning difficulty' if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age;

OR

- He/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind generally provided for children of his/her age in schools within the area of the local authority. The existence of a medical diagnosis or physical disability in itself does not imply that the candidate in question has special educational needs.

7. Responsibility

Access arrangements are the responsibility of the SENCO, directed by the Head of School.

Access arrangements for exams need to be conducted by a member of staff who processes the relevant qualifications in accordance with JCQ guidance or indeed a qualified person may be bought in.

The SENCo can direct appropriate staff to be part of the assessment process, i.e. those with appropriate qualifications as cited in JCQ document *Adjustments for Candidates with disabilities and learning difficulties: Access Arrangements and Reasonable adjustments*.

These are:

- a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website
- An appropriately qualified psychologist registered with the Health & Care Professions Council.

In addition to these two categories, other educational professionals may conduct Access arrangements assessments if they meet the following criteria:

They must hold a post-graduate qualification in individual specialist assessment at or equivalent to Level 7 which must include training in all of the following:

- The theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, 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 cognitive tests including tests of verbal and non-verbal ability and wider cognitive processing skills
- 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.

In rare and exceptional circumstances, the centre may need to refer a candidate to an alternative professional, such as a clinical psychologist or a neuropsychologist, where further investigation is warranted. The initial assessment may have indicated specific/global learning needs, mental health or developmental concerns.

For notification on the qualifications our specialist assessors that we use possess – please speak to the SENCO and the Examinations Manager who both have confirmation of qualifications held on file.

8. Identifying the need for access arrangements

In line with JCQ regulations, The Jubilee 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 The Jubilee Academy – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Appropriate evidence of need will be available at The Jubilee Academy for inspection.

The School will:

- Provide relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long-term effect (history of need/history of provision/intervention strategies)
- Provide evidence that the difficulties are persistent and significant (history of needs assessment results/provision/intervention strategies)
- Show evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (intervention strategies – assessment results – history of need/ provision – staff observations)



- Confirm that the candidate would be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment (history of need/provision/staff observations)
- Confirm that the access arrangement is the candidate's normal way of working within the school as a direct consequence of their disability (history of need/provision/intervention strategies/staff and exam officer observations).
- Ensure that the arrangement (s) put in place reflect the support given to the candidate in school e.g.:
 - In the classroom; or
 - Working in small groups for reading and /or writing; or
 - Literacy support lessons; or
 - Literacy intervention strategies; and or
 - In internal school tests and mock exams.

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects. The key principle is that the specialist assessor can show a history of support and provision.

If a candidate never makes use of the arrangement granted to them – then it is not his or her normal way of working and the arrangement should not be awarded for examinations or indeed it should be removed.

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

9. Access Arrangements for examinations

JCQ requirements can change annually however the following are some of the standard practice of access arrangements:

- Extra time
- 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; Braille; 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.

Further guidance can be found in appendix A

10. Supporting evidence

As per JCQ regulations certain applications may need to be supported with for example:

- A letter from CAMHS or a clinical psychologist or psychiatrist; or • A letter from a hospital consultant; or
- A letter from the Local Authority Educational Psychology Service; or • A letter from the Local Authority Sensory Impairment Service; or
- A letter from a Speech and Language Therapist (SALT).

11. Assessment:

- For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 10 and Year 11 as standard.
- Before the candidate's assessment, the SENCo will provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The SENCo and the assessor will work together to ensure a joined-up and consistent process.
- All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.
- Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.
- Any student with scores which indicating a substantial impairment will be considered for access arrangements.
- Specialist assessments for access arrangement will be carried out at The Jubilee Academy by an appropriately qualified assessor who attends regular update training.
- Parents may request an independent assessment. However the school 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.
- At TJA the examination 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.

12. Processing access arrangements

Arrangements requiring awarding body approval

The school will use Access arrangements online (AAO) 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. (Refer to AA, (chapter 8) Processing applications for access arrangements and (chapter 6) Modified papers)

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.

The SENCo will keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service.



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Access Arrangements	<u>What is it?</u>	<u>Criteria</u>
Scribe	A trained adult writes for the student. The student would dictate their answers. The scribe would write <u>exactly</u> what they say.	A student has a physical disability; where her/his writing:- £ <i>is illegible and may hamper their ability to be understood.</i> £ <i>speed is too slow to be able to complete the exam in the allotted time.</i> In MFL, the student must dictate <u>every word in the target language</u> and must do so letter by letter.
Reader	A trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.	A student has a standardised score of <u>84 or below</u> in a test delivered by Specialist Teacher (100 is the average). <i>A reader can read instructions and questions to the student, read the whole paper if necessary or the student may prefer to just ask for some specific words to be read to them.</i>
Prompter	A trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	A student who <u>persistently</u> loses concentration/focus, and is not aware of time and this can also be put in place for students who are affected by OCD (Obsessive Compulsive Disorder). Students with OCD often focus on one question in particular rather than moving onto look at other questions in the exam paper.
Transcript	An <u>exact</u> copy of a student's exam script made after the exam without the participation of the student.	Only to be used where a student's handwriting or spelling is difficult to decipher for those not familiar with it. This can also be put in place for students with a temporary injury <u>where the use of a laptop is not appropriate.</u>
Read Aloud	Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.	A candidate who <u>persistently</u> struggles to understand what they have read, but who does not qualify for a reader, to read aloud. <i>The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.</i> <i>A candidate who reads aloud to himself/herself must be accommodated separately within the centre.</i>

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Separate Room	<p>A student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.</p> <p>Medical evidence must be provided in advance to support this arrangement and then be approved by the SENCo.</p>	
Modified papers	<p>Individually prepared papers for candidates. 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.</p>	<p>Students for whom other access arrangements are unsuitable.</p>
<p><i>Modified papers must be ordered in advance of a specific examination series. Centres must not order papers for candidates unless they intend to enter them for the relevant examination series.</i></p> <p>Access arrangements online allows centres to place orders for GCSE and GCE modified papers.</p>		
Laptop	<p>Access to a laptop for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.</p>	<p>The provision to use a laptop is put in place to address an underlying difficulty such as: speed of handwriting; medical condition; physical disability; sensory impairment; planning and organisational difficulties or poor legibility.</p>
<p><i>The use of a laptop in exams reflects the student's normal way of working at the school and has been agreed as appropriate to the student's needs. The use of a laptop cannot be granted to a student simply because this is their preferred way of working.</i></p> <p><i>Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.</i></p> <p><i>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. (This also extends to the use of electronic braille and tablets.)</i></p>		

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Rest breaks	Students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time. Students are not permitted to have exam materials with them during rest breaks.	A student has a physical disability which prevents them from concentrating for <u>long periods of time</u> .
	<p><i>This is now the recommended option from the exam boards before considering extra time.</i></p> <p>Rest breaks are not included in any Extra Time allowance that the student may have.</p> <p>The amount of time awarded is granted at the discretion of the SENCo.</p>	
Extra time	Students may be entitled to an allowance of 25% depending on the history of evidence of need (Appendix 1) and the recommendation of the Designated Specialist Teacher or Teaching Assistant. Extra time between 26 and 50% can be granted in extraordinary circumstances.	Students will have an assessment to determine their speed of processing. A standardised score of <u>84 or below</u> (100 being average) can qualify for extra time. In exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment.
	<p>There are cases where students get a score of more than 84. In these cases more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long term adverse effect on the performance of a child's speed of a working.</p> <p><i>The amount of time that students should receive is decided by the Specialist Tester and based upon their processing speeds.</i></p>	
Live speaker	A live speaker for pre-recorded examination components, e.g. MFL listening examinations, to a candidate where it is their normal way of working within the centre. The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.	Students who have persistent and significant difficulties in following speech at normal speed.

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<p>Oral language modifier</p>	<p>A responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate. The Oral Language Modifier must not explain technical terms or subject- specific terms. The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised and may constitute malpractice.</p>	<p>Students whose disability has a very substantial and long term adverse effect resulting in very persistent and significant difficulties in accessing and processing information.</p>
<p>An Oral Language Modifier <u>must be seen as a rare and exceptional arrangement.</u></p> <p>An Oral Language Modifier is an adjustment of last resort so an application must only be made once all other relevant access arrangements have been considered and found to be unsuitable or unworkable. There must be a very strong justification as to why an Oral Language Modifier is required. An Oral Language Modifier <u>may also act as a reader.</u> An Oral Language Modifier will not be allowed to read questions or text in a paper (or a section of a paper) testing reading.</p> <p>A candidate who would normally be eligible for an Oral Language Modifier, but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time. An approved application for an Oral Language Modifier will allow the centre to grant the candidate up to a maximum of 50% extra time in a paper (or a section of a paper) testing reading.</p>		
<p>Bilingual translation dictionaries (with up to a maximum of 25% extra time)</p>	<p>Only to be used by student's whose first language is not English, Irish or Welsh. The bilingual dictionary must be held in the centre to ensure no unauthorised information e.g. notes/revision is enclosed or written inside.</p>	<p>Should reflect the student's normal way of working.</p>

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	<p>Such dictionaries must not be used in English Language, Irish Language or Welsh Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language, for example, a Portuguese dictionary in a Spanish examination. The use of a bilingual translation dictionary.</p> <p>Exceptions to these rules are: The Writing Test in GCSE Arabic, GCSE Bengali, GCSE Dutch, GCSE Greek, GCSE Gujarati, GCSE Japanese, GCSE Modern Hebrew, GCSE Panjabi, <i>GCSE Persian, GCSE Polish, GCSE Portuguese, GCSE Russian and GCSE Turkish where the specification states that all candidates must have access to a bilingual dictionary.</i> <i>Candidates who are permitted to use bilingual translation dictionaries may also be allowed up to a maximum of 25% extra time, depending on need, if they have been resident in the UK for less than two years at the time of the examination, the candidate still has a very limited knowledge of the English language, extra time reflects the candidates normal way of working.</i> <i>For aural tests, clear amplification may be necessary to improve the candidate's ability to hear, or a transcript of a listening test may be read to enable the candidate to also lip/speech-read.</i></p> <p><i>The centre must consult a specialist teacher, i.e. a qualified Teacher of the Deaf, to identify the most appropriate arrangement for a candidate with hearing loss.</i> <i>The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.</i></p> <p><i>Extra time of 25% should always be considered on account of the additional repetition which may be required. Additionally, 25% extra time may also be required in light of the candidate's persistent and significant difficulties in following speech at normal speed. In very rare and exceptional circumstances the candidate may require up to 50% extra time.</i></p>	
<p>Sign language interpreter</p>	<p><i>A trained adult who presents the questions in a different language without:</i></p> <ul style="list-style-type: none"> <i>£ changing the meaning;</i> <i>£ providing any additional information;</i> <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> <i>£ providing an explanation as to what the question requires of the candidate.</i> 	<p><i>Students whose 'normal way of working' requires sign language interpretation.</i></p>

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	<p><i>A Sign Language Interpreter is not a reader. However, the same person may act as a reader and a Sign Language Interpreter. Permission must have been given for the use of a reader and a Sign Language Interpreter.</i></p> <p><i>The Sign Language Interpreter can sign the instructions and questions to candidates taking written papers except in Modern Foreign Languages or English, Irish or Welsh Language examinations.</i></p> <p><i>The Sign Language Interpreter may repeat the translation if requested to do so by the candidate. An alternative translation of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage and may constitute malpractice. Candidates may only sign their answers in question papers or in controlled assessment/coursework where it is possible to finger spell the answers or where the answers involve single words.</i></p> <p><i>Sign Language interpretation is done 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs.</i></p> <p><i>Consequently, sign language interpretation cannot be checked by the awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate.</i></p> <p><i>Candidates requiring the use of a Sign Language Interpreter may need to be accommodated separately in which case a separate invigilator will be required.</i></p>	
<p>Alternative site</p>	<p>The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:</p> <ul style="list-style-type: none"> € a medical condition which prevents the candidate from taking examinations in the centre; or € Social, Mental and Emotional Needs. 	<p>The candidate has:</p> <p>an impairment which has a substantial and long term adverse effect giving rise to persistent and significant difficulties; or</p> <p>a temporary illness or injury at the time of the examination(s).</p>

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	<p>The centre must be satisfied that the candidate is able to take examinations.</p> <p>The SENCo, or a senior member of staff with pastoral responsibilities, must produce written evidence confirming the need for an alternative site arrangement to a JCQ Centre Inspector upon request.</p>	
Practical assistant	<p>Is not a reader or a scribe. The same person may act as a practical assistant, a reader and/or a scribe as long as permission has been given for these arrangements.</p> <p>The regulations for the use of each arrangement must be strictly adhered to.</p>	<p>Students with: poor motor co-ordination or/and <u>severe</u> vision impairment.</p>
	<p><i>A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. A practical assistant will not normally be permitted in subjects such as Art & Design, Design & Technology and Music.</i></p> <p><i>Candidates using a practical assistant in externally set practical or written examinations may need to be accommodated separately, in which case a separate invigilator will be required.</i></p> <p><i>The invigilator must be made aware, prior to the examination, of the particular task(s) the practical assistant will be performing.</i></p>	
Other arrangements	<ul style="list-style-type: none"> € Amplification equipment € Braille Closed circuit television (CCTV) € Colour naming by the invigilator for candidates who are Colour Blind € Coloured Overlays (this would also include reading rulers, virtual overlays and virtual € reading rulers) € Low vision aid/magnifier € Optical Character Reader (OCR) scanners Separate invigilation within the centre 	<p>Centres must note that candidates are <u>only</u> entitled to the above arrangements if they are disabled within the meaning of the Equality Act.</p> <p>The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement.</p>

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	<p><i>In the case of separate invigilation, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.</i></p> <p><i>Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.</i></p>
Exemptions	<p>An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components. An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible.</p> <p>An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate.</p> <p><i>The centre in the first instance should select 'Other'. This will result in an automatic rejection. The centre must then make a referral to the relevant awarding body.</i></p> <p><i>The centre <u>must</u> indicate the candidate's disability in order that an awarding body has the necessary information to hand when considering an application for an exemption. The awarding body must be assured that the exemption is an arrangement of the last resort.</i></p> <p><i>In Functional Skills English where barriers to access remain, candidates can be exempted from up to two of the three assessed components. Such an arrangement does not apply to Functional Skills ICT and Mathematics qualifications, as these qualifications consist of only one component.</i></p>