

LONDON NAUTICAL SCHOOL



Access Arrangements Policy

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Version History

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To Be Read in conjunction with

Policy	Date	Document Index No.	Notes
Keeping Children Safe in Education	2020	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf	Including Safer Recruitment
Working Together to Safeguard Children	2020	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf	
Safeguarding Policy	2020		
Health & Safety Policy	July 2020		
Whistleblowing Policy	April 2008		Lambeth LA Adopted Policy (Mar 2019)
Staff Handbook	2020		
Acceptable Use Policy	August 2019		

Social Media Use	August 2019		
General Data Protection Regulations	May 2018		
Tackling extremism and radicalisation	2018		
Substance Misuse	June 2013		Lambeth LA Adopted Policy (Mar 2019)
Staff Confidentiality	2020		

This policy is reviewed annually to ensure compliance with current regulations.

Key staff involved in the access arrangements process

Emily Robertson SENDCo

Claire James SLT Lead for Exams

Michelle Latham Examinations Officer

Shona MacGregor Deputy Lead Educational Psychologist, Lambeth Educational Psychology Service

Jennie Sines Senior Specialist Educational Psychologist, Children's Services, Lambeth

Contents

Key staff involved in the access arrangements process.....	3
What are access arrangements and reasonable adjustments?	5
Access arrangements.....	5
Reasonable adjustments.....	5
Purpose of the policy	5-6
Disability policy (exams).....	6
The assessment process	6
The qualification(s) of the current assessor(s).....	6
Checking the qualification(s) of the assessor(s).....	6
How the assessment process is administered	6-7
Recording evidence of need	7
Gathering evidence to demonstrate normal way of working.....	7-8
Processing access arrangements	8
Arrangements requiring awarding body approval	8
Centre-delegated access arrangements	8
Centre-specific criteria for particular access arrangements	9
Word processors (exams).....	9
Separate invigilation within the centre	9

What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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 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“.” [AA Definitions, page 3]

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. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or 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.” [AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that The London Nautical School complies with its

“...obligation to identify the need for, request and implement access arrangements...”

[JCQ General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as GR. The London Nautical School is further referred to in this policy as LNS.

The policy is annually reviewed to ensure that arrangements 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”.

This publication is further referred to in this policy as AA.

Disability policy (exams)

The access arrangements policy is referred to in the school's Disability policy (exams). The access arrangements policy covers the assessment process and related issues in detail.

The assessment process

Assessments are carried out by the SEN teacher and Lambeth Educational Psychologists, appointed by the Head teacher and overseen by the SENDCo. The assessors are appropriately qualified as required by JCQ regulations in AA 7.3.

The qualifications of the current assessors

Shona Macgregor	MSc Educational Psychology (2000) HCPC PYL00799
Jennie Sines	Doctorate in Professional Education and Child Psychology (2010) HCPC PYL27213

Checking the qualifications of the assessors

LNS ensures that candidates with a learning difficulty have been assessed appropriately by qualified assessors overseen by the SENDCo. LNS currently employs a SEN teacher and commissions two Educational Psychologists to carry out exam access assessments. Evidence of the assessors' qualifications are held on file by the SENDCo and HR for inspection purposes.

How the assessment process is administered

Exam Access Assessment processes are administered with regard to the Equality Act 2010 regulations and SEN code of Practice (2014).

The school makes every attempt to identify students needing exam access as early as possible.

The SENDCo identifies Y9 students requiring assessment in advance of starting KS4 through:

- Information from feeder primary schools (level of support in KS2 SATS exams)
- KS3 attainment and progress data
- Teacher feedback about a student's difficulties and ordinary way of working in lessons
- Students' self-reported difficulties

- Parental concerns

During enrolment for sixth form and at the start of each academic year, the school collects data from new students about previously held exam access arrangements. The school uses this information to request Form 8s from feeder schools and as evidence for history of need.

Teachers and the SENDCo identify students needing exam access through:

- GCSE results
- Students' self-reported difficulties
- Information from feeder schools
- Teacher feedback about a student's difficulties and ordinary way of working in lessons
- Data drops and tracking information.
- Information contained in EHCP, EP reports or documents by medical professionals

The admissions process of students enrolling at LNS mid-year includes an investigation of the student's needs. Any student joining mid-year with identified or suspected SEND is screened for assessment.

Recording evidence of need

Teachers and Learning Support Assistants work with the SENDCo to identify students who have exam access needs.

Teachers refer students to the learning support team for exam access assessment via an online referral system.

The SENDCo works with teaching teams to gather further evidence. Teachers complete a teacher questionnaire detailing how a student's difficulties impact on teaching and learning.

Once students have been identified, the SENDCo completes a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8).

Gathering evidence to demonstrate normal way of working

Students with exam access arrangements will have these arrangements in class tests, mock exams and assessments, Details of these measures provided in assessments are documented in students' Learning Profiles and the SEND register.

The access arrangement(s) put in place for a student may also reflect the support given to the student in the classroom (where appropriate) and/or intervention groups. For

candidates with learning difficulties this is recorded as background information within Section A of Form 8 by the SENDCo or the assessor working within the centre.

Processing access arrangements

Arrangements 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.

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.

In line with JCQ regulations the SENDCo makes the online applications by the published deadline.

The SENDCo keeps a record of the printed online application, letters from awarding bodies, Form 8s, a copy of the data protection form, assessments and any additional forms or documents for inspection.

The files for inspection are located in the Learning Support Base Office.

Students, parents/carers and colleagues are informed via school systems of the outcome of their exam access assessment.

A record of a candidate's access arrangements is recorded on the school's SEND register.

Centre-delegated access arrangements

The college follows JCQ guidance when providing centre delegated access arrangements.

The SENDCo allocates candidates a prompter or rest breaks if;

- The need is a result of substantial and long-term impairment and it is their normal way of working.
- There is medical evidence to substantiate this arrangement and it is their normal way of working.

The SENDCo keeps a record of all centre delegated access arrangements and evidence of need on file. Arrangements are also recorded on the SEND register and SIMS.

Centre-specific criteria for particular access arrangements

Word processors (exams)

Use of a word processor in exams may be approved where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENDCo.

The decision will be based on

“whether the candidate has a substantial and long-term impairment which has an adverse effect and the candidate's normal way of working within the centre.” [AA 5.16]

The need for separate invigilation must be substantiated by appropriate and current medical evidence.

The evidence can take the form of a letter from the GP, CAMHS, EP, SALT or an EHCP. This must be presented to the SENDCo and kept on file.