



Access Arrangement Policy

Centre name	Colfe's School
Centre number	10618
Date policy first created	05/09/2024
Current policy approved by	Alex Coode
Current policy reviewed by	Alex Coode
Date of review	December 2025
Date of next review	December 2026

Key staff involved in the policy

Role	Name
Head of centre	Daniel Gabriele
Senior leader(s)	Deputy Head – Mrs D Graham Bursar – Mr M Adamson Director of Studies – Ms M Schramm Director of Pastoral Care – Ms H Beckwith Director of Admissions and Communications – Mrs K Bridgman Director of Sixth Form – Mr S Drury Director of Teaching and Learning – Mrs J Sansome
Exams officer	Helen Roberts
SENCo (or equivalent role)	Alex Coode Access Arrangements Assessor
Other staff (if applicable)	Sophie Duke Assistant Head of Learning Support / Access Arrangements Assessor

This policy is reviewed and updated annually to ensure that the access arrangements process at Colfe's School is managed in accordance with current requirements and regulations.

The policy throughout is informed by the Joint Council for Qualifications (JCQ) guide **Access Arrangements and Reasonable Adjustments**
JCQ Access Arrangements and Reasonable Adjustments

References to legislation are to the Equality Act 2010.

Introduction

(AA Definitions)

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 their 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 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. 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 Colfe's 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
- 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

General principles

The principles for Colfe's School to consider include:

The purpose of an access arrangement/reasonable adjustment 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.

- 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.
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate.
- Access arrangements/reasonable adjustments should be processed at the start of the course.
- **Arrangements must always be approved before an examination or assessment.**
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (they must be **normal** and **current**).
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination.

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in the SEND policy and Information Report.

The assessment process

At Colfe's School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements

Details and qualification(s) of the current assessor(s)

- Ms A Coode – CPT3A
- Mrs S Duke – CPT3A

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at Colfe's School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements
- This process is carried out prior to the assessor undertaking any assessment of a candidate
- A photocopy of the assessor's certificate is kept on file and a scanned copy kept online

Additional information:

Reporting the appointment of the assessor(s)

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes

When requested, the evidence will be presented to the JCQ Centre Inspector by:

Ms H Roberts or Ms A Coode

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors who are directly employed within the centre, there is no need to record the names of these individuals within Access Arrangements online.
- The names of all other assessors must be entered into Access Arrangements Online to confirm their status.

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

Colfe's 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) or Form 9 will be completed
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional
- The assessor must carry out tests which are relevant to support the application
- **A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements**
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated.

Picture of need/normal way of working

Colfe's School confirms:

- Before the candidate's assessment, the Head of Learning Support or the Assistant Head of Learning Support will collate background information, i.e. a picture of need will be painted as required in Part I of Form 8. In exceptional cases where a privately commissioned assessment is agreed, the centre and the assessor must work together to ensure a joined-up and consistent process.

Processing Access Arrangements and adjustments requiring awarding body approval

Access Arrangements Online (AAO) is used to apply for approval of arrangements/adjustments 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/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

Ms A Coode, Head of Learning Support

Appropriate evidence, where required by the arrangement, is held on file by Ms A Coode, Head of Learning Support and Ms H Roberts, Examinations officer with regard to:

- The use of a word processor

The Word Processor Policy details the criteria Colfe's School specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements

Alternative rooming arrangements are agreed between the Head of Learning Support and the Examinations Officer on a case by case basis. Candidates will only be allocated a room on their own under exceptional circumstances.

- Supervised rest breaks

Supervised rest breaks will be considered

- where the Head of Learning Support is satisfied that the candidate has an impairment which has a substantial and long-term adverse effect giving rise to persistent and significant difficulties.
- there is a genuine need for the arrangement and
- the candidate's difficulties are established within the centre.

Roles and responsibilities

When an access arrangement/reasonable adjustment 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.

Where 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.

It is the responsibility of:

- Ms A Coode, Head of Learning Support
to collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO
- Ms A Coode, Head of Learning Support
to complete the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application
- Ms H Roberts, Examinations Officer and Ms A Coode, Head of Learning Support
to submit applications for approval using AAO
- Ms A Coode, Head of Learning Support

to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, evidence of the assessor's qualification (where required) and appropriate evidence of need as follows:

- A sample of internal tests/mock exam papers across relevant subjects showing the application of 25% extra time and
 - Comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded.
- Ms H Roberts, Examinations Officer and Ms A Coode, Head of Learning Support to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO .

APC 12/25