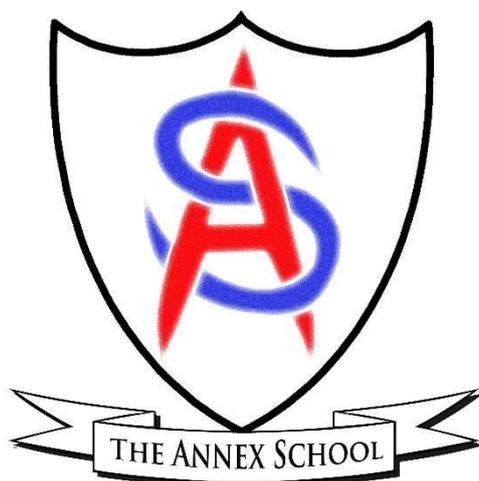




# The Annex School Access Arrangements Policy



The Annex School

Approved by: Jane Parish Date: September 2024 Next Review Date: Annually



## Introduction

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 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'. (JCQ Access Arrangements Definitions, page 3)

### 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 a number of 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

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- affects the security and integrity of the assessment.

This is because the adjustment is not ‘reasonable’” (JCQ Access Arrangements Definitions, page 3)

**Implementation:** It is the responsibility of the Headteacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## Aims

The Annex School is a school that strives to enable all to achieve their best. To support all its students to have Equal Opportunities is at the core of what The Annex School offers. This policy outlines the rights and responsibilities of all who work with The Annex School students and how to best implement access arrangements in preparation for and during exams.

## Guidance

Disability policy (exams)

A large part of the access arrangements process is covered in the accessibility policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The head of centre will recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect.

The assessment process:

All students at The Annex School have a current and valid Education Health and Care Plan (EHCP) therefore formal assessments are not required.

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The Headteacher/SENCo, in conjunction with the teaching team and exams officer, will review individual candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of classroom teacher and Headteacher/SENCo. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams Officer with support from the Headteacher/SENCo. Room allocation for candidate access arrangement during exams, will be arranged by the Exams Officer in liaison with the Headteacher/SENCo.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer.

Documents used for evidence when requesting for Access Arrangements are, but not limited to:

- The student's EHCP
- Health professional reports
- Classroom/Teachers observation

### **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. This tool also provides the facility to order modified papers for those qualifications.

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.

The Exams Officer keeps detailed records in hard copy format. The hard copies are kept in a folder and locked away in a lockable cabinet. Each student has a file, which contains their AA approval document and a signed data protection notice, alongside evidence documents such as their EHCPs.

#### **Centre-specific criteria for particular access arrangements Word processor policy (exams)**

An exam candidate may be allowed to use a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Due to the nature of our students, most of them benefit from accessing a word processor when writing longer pieces of work.

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### Separate invigilation within the centre

A decision where an exam candidate may benefit from separate invigilation within the centre will be made by the Headteacher/SENCo. A number of variables is considered when having the student under separate invigilation. The decision will be based on, but not limited to:

- 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]

“SENcos must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act 2010. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition, which is clearly evidenced.)

Separate invigilation 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, mental or emotional needs.”

This policy confirms that a written record is kept in school, which clearly shows the centre's access arrangements process and is complying with its “...*obligation to identify the need for, request and implement access arrangements...*”

(JCQ General Regulations for Approved Centres, 5.5)

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