



Kemnal
Technology
College



ACCESS ARRANGEMENTS POLICY

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The Policy will next be reviewed by TKAT &
Kemnal Technology College by:

September 2024



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WHAT ARE EXAM ACCESS ARRANGEMENTS?

The intention behind an access arrangement is to meet the particular needs of an individual disabled candidate without affecting the integrity of the assessment.

Access Arrangements are pre-examination adjustments for candidates based on evidence on need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Kemnal Technology College Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning disabilities – Access Arrangements and 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 reason 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 the number of factors including the needs of the disabled candidate/learner.



DUTY TO MAKE A REASONABLE ADJUSTMENT

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

DEFINITION OF DISABILITY

Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

ACCESS AGREEMENTS MAY INCLUDE:

Supervised rest breaks, extra time of up to 25%, extra time of up to 50%, extra time of over 50%, reader/computer reader, read aloud, scribe/voice activated software, word processor, transcript, prompter, oral language modifier, live speaker for pre-recorded examinations components, sign language interpreter, practical assistant, alternative accommodation away from the centre, other arrangements for candidates with disabilities: amplification, brailers, closed circuit TV, colour naming by the invigilator for candidates who are colour blind, coloured overlays, low vision aid/magnifier, optical character reader scanners; separate invigilation with the centre.

In line with JCQ regulations, Kemnal Technology College will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Kemnal Technology College – demonstrating the involvement of the teaching staff in determining the need for access arrangement.

Appropriate evidence of need will be available at Kemnal Technology College for inspection.

IDENTIFYING THE NEED FOR ACCESS ARRANGEMENTS

Students who may qualify for formal Access Arrangements during KS4 and 5 are identified early in KS3 from Year 7 onwards. At this stage needs are identified, rather than formally assessed. Adjustments to Quality first teaching within lessons are then made according



to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments through discussion in staff CPD.

ASSESSMENT

- ❖ For those students potentially requiring access arrangements formal assessment and application to JCQ is carried forward in Year9 and/ or 10 and Year 12 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.
- ❖ Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent access arrangements.
- ❖ Specialist assessments for access arrangements will be carried out at KTC by an appropriately qualified assessor.
- ❖ Parents may request an independent assessment. However, KTC may elect to accept or reject a privately commissioned report. If rejected the SENCo or a member of the senior leadership team must provide a brief, written rationale to support this decision which must be available for inspection purposes.
- ❖ At KTC examination officers, specialist assessors, SENCo and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations. Care is taken by the SENCo and specialist literacy teacher/ assessor to discuss the needs of each student in detail in order to ensure that the most suitable access arrangements are in place. This is negotiated with the aim to maintain an equality of approach by ensuring that barriers to learning are minimised without providing unfair advantage. A detailed knowledge of the working needs of each individual informs this process.
- ❖ If a student chooses continually not to use the agreed access arrangements wither because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed.
- ❖ If the SENCo and/or specialist assessor considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/carers.

HOW DO STAFF AND PARENTS KNOW WHETHER A STUDENT HAS ACCESS ARRANGEMENTS?

When need for access arrangements has been identified, the relevant parties are informed: Parents in writing – the letter outlines the type of arrangements that have been awarded, students are informed verbally. A list of those who receive access arrangements is made available to all staff.

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