



**Social Arts for Education Access Arrangements  
Policy**

**Updated 09/08/19**

## **ACCESS ARRANGEMENTS POLICY 2018/19**

Social Arts for Education's Access Arrangement policy follows the regulations and guidance which

are issued annually by the Joint Council for Qualifications for Access Arrangements and Reasonable Adjustments.

These are adjustments for candidates with substantial disabilities and learning difficulties

### **Access Arrangements and Reasonable Adjustments**

Access arrangements are agreed before an assessment (examination or coursework). They allow candidates with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- 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'.

### **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.

The disability must be substantial, persistent and long term, unless it is a temporary injury.

### **Access Arrangements**

All arrangements must be processed and approved before an examination or assessment

and before the published deadline apart from applications due temporary injury or impairment.

Access Arrangements can only be applied for if the candidate meets all of the following criteria:

- They must be disabled within the meaning of the Equality Act 2010\*
- The Access Arrangement/s being applied must be their normal way of working
- Their disability is persistent and significant
- There must be evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom
- Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom, to meet the candidate's needs, due to their disability

Written confirmation must be provided to say that without the Access Arrangement applied for the candidate would continue to be at a substantial disadvantage

\*References to legislation in Chapter 1 are to the Equality Act 2010.

## **How Access Arrangements are managed at Social Arts for Education**

### **Responsibilities**

Access Arrangements are overseen by the SENCO – Annabel Leaver

Access Arrangement Assessments are carried out by an appropriate external specialist assessor, and the qualifications of any assessors used will be held on file.

Access Arrangements are processed and implemented by the Head of Centre/SENCO – Annabel Leaver

Evidence to support NWOW must be gathered by all subject teachers as a matter of course – all staff

Teaching Assistant support and Technology required for examinations is co-ordinated by Annabel Leaver and Ruth McWeeney, Head of Centre/SENCO and Deputy Head of Centre respectively.

### **The Access Arrangements Process**

- All students who have been identified as having Special Educational Needs or a disability will be monitored to build up a history of need and provision

Students involved with Outside Agencies such as the Autism or Speech and Language Teams may have additional assessments

- If there is sufficient evidence and history of need, an application for Access Arrangements will be made before the JCQ deadline, in consultation with the student and parents/carers
- Paperwork for the Access Arrangements process will be collated and checked by the SENDCo and Examinations Officer prior to the JCQ February deadline.
- Where a new diagnosis or late entry makes a late application for access arrangements necessary, the relevant paperwork including the SENDCo letter of need must be in place before any application is made.
- Parents/carers and the student will be informed as to whether or not the application has been approved.
- Students with Access Arrangements will practice using them in examination situations during Mock Exams
- All students with Access Arrangements must continue to be in need of the arrangements and use it for the duration of the examination series otherwise it may

be withdrawn.

### **Private Assessments**

Prior to commissioning a private assessment which may potentially be used for Access Arrangements a private assessor must contact the school before the assessment is undertaken.

### **The Joint Council for Qualifications states:**

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information.

This must take place before the candidate is assessed.

Failure to do this may lead to us being unable to use the report.

### **Use of technology (eg laptops) in examinations as an access arrangement**

Only laptops belonging to Social Arts for Education may be used in examinations.

Laptops must not be freely available to students – they must be stored in a secure cabinet and signed out by staff if needed outside exams during exam season.

A dedicated login must be used for exams, and internet, spell check and grammar check facilities disabled.

It is the responsibility of the Exams Officer to ensure that all laptops being used in exams are wiped of anything that could unfairly advantage candidates prior to them being used, and that they are kept fully charged.

All work produced electronically must be saved with a password to a clearly labelled flash drive (one per student) immediately the exam ends. A hard copy must then be printed out to send with the exam papers, and the flash drive must be stored in the examination room safe as a backup in case the printed copy gets lost, until the papers are collected, after which time any saved exam papers must be cleared from the drive.

Risk assessment for use of laptops in examinations

Risk	Action	Responsibility
Malpractice -A candidate may store notes on laptop to help them with an exam	A dedicated user account to be used for exams, with password changed between exams, logged into only by invigilators	AL/RM/invigilation staff
Candidates may become distracted and open applications they shouldn't	As many applications as possible to be disabled or locked. Candidates on laptops to be seated so screen is in full view of an invigilator	AL/RM/invigilation staff
Laptop may crash and candidate may lose all their work	Autosave active, work to be automatically saved regularly to a secure drive	AL/RM
Candidate may attempt to cheat by accessing internet	Laptops to be in flight mode and router to be disabled	AL/RM/invigilation staff
Laptop runs out of charge halfway through exam	All laptops to be charged fully prior to exams, and charging cables to be available at lead invigilator's table if necessary	AL/RM/invigilation staff
Candidates may be able to access laptops prior to exams	Laptops to be kept in a secure, locked storage, and only signed out to members of staff	AL/RM
Candidate work may be lost	Candidate's work to be saved as a backup onto a dedicated flash drive, then stored in safe	AL/RM/invigilation staff

This policy was updated on 09/08/2019