



# London Design & Engineering UTC

## Access Arrangements Policy

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## Version Control Table

Version	Date	Amended by	Rationale
0.1	07/11/2023	Gloria Gold	New Policy
1.0	16/11/2023		Version approved by the Committee
1.1	23/04/2024	Ana Maria Grigore	Amended page 6 to include guidance on use of mobile phones and remote invigilation. New section 5 on post-16 arrangements included on page 7

**Guidance on version Control:**

*The above is an example of how to complete the Version control table.*

*Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.*

*Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.*

# ACCESS ARRANGEMENTS POLICY

## Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices	✓	Visitors / Contractors	

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## 1. Purpose of the Policy

LDE UTC is complying with its obligations in respect of identifying the need for, requesting and implementing access arrangements.

This policy is maintained and held by the SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the important information that is required to be held according to the JCQ regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current version of the JCQ publication [Regulations and Guidance - JCQ Joint Council for Qualifications](#).

## 2. 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. This is set out on page 7 of the Access Arrangements and Reasonable Adjustments 2023/2024 [Regulations and Guidance - JCQ Joint Council for Qualifications](#), published by the Joint Council for Qualifications (JCQ).

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 main way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.' The SENCO must lead on these arrangements.

## 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.

Candidates who may have a learning difficulty and may therefore require access arrangements are highlighted to the SENCo by teaching staff. Candidates may also **self-refer**.

An assessment is carried out by the SENCo who is appropriately qualified Specialist assessor as required by JCQ regulations in AA. Assessments are completed adhering to the timeframes required for regulations for external examinations.

Learners who may need access arrangements include those with, for example:

- Cognition and learning needs, such as dyslexia or dyscalculia
- Communication and interaction needs, such as autism or speech, language and communication needs
- Sensory and physical needs, such as a physical disability or vision or hearing impairment

- Social, mental and emotional needs, such as mental health conditions or attention deficit disorder
- This is set out on pages 22 and 23 of the JCQ guidance (linked to above).
- In most cases, learners' impairments need to have a **substantial and long-term adverse effect on normal day-to-day activities**.
- For example:
  - Persistent and significant difficulty in reading and understanding written material due to a learning difficulty or sensory impairment
  - Difficulty operating a computer because of physical restrictions in using a keyboard
- Examples of factors that **wouldn't** count include:
  - Minor problems with writing or spelling
  - Inability to converse orally in a language which isn't the pupil's native spoken language

This is set out on page 9 of the JCQ guidance (linked to above)

#### **Access arrangements:**

- Must reflect the learner's normal way of working (except in the case of temporary injury/impairment)
- Must be considered on a subject-by-subject basis – Learners may not need the same arrangements in each one
- Must not unfairly advantage or disadvantage the learner – they should meet the learner's needs without affecting the integrity of the assessment
- Must be agreed before the assessment and no later than the deadlines
- Late applications are allowed in the case of temporary injury/impairment or if a disability is diagnosed or a related impairment manifests after the deadline

Evidence of the candidate's normal way of working throughout his/her time at LDE UTC is collected from teaching staff. Teaching staff are encouraged to provide the SENCo with relevant copies of tests or classwork, and to email the SENCo with any further information.

The SENCo will take into account the "normal way of working" as defined by JCQ: "The arrangement(s) put in place must reflect the support given to the candidate in the centre, e.g.

- in the classroom
- working in small groups for reading and/or writing
- literacy support lessons
- literacy intervention strategies
- mock examinations

The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment. These arrangements are processed as the need arises. Medical evidence is retained within the department, together with a file note detailing the circumstances, a signed data protection form and a copy of the AAO Approval.

Many arrangements require that evidence of need is submitted when applying.

Where there is evidence of the need for access arrangements for a learner who will be taking Public Examinations in an exam season, the learner is assessed by the specialist assessor who will complete a JCQ Form 8. The Form 8 will be signed off by the SENCo.

Where a candidate has learning difficulties and is not subject to a current Education, Health and Care Plan, the SENCo will paint a picture of need and demonstrate the candidate's normal way of working by completing Part 1 of Form 8 prior to the candidate being assessed.

**The SENCO:**

- Must lead on the access arrangements process (she is also the designated assessor, which means she'll assess learners' needs, process applications for arrangements and keep the necessary evidence).
- Must work with teachers, support staff and exams officer to put approved access arrangements in place for internal school tests, mock exams and exams
- Must work with teachers to identify the most appropriate published format of modified papers
- Will also work with specialist advisory teachers, educational psychologists and other external professionals, where appropriate

Teachers and senior leaders must support the SENCO in identifying, determining and implementing appropriate access arrangements and reasonable adjustments.

Some access arrangements can be "Centre-delegated" which means that an online application to JCQ is not required. Examples of such arrangements include:

- supervised rest breaks
- candidates who read aloud or an examination reading pen
- use of a word processor
- use of a prompter
- coloured overlays
- alternative rooming arrangements (formerly known as separate invigilation)

The SENCo will complete a cover sheet to support the arrangement. The SENCo must be satisfied that there is a genuine need for the arrangement to be put in place.

**Chapter 5 of the JCQ guidance** provides detailed information about the different types of access arrangements.

The arrangements covered in chapter 5 are:

- Extra time
- Use of a reader or computer reader
- Read aloud and/or use of an examination reading pen
- Scribe or speech recognition technology
- Use of a word processor
- Braille transcripts
- Use of a prompter
- Use of a language modifier
- Use of a live speaker (for pre-recorded components)
- Use of a communication professional (for sign language)
- Practical assistants

- Use of alternative sites
- Other arrangements that don't require an application or evidence, such as amplification equipment, coloured overlays and magnifiers
- Exemptions
- Bilingual translation dictionaries

**Access to a mobile phone for medical purposes:**

An application must be processed using Access arrangements online. The SENCo must complete Form 9 confirming the candidate's medical condition and the need to access their mobile phone during an examination. Formal evidence must be available to confirm the candidate's medical condition.

Access arrangements online will approve applications where a candidate with a medical condition will be subject to 1:1 invigilation when in possession of their mobile phone to ensure the integrity of the examination

**Remote invigilation:**

The remote invigilation of examinations may be acceptable in exceptional circumstances to support a candidate who would not otherwise be able to sit their examinations. The candidate has:

- a formally diagnosed medical or psychological condition; or
- a physical disability; or
- a very substantial temporary illness or temporary injury.

Formal evidence must be available to confirm the candidate's impairment. As part of the online referral process. The SENCo must complete Form 9 confirming that all of the following have been exhausted:

- the candidate sitting their examinations at the centre through alternative rooming arrangements;
- an invigilator going to the candidate's home to conduct each examination;
- the candidate has not already completed some examinations and would therefore, be able to meet the published criteria for special consideration.

The SENCo must also confirm that the candidate would be disadvantaged by not being able to sit their examinations using remote invigilation. Remote invigilation can only be used where an awarding body has given prior approval. Approval will not be granted on the day of an examination

**Chapter 6 of the JCQ guidance** covers the use of modified papers, such as Braille, enlarged or modified language papers.

**Education, Health and Care Plans:**

Where a candidate has a current Education, Health and Care Plan, the SENCo must substantiate the documentation with a picture of need. This must be completed using Form 9. (Form 8 is not required and must not be used.)

## 4. Processing Applications for Access Arrangements

Access Arrangements Online (AAO): Access Arrangements Online is a tool provided by JCQ member awarding bodies for GCSE qualifications. This tool also to apply for required access arrangement approval for the qualifications listed on page 2 of AA. This tool also provides

the facility to order modified papers for those qualifications listed on page 74. AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used. The SENCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file.

## 5. Post-16 Access Arrangements

JCQ guidance will be adhered to when “rolling over” access arrangements from Key Stage 4 to Key Stage 5. Attention should be paid to whether testing results are still valid at the point of examination.

Teaching staff should refer newly identified Post 16 learners for assessment ideally at the start of their course.

When a candidate progresses from GCSE to GCE AS/and or A-Level qualifications a new online application for 25% extra time must be processed but an assessment conducted no earlier than in Year 9 will still be valid providing the candidate meets the current published criteria. When a candidate progresses from GCSE to GCE AS and/or A-level qualifications and will continue to require a computer reader and/or a reader in addition to 25% extra time and/or a scribe, the Form 8 may roll forward. The SENCo must complete Form 8RF.

## 6. Special Consideration

Special Consideration is a post examination adjustment to a candidate’s mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination or assessment. This will be processed by the Exam Officer.

## 7. Centre-Delegated Access Arrangements

**Alternative rooming arrangements within the centre** A decision where an exam candidate may be approved alternative rooming arrangements within a centre will be made by the SENCo. The decision will be based on whether the candidate has a substantial and long-term impairment which has had an adverse effect and the candidate’s normal way of working within the centre

Alternative rooming arrangements reflects the candidate’s normal way of working in internal college tests and mock examinations as a consequence of a long-term medical condition or long term social, mental or emotional needs. The candidate’s difficulties are established within the centre and known to a Form Tutor, Head of Year, the SENCo or a senior member of staff with pastoral responsibilities.

This policy links with the following policy

[Word Processor Policy](#)



