



2024/2025

Access Arrangements Policy

Responsible Board	King Edward VI Camp Hill School for Girls LGB
Policy Officer	Janet Rose
Date Adopted	March 2024
Last Reviewed	Feb 2024
Review Date	Feb 2025

This policy is reviewed annually to ensure compliance with current regulations

Key staff involved in the Access Arrangements Process

Role	Name(s)
Head of centre	Ms K Stevens
SENCo (Senior Leader)	Ms L Orr
Assessor(s)	Pupil and School Support (Birmingham LA) - PSS
Access Arrangement Facilitator(s)	Pupil and School Support (Birmingham LA) – PSS + SENCo

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They 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. 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'. (¹AARA, Definitions)

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'. (¹AA, Definitions)

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA¹, Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AA 1.8](#)). The definitions and procedures in [AA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that King Edward VI Camp Hill School for Girls has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its ...obligation to identify the need for, request and implement access arrangements.

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

This publication is further referred to in this policy as GR

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.

Where the SENCo is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (¹AARA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

¹This publication is further referred to in this policy as [AARA](#)

General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider are detailed in AARA (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 them 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 **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

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 their first examination.

Equalities Policy (Exams)

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

A copy of the Equalities Policy is located on the school X drive, Policies, Exam Policies, 2023-24 Exam Policies

The head of centre/senior leadership team 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...

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR, section 5.4)

This policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA, section 7.3.

The qualification(s) of the current assessor(s)

Pupil and School Support (Birmingham LA) – PSS - Certificate of Psychometric Testing, Assessment and Access Arrangement (CPT3A)

Appointment of assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

Evidence of the assessor's qualification(s) is held on file for inspection purposes and can be presented to the JCQ Centre Inspector by the SENCo." [\[AA section 7.3\]](#)

Reporting the appointment of the assessor(s)

Evidence is held with the Access Arrangements paperwork held by the SENCo

Process for the assessment of a candidate's learning difficulties by an assessor

Evidence is held with the Access Arrangements paperwork held by the SENCo

By detailing this, we are confirming that the correct procedures are followed as in Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments [\[GR 5.4\]](#)

For private candidates, a completed Form 8 and the Form 9 with JCQ AA reference number needs to be provided unless they are a previous student in which case we use their previous AA documents.

Picture of need/Normal way of working

For private candidates, a completed Form 8 and Form 9 with JCQ AA reference number needs to be provided unless they are a previous student in which case we use their previous AA document.

The SENCo will collate a picture of need through the internal screening process in line with the Code of Practice (2015) and PATOSS, normal way of working documentation and the

Form 8 application through JCQ where applicable. A form 9 will be completed giving the profile of need.

As a school we meet all requirements for the assessment of the candidate's learning difficulties.

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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AARA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers)).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

The SENCo submits applications. They will provide all the necessary paperwork and ensures the candidate completes a data protection form. Applications are submitted as soon as evidence is received, all information, approved application, evidence of need and other candidates' details are stored and treated with the same security as any access arrangement as outlined in the school access arrangement policy.

The SENCo keeps detailed records, 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. (AA, section 8.6)

The Candidate **Personal data consent form** and the completion of the [Data protection confirmation by the SENCo](#), prior to the processing of the online application, will be retained for 26 months from the date of the online application being approved.

Centre-delegated arrangements/adjustments

As needed, centre delegated Access Arrangements are stored in student files with the SENCo/Inclusion Co-ordinator with all appropriate documentation in line with the JCQ regulations.

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

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.

Alternative Rooming Arrangement Policy

A decision where an exam candidate may be approved a separate room within the centre will be made by the SENCo.

The decision will be based on

- ▶ whether the candidate has a substantial and long term impairment which has an adverse effect; and/or
- ▶ the candidate's normal way of working within the centre [[AARA](#) section 5.16]

The SENCo will provide evidence from a healthcare professional that the candidate has a disability within the meaning of the Equality Act and that this is also in line with the normal way of working for the candidate. Candidates' details are stored and treated with the same security as any access arrangement as outlined in the school access arrangement policy.

Alternative Rooming Arrangements 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, emotional and mental health needs. (AA section 5.16) It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

Nervousness, low level anxiety or being worried about examinations **is not** sufficient grounds for separate invigilation within the centre. (AA, section 5.16)

1:1 invigilation and the use of an alternative room would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room. (AARA 5.16)