



KING WILLIAM'S COLLEGE

King William's College (I)GCSE Access Arrangements Policy (including the Word Processor Policy)

Last Review Date: 10/24

Next Review: 10/25

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KING WILLIAM’S COLLEGE
I(GCSE) ACCESS ARRANGEMENTS POLICY

Key staff involved in the access arrangements process

Role	Name(s)
SENCo	Head of Learning Support
SENCo Line Manager	Deputy Head Academic
Head of Centre	Principal
Assessor	Head of Learning Support
Access arrangement facilitator(s)	Examinations Officer

1. Background and Purpose

This policy is intended to provide guidance about the roles and responsibilities of all involved in the administration of Access Arrangements as part of the external public examinations system. This policy is reviewed annually to ensure compliance with current regulations and refers to three documents in particular:

- [JCQ General Regulations for Approved Centres](#) ^{OBJ}
(This publication is further referred to in this policy as [GR])
- JCQ: [Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments.](#)
(This publication is further referred to in this policy as [AA])

CAIE Cambridge Handbook

This policy is held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations. The responsibility to request access arrangements specifically lies with the SENCo.

Note: where this policy refers to *The Equality Act*, both the UK Equality Act 2010 and the Isle of Man Equality Act 2017 should be considered. This policy should be read in conjunction with the King William’s College and the Buchan School [Equal Opportunities Policy](#). “

2. What are access arrangements and reasonable adjustments?

2.1 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 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’.

Those assessing access arrangements have their qualifications checked at application or prior to appointment in the role (for external and independent assessors) by the Head of HR, in accordance with the KWC Recruitment Policy and Appointments Procedure.

The Head of Centre checks that the Access Arrangements in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments procedures, and the guidelines in the CAIE Cambridge Handbook, are being followed through:

- A Departmental Review (carried out by the Head of Centre and Deputy Head Academic) at the start of the Autumn Term.
- The Head of Centre reviewing and approving all Form 8 applications prior to submission.
- Meetings with the Deputy Head Academic and the Examinations Officer.

2.2 Reasonable adjustments

“The Equality Act requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act, 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 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’.”

[AA, Definitions]

2. The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) must be appropriately qualified as required by JCQ regulations.

2.1 Appointment of assessors of candidates with learning difficulties

The Head of Centre (the Principal) is responsible for:

- the quality of the access arrangements /reasonable adjustments process within the school; and
- the appointment of assessors, checking the qualifications of those assessing candidates

<http://www.jcq.org.uk/exams-office/general-regulations> Copies of the internally appointed assessor's qualifications are held on their HR file and by the SENCO.

2.2 External Assessors

King William's College has a Head of Learning support in the role of the assessor who is employed within the centre. They have all of the required qualifications and are able to carry out appropriate and relevant assessments.

Where external assessors are involved, King William's College will appoint an external assessor who has an established working relationship with the centre or, before an assessment, establishes a relationship with the centre. Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the Head of Centre or a member of the Senior Leadership Team should provide a written rationale supporting their decision to the parent/carer.

2.3 Reporting the appointment of the assessor(s)

The names of all other assessors (including all professionals working outside the centre) must be entered into *Access Arrangement online* to confirm their status. In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), there is no need to record the names of these individuals within *Access Arrangements online*.

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

- Prior to transmission, information relating to learning difficulties is gathered from feeder schools by the Head of Learning Support during visits or by the Admissions Team
- Literacy assessments are carried out with the new Lower 4 year group on transition to determine current standard and provide baseline data. Identification of pupils with learning needs takes place and support provision is put in place
- Further assessment using nationally standardised tests producing standardised scores is carried out each year for screening purposes and to monitor progress
- Specific standardised assessments required for access arrangements are carried out no earlier than the start of Lower 5 (Year 9)
- Subject teachers refer pupils via email if they have concerns, following which, monitoring, support provision and/or assessment takes place to establish the degree of difficulty
- External assessment by a further professional is advised by the Head of Learning Support if appropriate (when the expense incurred is accepted by parents). Discussion takes place beforehand regarding a pupil's background and normal way of working

It is imperative that any independent assessor contacts the College to discuss a pupil's history and normal way of working with the Head of Learning Support prior to an assessment. The Head of Learning Support should not be expected to act on the suggestions of external assessments alone without there being evidence within College of a substantial and persistent difficulty that meets the JCQ criteria.

- The Head of Learning Support (whose role is also that of internal assessor) uses assessment scores and all evidence of difficulties to complete each Form 8 (JCQ).

2.5 Painting a picture of need and gathering evidence to demonstrate normal way of working

- Evidence of a history of need may first be gathered prior to, or on, transition.
- Pupils identified with a learning difficulty are given support either in withdrawal lessons from a MFL teacher or offered a lunchtime lesson. Some in-class support in English and Mathematics is also carried out although this is limited. The support provision allows the Head of Learning Support/assessor the opportunity to further build a picture of need and establish a normal way of working.
- Subject teachers refer pupils about whom they have concerns and pass on examples of work. The Head of Learning Support/assessor discusses the nature of the difficulty, suggests possible strategies and offers support for further evidence to be gathered. In certain circumstances, a pupil may drop a MFL in order to receive support. This takes place following discussion with the HOD of MFL and the Deputy Head, Academic.
- The Head of Learning Support/assessor provides regular, updated information and a Learning Support Register regarding pupils with learning needs.
- Pupils receiving support or being monitored each have a pupil file containing information relating to any history of support, intervention and established way of working. Examples of evidence are added to the file on a regular basis. These may be examples of classwork, internal class tests, copies of internal and mock examinations and teacher comments or observations.
- The Head of Learning/assessor carries out standardised assessments on a yearly basis to determine progress and the need to consider access arrangements. These assessments are added to the pupil file.
- Prior to external exams and no sooner than the start of Lower 5 (Year 9), standardised assessments are carried out by the internal assessor who establishes if the results of tests in literacy and/or cognitive abilities present evidence that the pupil has an impairment which substantially affects their performance within the definitions of the Equality Act 2010 and the Isle of Man Equality Act 2017.
- If the expertise of an external assessor were required, he/she would be invited in to College for discussion with the Head of Learning Support/assessor about the nature of the learning difficulty prior to any assessment taking place. In this case, a picture of need would be completed in Section A of Form 8 and the name of the external assessor would be entered into Access arrangements on line.

3. Processing access arrangements

3.1 Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed in the AA. This tool also provides the facility to order modified papers for those qualifications listed.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

- In King William's College, the Head of Learning Support/assessor maintains files on all pupils who are receiving support or who are being monitored. These are kept in a secure cabinet in the Learning Support classroom.
- When an application is made for access arrangements, information from these files is used to paint the picture of evidence and, together with the scores from standardised assessments, show that a pupil's need is substantial and persistent
- The Head of Learning Support/assessor requests that a member of the Exam Team completes page 1 of Form 8 (JCQ) which contains the pupil's exam details.
- The Head of Learning Support/assessor completes sections A and B of the Form 8(JCQ) and passes on to the Principal for his signature.

- For CAIE exams the Examinations Officer or Principal completes page 1 of Preparation Form 1 Access arrangements and the Head of Learning Support/assessor and the Examination Officer together complete page 2.
- The Head of Learning Support/assessor and the Examination Officer together carry out the on-line application for each pupil.
- The Head of Learning Support/assessor retains the hard copy paper format of Form 8 or Preparation Form 1 with the appropriate evidence, the candidates approved application and signed data protection form on file in the secure cabinet in the Learning Support classroom ready for inspection
- All evidence and assessment scores have been repeatedly checked in advance and meet the criteria for approval
- In the case of a late diagnosis, late manifestation of an impairment or a temporary injury/impairment, the Head of Learning Support/assessor must be satisfied that there is sufficient evidence, a substantial need and a compelling case to justify the application. Appropriate evidence will be gathered and the access arrangement determined to meet the pupil's need. The application will be made by the Head of Learning Support/assessor and the Examination Officer.

3.2 Centre-delegated access arrangements

Through the evidence that is gathered, the Head of Learning Support/assessor identifies those pupils who are allowed to use the following:

- Word processor
- Extra time
- Coloured overlay / reading ruler
- Rest breaks
- Prompter
- Separate room for reading aloud or due to a medical condition

Evidence is held on file to support these arrangements

4. Centre-specific criteria for particular access arrangements

4.1 Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre

King William's College Word Processor Policy (Appendix A) details the criteria the centre uses to award and allocate word processors for use in lessons and examinations.

4.2 Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo. Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations. Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.

The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect; **and**
- the candidate's normal way of working within the centre
 - The Head of Learning Support/assessor gathers evidence on file regarding the need to be accommodated separately
 - She will liaise with the Examinations Officer in the delivery of this facility
 - The pupil's difficulties will be established and known to subject staff and/or those with pastoral responsibilities
 - Separate invigilation will be provided and arranged by the Examinations Officer

5. Related Documents:

- [JCQ General Regulations for Approved Centres](#)
- [JCQ: Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments.](#)
- Cambridge Handbook – Cambridge Assessment International Education
- UK Equality Act 2010
- Isle of Man Equality Act 2017
- King William's College and the Buchan School Equal Opportunities Policy (including provision for students with particular religious, [dietary, language or cultural needs](#))

Appendix A

Word Processor Policy

King William's College Policy in Years 7 to 11 regarding the use of a word processor in lessons and in examinations:

A pupil may use a word processor in lessons in the following circumstances:

- Having consistently failed to improve the clarity or speed of free writing despite receiving extra support
- Following assessments carried out within College, which show a pupil's free writing speed is in the below average range on a nationally standardised test, resulting in a standardised score of 84 or below
- When tests of speed of typing show a competence to word process, needed to compensate for the writing difficulty

Handwriting difficulties associated with the following may lead to the use of a word processor:

- A learning difficulty which has a substantial and long-term adverse effect on a pupil's ability to write legibly
- A poor standard of handwriting observed over a sustained period of time
- Recognised planning and organisational problems when writing by hand which have been observed over time

- A medical condition
- A physical disability
- A sensory impairment
- A temporary injury

Consideration will always be given to suggestions of the use of a word processor in response to a concern.

Use of a word processor in external exams:

The regulations of the examining boards will be adhered to.

- Clear evidence must support the use of a word processor
- A word processor cannot be granted because a pupil wants to type rather than handwrite, can work faster on a keyboard or because he/she uses a laptop at home
- The use of a word processor will be a pupil's normal way of working in College unless the use is due to a temporary injury.
- The spelling and grammar check facility/predictive text will be disabled in accordance with the regulations.

As clearly stated in the JCQ booklet "Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments", a privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements such as the use of a word processor.

It is imperative, therefore, that all independent assessors, discuss any access arrangements they are suggesting with the Head of Learning Support, and do not imply that any arrangement, including the use of a word processor, is automatically guaranteed.