



**Health
Futures**
UTC

Access Arrangements Policy

Reviewed and approved: Sept 2020

Next review date: Sept 2021

HEALTH FUTURES UTC ACCESS ARRANGEMENTS POLICY

Definition and purpose

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 as a consequence of special educational needs, disabilities or temporary injuries.

This policy should be read in conjunction with the following guidance, information and policies:

- HFUTC Equalities Policy
- HFUTC Accessibility Plan
- HFUTC SEND Policy
- HFUTC Admissions Policy
- HFUTC Exams Policy

1. 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 undertaking an assessment.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves costs, timeframes or affects the security or integrity of the assessment.

2. Special Educational Needs and Disability

A candidate has “special educational needs or disability” as defined in the SEND code of practice: 0 to 25 years, if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mobility impairment mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

3. How would a candidate be chosen to be tested for Access Arrangements?

A candidate who we feel needs to be tested for access arrangements will have one or more of the following:

- Diagnosed with a learning difficulty or disability
- On the SEND register
- Information from previous school claiming use or testing of an access arrangement (Form8)
- Reading age with a standardised test score 84 or below
- A screening test result that indicates traits of dyslexia or dyscalculia
- Referral and strong evidence from teachers

If a candidate has one or more of the above, the inclusion department will arrange for subject teachers to trial the candidate with an access arrangement. This is usually 25% extra time in assessments, a reader or specific arrangements to the candidate's needs i.e. laptop or modified paper.

4. What evidence is needed to support being tested for an Access Arrangement?

Various pieces of evidence are required to apply for an exam access arrangement from JCQ, depending on the arrangement required. These include:

- Form 8 report from the SENCO and assessor for access arrangements.
- Evidence of previous access arrangements from other schools (if stated).
- Subject teachers – examples of work as appropriate showing that access arrangements have been trialled and made a significant positive difference.
- Results of baseline tests e.g. reading/comprehension scores, writing tests etc.

5. Who will assess the candidate for Access Arrangements?

Formal testing for Access Arrangements will be conducted in-house by an external Specialist Assessor (who has an established relationship with the centre) once it has been decided by the SENCO which candidates are eligible based on the above categories. The testing process does not take long.

The Interim Exams and Data Manager checks the paper qualifications of the Specialist Assessor before confirming appointment. A copy of the Specialist Assessor's qualifications is kept on file for presentation to JCQ Centre Inspector during an Access Arrangements Inspection.

Some access arrangements do not require testing. For example, if a candidate needs a laptop due to illegible handwriting or a specific medical condition it is the centre's discretion as long as it is normal working practice. Access arrangements due to a medical condition, such as rest breaks or use of a laptop, will need evidence from the candidate's health provider or specialist and be approved by Exams and Data Manager. Evidence of normal working practice will still be needed.

6. Potential Access Arrangements include:

Supervised rest break	Separate invigilation	Computer reader/reader/reading pen/live speaker	Extra time of 25% or 50%
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Word processor (laptop)	Scribe/Speech recognition technology	Modified papers- enlarged, coloured, Braille, modified language	A prompter
Coloured overlays	A practical assistant	Alternative site arrangement	

A reasonable adjustment may be unique to an individual and may not be included in this list of available access arrangements. Full information about certain Access Arrangements can be found in the [JCQ Access Arrangements and Reasonable Adjustments booklet](#).

7. Does a candidate have to use their Access Arrangement?

It is the candidate's choice to use their Access Arrangements but it is highly recommended by the Exams and Data Manager, SENCO and subject teachers. If a candidate does not use their Access Arrangement, they may be at a disadvantage in their assessments and exams.

8. Staff roles in determining and managing Exam Access Arrangements

8.1 Exams and data manager

- To ensure that the agreed exams access arrangements provisions are in place for exams and are communicated to the invigilators.
- To manage any on the day questions and queries regarding access arrangements provision.
- To put in place (in conjunction with the SEND department) any on day provisions – such as medical emergencies.
- To ensure students are roomed suitably for their access arrangement and to ensure zero disruption for other students also sitting exams.
- The Exams and Data Manager will process applications on-line and hold the evidence for inspection purposes for GCSE and/or GCE qualifications.

8.2 SENCO

- To ensure there is a 'whole centre' approach to access arrangements. It is the responsibility of the Principal, members of the senior leadership team, the SENCO and the Exams and Data Manager within the centre to familiarise themselves with the entire contents of the latest JCQ guidance.
- The SENCO, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within their centre.
- Teaching staff and members of the senior leadership team must support the Exams and Data Manager and SENCO in determining and implementing appropriate access arrangements.

8.3 Teaching Staff

- To provide relevant information and evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom and provide evidence of this for the SENCO.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct Access Arrangements are in place for controlled assessments.

Monitoring Evaluation and Review of Policy

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

The Principal will report to the Governors relevant aspects of the working of the policy as appropriate.

Signed by

Chair of Governors

Date:



Principal

Date: 27 August 2020

The Governors will review the policy **annually** or as appropriate.