



Access Arrangements and Reasonable Adjustments Policy

Access Arrangements Explained

Access arrangements are agreed before an assessment. They allow candidates with 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 disabled 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 Explained

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 visually impaired person who could read Braille.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate/learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.

Access Arrangements at The Forge Secondary Short Stay School

The Forge Secondary Short Stay School adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies.

In line with JCQ regulations, The Forge Secondary Short Stay School will make all decisions with regard to access arrangements in consideration of the following:

Definition of Disability as stated in the Equality Act 2010

Disability: “a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”.

Definition of Special Educational Needs as defined in the Education Act 1996. A candidate is deemed to have Special Educational Needs (SEN) if he/she has a learning difficulty which calls for special educational provision to be made for him/her. A candidate has a ‘learning difficulty’ if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age OR
- He/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind generally provided for children of his/her age in schools within the area of the local authority.

The existence of a medical diagnosis or physical disability in itself does not imply that the candidate in question has special educational needs.

Both of the above must be considered in conjunction with any given access arrangement being the candidate’s normal way of working at The Forge Secondary Short Stay School – demonstrating the involvement of the teaching staff in determining the need for the access arrangement. The process of implementing access arrangements at The Forge Secondary Short Stay School ensures a “level playing field” for all examination candidates and most importantly, ensures that the integrity of assessments is not compromised. As far as possible, any access arrangement granted to a candidate will support independent working in order to enable the candidate to demonstrate their knowledge in a manageable way.

Records

Appropriate evidence of need will be available at The Forge Secondary Short Stay School for inspection. Evidence will take the form of one or more of the following:.

- Identification of potential candidates requiring access arrangements at the point of entry
- History of need
- History of relevant provision
- Intervention strategies
- Assessment results for example Alfie results
- Staff observations and the pupils TSP

The School will:

- Provide relevant evidence of the nature and extent of the disability or difficulty/impairment which has a substantial and long term effect on the candidate's ability to carry out day to day activities.
- Provide evidence that the difficulties are persistent and significant.
- Show evidence of how the disability, difficulty or impairment has impacted on teaching and learning in the classroom.
- Confirm that the candidate would be at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment.
- Confirm that the access arrangement is the candidate's normal way of working within the school as a direct consequence of their disability.
- Ensure that the arrangements put in place reflect the support given to the candidate in school and therefore reflect the normal way of working. The requirements of different subjects vary – an English assessment would require a greater amount of prose writing than a Maths assessment, for example. Therefore it is often the case that a candidate's difficulties mean that he/she only requires support in one or two subjects. Equally, another candidate may need support in all their subjects. The key principle is that the SENCO can show a history of relevant support and provision.

As per JCQ regulations certain applications may need to be supported with for example:

- A letter from CAMHS or a clinical psychologist or psychiatrist.
- A letter from a hospital consultant.
- A letter from the Local Authority Educational Psychology Service.
- A letter from the Local Authority Sensory Impairment Service.
- A letter from a Speech and Language Therapist (SALT) All of the above will be at the request of the SENCO and no other individual.

Assessment

For those pupils potentially requiring access arrangements, formal assessment and application to JCQ is carried out, where possible by the published deadline date.

- When granted, access arrangements are valid to the end of the GCSE examinations.
- Any pupil with standard assessment scores which indicate a substantial impairment will be considered for access arrangements.
- Specialist assessments for access arrangements will be carried out at The Forge Secondary Short Stay School by an appropriately qualified assessor.

REVIEW ANNUALLY

NEXT REVIEW SUMMER 2018