



Access Arrangements Policy & Complaints Procedure

The college will process Access Arrangements (AAs) in accordance with the JCQ regulations, as set out in the booklet issued each autumn entitled 'Adjustments for candidates with disabilities & learning difficulties'.

The SEND department will initiate applications for AAs for students in their care with special needs. Teachers can also make referrals to the SEND department where there are concerns about students. Val Hudson will carry out testing of students alongside Di Martin and create AA files for each student tested. These files will include copies of tests taken, the JCQ Form 8 Application, evidence of normal way of working, relevant medical/psychological reports, a signed data protection notice and a copy of the online application form/approval.

Once AAs have been approved, a letter will be sent to the student's parent/carer to inform them of the outcome and the AAs will be applied to all relevant exams and assessments. AAs do not necessarily apply to every exam – they must be applied on a subject by subject basis.

The Exams Officer will arrange for the AAs to be put in place for the external exams and, where appropriate, for Non-Exam Assessments.

Access Arrangements & JCQ Regulations

Access arrangements are agreed and processed at the start of the course. Access arrangements put in place **must** reflect the support given to a candidate in College and has to be their '**normal way of working**'. A history of support and provision has to be evidenced by the College.

The arrangement is not able to be granted to the candidate at the time of their examinations. A doctor's note produced at the time of the examinations, for whatever reason, IS NOT sufficient evidence to warrant the implementation of an access arrangement.

Access arrangements have to be applied and processed on-line and approved, and the evidence of need **must** be made available for inspection by the JCQ Centre Inspection Service who conduct unannounced inspections of centres. Inspectors will expect to see appropriate documentation to substantiate the use of an access arrangement and will take decisive action if the inspection reveals lack of sufficient evidence.

What are exam access arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. This can be in the form of:

- **A scribe:** a trained adult who writes for the student. The student would dictate their answers. The scribe would write exactly what they say.
- **A reader:** a trained adult who would read the question and any relevant text (with the exception an exam testing reading) for the student. The student would then write the answer/s themselves.
- **ICT:** access to a computer for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.
- **Rest breaks:** where students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time.
- **Prompter:** where a student has little sense of time or loses concentration easily, a trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.
- **Transcript:** This arrangement must only be used where a student’s handwriting or spelling is difficult to decipher for those not familiar with it. A transcript is a copy of a student’s exam script made after the exam without the participation of the student.
- **Read Aloud:** A student may work more effectively if he/she can hear themselves read. This student must be accommodated separately.
- **Extra time:** students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the Specialist Assessor.
- **Small room/Separate Invigilation:** this is only awarded where it is the student’s normal way of working and it is based upon established difficulties, backed up by evidence from a specialist eg a qualified counsellor or mental health specialist, not a GP.

For extra time - the most applied for EAA - students will have an assessment to determine their speed of processing. A standardised score of less than 85 (100 being average) can qualify for extra time.

There are rare cases where students get a score of more than 84 & still qualifies for extra time. In these cases more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long term adverse effect on the performance of a child’s speed of a working. The amount of time that students should receive is decided by the Specialist Assessor and based upon their processing speeds.

Appeals & Complaints Procedure

If a student/parent is unhappy with the Access Arrangements granted to a student they should send in a written appeal detailing the nature of their complaint. The appeal should be sent to the Head of Centre, Kevin Bawn, who, together with the SENDCo will review the case and make a decision based on the JCQ and/or awarding body regulations.

Period of policy	2017-2019	Date of next review	Jan 2019
------------------	-----------	---------------------	----------