

EXAM ACCESS ARRANGEMENTS POLICY 2016-17

What are Exam Access Arrangements?

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; 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. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Colne Valley High School 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' – with effect from 1st September 2016 to 31st August 2017.

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.

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.

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.

Access arrangements may include:

1. Supervised rest breaks
2. Extra time of up to 25%
3. Extra time of up to 50%
4. Extra time of over 50%
5. Reader/Computer reader
6. Read aloud

7. Scribe/Voice Activated software
8. Word processor
9. Transcript
10. Prompter
11. Oral Language Modifier
12. Live speaker for pre-recorded examinations components
13. Sign Language Interpreter
14. Practical Assistant
15. Alternative accommodation away from the centre
16. 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.

In line with JCQ regulations, Colne Valley High School 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 Colne Valley High School – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.

Identifying the need for access arrangements within Colne Valley High School

Students who may qualify for formal Access Arrangements during KS4 are identified early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments in 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. 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 indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access arrangements.
- Specialist assessments for access arrangements will be carried out at OHS by an appropriately qualified assessor.
- Parents may request an independent assessment. However, Colne Valley High 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 Colne High School examination officers, 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.
- If the SENCo and/or specialist assessor 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/careers.

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 in writing – the letter outlines the type of arrangements that have been awarded
 Students are informed verbally
 A list of those who receive Access Arrangements is made available to all staff.

Type of Disability or Disadvantage	Centre Solution
Wheelchair user	The main exam rooms is on the first floor, but should a candidate need access to the first floor we have a lift or an alternative room can be made to accommodate this.
Use of crutches for broken leg or other lower limb complaint	The main exam room is on the first floor, but should a candidate need access to the first floor we have a lift or an alternative room can be made to accommodate this.
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 lighted. Candidates are permitted the use of their coloured film overlays as required.
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 illness or a disability that makes travel to the Centre difficult may be allowed to sit their exams at home with permission from 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.