



Children's Hospital School

Access Arrangements Policy (Access to Fair Assessment)

Date of Approval 01/10/20

Approved By: Stephen Deadman

Date of next review: 30/09/2021

Statement of Assessment

- ▶ We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- ▶ Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness. It applies to all our students regardless of their individual medical need, or length of stay.
- ▶ We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

- ▶ This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.

What students can expect from us:

- ▶ We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- ▶ All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- ▶ Internal assessments will be carried out fairly and according to awarding body instructions.
- ▶ Externally marked tests and exams will be according to the requirements of the awarding body.

Students can also expect:

- ▶ To be fully inducted onto a new course and given information that can be shared with parents and carers.
- ▶ Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- ▶ To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- ▶ Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

- ▶ A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:
 - They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
 - They use an unauthorised aid during a test or examination
 - They copy another student's answers during a test or examination
 - They talk during a test or examination.
- ▶ All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Access Arrangements at Children's Hospital School

What are Exam 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 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'.

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'.

Purpose of the policy

The purpose of this policy is to confirm that Willow Bank School 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 (GR 5.5)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

1. General Principles

The general principles of access arrangements for Willow Bank School to consider include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her 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 a disabled candidate. (AA 4.2.1)
- The person who leads on additional learning support/special educational needs, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate (AA 4.2.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2.2)

- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements must be considered on a subject-by-subject basis. (AA 4.2.3)
- Access arrangements should be processed at the start of the course (AA 4.2.4)
- Arrangements must always be approved before an examination or assessment (AA 4.2.4)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2.5)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before their first examination (AA 4.2.7)
- The main elements of the access arrangements process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of examinations are covered in the Equalities Policy (Exams)

The following are some of the standard practice of Access Arrangements used at Willow Bank School.

- Extra time
- Rest breaks
- Readers
- Reading aloud
- Scribes
- Prompts
- Use of word processors
- Separate room

2. The assessment process

Current Assessor

At Willow Bank School assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3). This is Stewart Scragg (SENCO) who holds the following qualifications:
 - PGCE Primary Education, University of Derby
 - Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements, Dyslexia Action & Real Training – November 2009 – Certificate No: DA00020
 - AA Refresher Course 2017/18, Communicate-ed, completed on 4/9/2017
 - AA Refresher Course 2019/20, Communicate-ed, completed on 18/9/2019

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

Willow Bank School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by an assessor (AA 7.5.1)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional. (AA 7.5.5)
- The assessor must carry out tests which are relevant to support the application. (AA 7.5.6)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3.6)

3. Processing access arrangements

Arrangements requiring awarding body approval

- Access arrangements online (AAO) is used to apply for approval of arrangements for the qualifications listed within the JCQ publication **Access Arrangements and Reasonable Adjustments**.
- AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.
- Deadlines apply for each examination series for submitting applications for approval using AAO.

Centre delegated arrangements

- Decisions relating to the approval of centre delegated arrangements are made by Stewart Scragg (SENCo)
- Appropriate evidence, where required by the arrangement, is held on file by the exams officer (paper copy) and electronic copy (SENCo).
- The Word Processor Policy details the criteria Willow Bank School uses to award and allocate word processors in examinations/assessments.
- The Separate Invigilation Policy details the criteria Willow Bank School uses to award separate invigilation within the centre.
- Modified papers are ordered through AAO by the exams officer, in liaison with the SENCo.

Roles and Responsibilities

When an access arrangement has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2.13)

Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2.13)

It is the responsibility of:

- Stewart Scragg to collect a candidate's consent (a completed candidate personal data consent form) to record their personal data on-line through AAO to submit applications for approval through AAO
- Stewart Scragg to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed candidate personal data consent form (AA 8.6)
- Stewart Scragg to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Kathryn Smith to order modified papers