

LNS ACCESS ARRANGEMENTS POLICY:

ROLE:	NAME:
SENCo	Cinzia Albi
Head of Centre	Fouzia Butt
Assessor/s	<ol style="list-style-type: none"> 1. Dr Jo Armitage 2. Hillingdon Educational Psychology Service (HEP)

Definitions of 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’.”

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.”

Purpose of the policy

The purpose of this policy is to confirm that Lady Nafisa School complies with its

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

[JCQ General Regulations for Approved Centres, 5.5].

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".

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.

The Qualification(s) of the Current Assessor(s):

Dr Armitage is a qualified specialist teacher holding an approved qualification and a current Specific Learning Difficulties (SpLD) Assessment Practising Certificate

Louise Stevenson is a qualified psychologist registered with the Health and Care professions council. She has a MSc (Educational Psychology) with Distinction.

Checking the Qualification(s) of the Current Assessor(s):

All assessors recruited have all qualification checks, completed by HR. Evidence of the assessor's qualification(s) is held on file by HR for inspection purposes and will be presented to the JCQ Centre Inspector when required. Lady Nafisa School ensures that candidates with a learning difficulty have been assessed appropriately by a qualified assessor as appointed by the SENCo.

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.

Teachers and the SENCo identify students needing exam access through:

- Candidates self-reported difficulties
- Comments on teacher reports about a candidate's difficulties
- Identification through staff meetings
- Data drops and tracking information

- Information in reports from feeder schools
- Progress in English lessons

Once students are identified the SENCo will fill in Part A of Form 8.

Processing Access Arrangements:

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for GCSE qualifications.

This tool also provides the facility to order modified papers.

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 SENCo makes the online applications by the published deadline in February of the exams series.

The SENCo keeps a record of the printed online application, form 8's, a copy a data protection form, assessments and any additional forms or documents for inspection. The files for inspection are located in the exams office.

Students and teachers are informed via school systems of the outcome of their exam access assessment.