



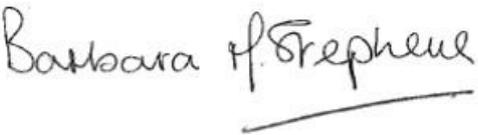
## **ENERGY COAST UTC**

### **EXAMINATION ACCESS POLICY**

**EQUALITY OF ACCESS (FORMERLY THE DISABILITY  
DISCRIMINATION ACT (DDA)), SPECIAL NEEDS AND  
ACCESS ARRANGEMENTS**

**2017-2019**

**Approved:** Barbara Stephens, Chair of Governors

**Signed:** 

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Revision History			
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1	May 2017	ICR	Updated
2			
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5			

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## **Definition of Examination Access Arrangements**

Examination access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment, for example: readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act (2010) to make 'reasonable adjustments'.

## **Reasonable Adjustments**

The Equality Act (2010) requires an Awarding Body to make reasonable adjustments where a disabled child/student would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular child/student may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

## **Identifying the Need for Access Arrangements**

Students who may qualify for formal access arrangements are usually identified during the course of the autumn term of Year 10 or Year 12. A significant proportion of these students will already have been identified to the UTC via the SENCO's transition meetings with SENCOs in 'feeder' schools. Over the autumn term, adjustments are made to teaching within lessons, according to need, to enable each student to access their learning and make progress. All staff are involved in monitoring the adjustments to ensure a holistic picture of the student is created, this will include keeping a log of the 'normal way of working'. Needs of students not initially identified may become apparent at a later point; teaching staff are responsible for reporting any concerns to the SENCO who can then arrange for further investigation.

## **Assessments**

Once students have been identified, assessments are carried out in the spring term. These assessments are carried out by a qualified assessor in accordance with current JCQ guidance. Formal access arrangements expire after 26 months; after this period the student may be re-tested. The most recent assessment is binding and determines any subsequent access arrangements.

Where formal access arrangements are determined and agreed, they become part of 'normal practice'. This means that the arrangements are taken into consideration in teaching as well as internal and external assessments, as far as reasonably possible. It is recognised that resources do not always allow for arrangements to be replicated precisely in every lesson or examination, e.g. a 'reader' may have to be a class teacher or support assistant, shared by more than one student. If a student chooses not to use the agreed access arrangements, either because their needs change or they do not feel it aids their learning or achievement, then the arrangements should be removed.

## **Types of Access Arrangements**

JCQ regulations are reviewed annually. The following are some of the standard practice of access arrangements:

- Extra time
- Rest breaks
- A reader
- A scribe
- A prompt
- Use of word processor

Students are assessed for a range of their individual needs, including for example rate of writing, processing and reading.

A report is produced by the SENCO highlighting the outcomes, including a summary of need. This is added to the student's folder which will also contain details of the student's historical needs. The SENCO will work with the Examinations Officer to ensure the correct applications are made online to JCQ and the appropriate Examination Boards. The SENCO also ensures all teaching and support staff are familiar with the access arrangements agreed for each student. In collaboration with colleagues and students, the SENCO will monitor and ensure that the arrangements are the 'normal way of working' for eligible students, as far as resources allow. The SENCO is responsible for ensuring that all paperwork is available for inspection by JCQ.