



2023
2024

Policy adopted: 1st September 2022

Last review date: 1st September 2023

Signed by: Mrs K. Phillips

Position: Senior Deputy Headteacher

A handwritten signature in black ink, reading "K. Phillips".

ACCESS ARRANGEMENTS, REASONABLE ADJUSTMENTS AND EQUALITIES POLICY



Saint John Henry

Newman Catholic College

LOVE ONE ANOTHER

SERVICE TO LOVE YOUR NEIGHBOUR AS YOURSELF

COURAGE TO DO THE RIGHT THING

DIGNITY TO TREAT OTHERS AS YOU WOULD LIKE TO BE TREATED

EXCELLENCE THROUGH LEARNING

“We strive to have the courage to celebrate
and live our Christian Faith,
in love and service to all others,
to achieve dignity and excellence”

We monitor the impact of all policies on students, staff, parent and governors with particular reference to the impact on the attainment and wellbeing of students.

As a Roman Catholic College we believe that our policy should reflect our mission statement, which calls us to love and honour the dignity of every individual.

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Key staff involved in the access arrangements policy

Role	Name(s)
SENCo	A McDonald
Head of Centre	G Potts
Assessors	P Collinge
Access Arrangements facilitator(s)	LSAs (deployed by P. Collinge) Invigilation Staff T Burlison (Exams Officer)

What are access arrangements and reasonable adjustments?

Access Arrangements:

“Access arrangements are agreed before an assessment. They allow candidates with special educational needs, disabilities and temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind 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 disabled person would be at a substantial disadvantage in undertaking an assessment. 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. 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.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment”.

Purpose of the Policy:

The purpose of this policy is to confirm that Saint John Henry Newman Catholic College complies with its obligation to identify the need for, request and implement access arrangements.

This policy is maintained and held by the ALS lead/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.

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection.

This policy is reviewed annually to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication *Access Arrangements and Reasonable Adjustments*.

General Principles:

The principles for the centre to consider are detailed in AA (section 4.2). These 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 disabled candidate.

The SENCo, or an equivalent member of staff within the college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

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)/reasonable adjustment(s) before his/her first examination.

Equalities policy (Exams):

A large part of the access arrangements/reasonable adjustments policy 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.

- *Disability/Discrimination Policy (see Appendix 2)*
- *Equal Opportunities Policy (see Appendix 3)*

The access arrangements policy further covers the assessment process and related issues in more detail.

The Assessment Process

An assessor appointed by the head of centre carries out all assessments. The assessor is appropriately qualified as required by JCQ regulations. Evidence of the assessor's qualifications are kept on file for inspection purposes and presented to the JCQ Centre Inspector by the SENCo.

The qualification(s) of the current assessor:

Assessor(s): Peter Collinge

Qualifications: CPT3A, Test user: Educational, Ability/Attainment (British Psychological Society)

Checking the qualification(s) of the assessors:

The qualification of our assessors is checked by SENCo via production of certificates and the assessors are kept up to date with qualification criteria via regular updates from the original training provider. Where updated training is needed the assessors will access this in order to maintain qualifications. Signpost to the location of the evidence of the assessor's/assessors' qualification(s) held by the SENCo.

The assessor's qualifications are held on file by the Exams Officer and SENCo.

Assessor(s) are qualified and employed by the school and have expertise in SEND and meet regularly to discuss and review the JCQ requirements for AA.

How the assessment process is administered:

The assessment process begins with initial information from Primary School around the need and requirements of certain pupils. An initial assessment is then carried out with these pupils to determine whether provision needs to be made throughout school.

There is a great deal of collaboration between the assessors, teaching staff and SEND staff in order to ensure that a detailed picture of pupils can be formed.

The official assessment process consists of a referral from class teachers, parents, other school support staff and external professionals. An initial assessment is conducted using internal assessment methods by the qualified assessors. The use of LUCID EXACT, and WIAT – III to decide whether to go forward with an application for access arrangements.

The assessors then work with the SENCo to process an application and detail the recommendations to Parent(s)/Carer(s) as well as staff and then update the Access Arrangement register. This application doesn't happen until the end of Year 9 to allow for the 26-month valid period to see the pupils through their formal examinations.

Recording evidence of need

Evidence of need is recorded via lots of different methods in order to gain a complete picture of the pupil.

A Form 8 is then completed by the SENCo and assessor which details the need of the pupil as well as all the assessment data and provision applied for and gained. The Form 8 paints an accurate picture of the pupils' normal way of working within the centre and details/confirms the history of support that has been put in place.

The SENCo keeps a record of these in order to produce on inspection.

Gathering evidence to demonstrate picture of need/normal way of working:

Close liaison with classroom teachers and support staff allows a big picture to be painted of the pupils 'normal way of working.'

A pupil won't be considered for access arrangements/reasonable adjustments without the evidence to confirm a picture of need/normal way of working in our centre. We send out the Section A of the Form 8 to teaching staff in order to gain evidence from inside the classroom and collate this along with evidence from support staff and assessors. Assessors will carry out regular 'drop ins' to ensure that pupils are using the access arrangement as their normal way of working and update the Access Arrangement register as and when necessary.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval:

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 listed on page 2 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 74 of the JCQ AA Policy. AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Access Arrangements Online (AAO) is accessed via the specialist assessor and SENCo who sit and process the application together. The application is completed with the information from the Form 8 Section C and submitted, a decision is given online instantly. A report is then drawn up via the specialist assessors and sent to Parent(s)/Carer(s) informing them of the tests that have been done and the outcome of the submission.

The SENCo must 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) and evidence of the assessor's qualification (where required).

Centre-delegated arrangements/adjustments

Alternative rooming is decided in collaboration with the SEND department and the Exams Officer. This is then recorded by the SENCo and recognised as a reasonable adjustment. For the use of word processors, we have a separate statement regarding this which is kept on file by the SENCo and Exams Officer.

If a candidate requires support based in an office, the Reader/Scribe will be invigilator trained, but the college will also deploy a 'Roving' invigilator who will have a clear route and schedule to adhere to, to ensure we are fully compliant.

Alternative Rooming Arrangements Policy:

The SENCo will decide where an exam candidate may be approved alternative rooming arrangements e.g., a room for a smaller group of candidates with similar needs (formerly known as separate invigilation).

The decision will be based on whether the candidate has a substantial and long-term impairment, long-term medical or long-term social, emotional, and mental health need, which has an adverse effect on the candidate's normal way of working within the centre. (Which may include sitting the examination outside of the main examination hall/room e.g., a room for a smaller group of candidates with similar needs or one-to-one invigilation.)

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for alternative rooming within the centre.

Centre-specific criteria for arrangements/adjustments:

Word Processor Policy during public examinations:

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 the candidate now wants to type rather than write in exams, or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

(For more information see the word processor policy located on the schools website)

Definition of Special Considerations:

Special Consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control **at the time of the assessment**. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special Consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination.

(For more information see the Special Consideration Policy located on the schools website)


Centres should note that:

- *Where an assessment requires the learner to demonstrate practical competence or where criteria must be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.*
- *In some circumstances, for example for on-demand assessments, it may be more appropriate to offer the learner an opportunity to take the assessment at a later date.*

This policy will be reviewed annually.

Next review date: September 2024

Signed:  Kate Diveney (SENCo)

<u>Signed by Head of Centre:</u>		<u>Date:</u> 22.09.23
<u>Signed by Examinations Officer:</u>	T. Burisoni	<u>Date:</u> 22.09.23


Renewal Date: September 2024

This policy will be reviewed annually and is the overall responsibility of the Centre Manager under the direction of Assistant Headteacher Denis Maxwell.

Saint John Henry Newman Catholic College

Disability Discrimination Policy - Exams 2023-24

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a wheelchair user from the upper floors.
Use of crutches for broken leg or other lower limb complaint	The main exam rooms are on the ground floor, but should a candidate need access to upper floors we have a lift. There are also Evac chairs should we need to evacuate a candidate from the upper floors.
Broken arm / collar bone / finger or other such complaint	The Centre will arrange for candidates to have a Scribe, laptop and/or Extra Time for the exam.
Generally feeling unwell	The Centre may be able to arrange for the candidate to sit the exam in a room on their own (invigilation staff permitting) and candidates will be allowed rest breaks of up to 10 minutes at a time without penalty to the overall exam duration.
Visual disability	All exam rooms in the Centre are well lit. Candidates are permitted the use of their coloured film overlays as required. Coloured Papers will be provided for those who have an Approved Access Arrangement.
Hearing disability	Candidates may have the use of a live speaker for pre-recorded exam components, or a sign language interpreter. Candidates will be accommodated in a room on their own.
Long term illness or disability	Candidates with long term illnesses or a disability that makes travelling to the Centre difficult may be allowed to sit their exams at home with permission form the individual Exam Boards.
Learning disabilities	Candidates within the Centre are assessed and permitted the use of a Scribe, Reader and/or Extra Time as recommended by the Centre's SENCo.

<u>Signed by Head of Centre:</u>		<u>Date:</u> 22.09.23
<u>Signed by Examinations Officer:</u>	T. Bursoni	<u>Date:</u> 22.09.23

Renewal Date: September 2024

Appendix 3 – Equalities Policy 2023-24

Purpose of the Policy

This document is provided as an exams-specific supplement to the centre-wide equalities/disability/accessibility policy/plan which details how the centre will:

Recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010[†], particularly Section 20 (7). 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. Where the centre is under a duty to make a reasonable adjustment, the centre must not charge a disabled candidate any additional fee in relation to the adjustment or aid.

†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as **GR**

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided in the JCQ publication (Adjustments for candidates with disabilities and learning difficulties) Access Arrangements and Reasonable Adjustments 2023-2024.

Identifying the need for Access Arrangements - Roles and Responsibilities

Head of Centre (HOC)

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including **GR** and **AA**.

Senior Leader(s) (SLT)

- Are familiar with the entire contents of the annually updated JCQ publications including **GR** and **AA**.

Additional Learning Support (ALS) Lead/Special Educational Needs Coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication **AA**.

Teaching staff

- (Where appropriate) Inform the ALS lead/SENCo of any observations about a candidate or any support that might be needed by a candidate.

Support staff (For example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (Where appropriate) Provide comments/observations to support the ALS lead/SENCo to 'paint a holistic picture of need', confirming the normal way of working for a candidate.

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist teacher assessor)

- Has detailed understanding of the JCQ publication **AA**.

Equal Opportunities



Saint John Henry Newman Catholic College is committed to seeking equal opportunities for all, irrespective of race, gender, religion, marital status, sexual orientation, age, class or disability.

Saint John Henry Newman Catholic College actively seeks to demonstrate this commitment by adopting policies, codes of practice and action plans to combat discrimination in any form.

Staff and students are required to reflect their commitment to equal opportunities and demonstrate anti-discriminatory practices.

Saint John Henry Newman Catholic College will promote equal opportunities for all students and staff by:

- Demonstrating opposition to all forms of discrimination in every aspect of its operations.
- Identifying and removing practices and procedures which unfairly discriminate.
- Increasing awareness and positive attitudes at all levels in the centre towards people experiencing discrimination.
- Creating a welcoming atmosphere for all students, staff and visitors.
- Monitoring all operations to ensure no form of discrimination or harassment is taking place.
- Provision will be made for Learners who require reasonable adjustments to be made by providing suitable assessment locations and technical aids where appropriate.

<u>Signed by Head of Centre:</u>		<u>Date:</u> 22.09.23
<u>Signed by Examinations Officer:</u>		<u>Date:</u> 22.09.23

Renewal Date: September 2024



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