



JEDDAH PREP AND GRAMMAR SCHOOL

Access Arrangements Policy

What are access arrangements and reasonable adjustments?

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 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’.*

[AA Definitions, page 3]

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. 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 a number of 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, page 3]

Purpose of the Policy

The purpose of this policy is to confirm that Jeddah Prep and Grammar School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its “...obligation to identify the need for, request and implement access arrangements...”

[JCQ General Regulations for Approved Centres, 5.5] This publication is further referred to in this policy as GR

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

This publication is further referred to in this policy as [AA](#)

Disability policy (exams)

A large part of the access arrangements process is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

This policy is maintained and held by the head of centre and the examinations officer 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 head of centre/senior leadership team will...recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010, UK. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates; for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”
[GR 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

The qualification(s) of the current assessor(s)

To be appointed on a case by case basis from local hospitals/clinics/specialist centres in Jeddah or other location, as agreed by the Head of Centre.

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor’s qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

Assessors show their original certificates to the examinations officer and photocopies are made. These copies are kept in the examinations office in the blue access arrangements box file. The assessors receive an up-dated copy of the JCQ regulations annually.

“The head of centre/senior leadership team will...have a written process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments...”

[[GR](#) 5.4]

“The head of centre must ensure that evidence of the assessor’s qualification(s) is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor’s qualification(s) must be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the SENCo.” [[AA](#) 7.3]

Make full reference to [AA](#) 7.3 *Appointment of assessors of candidates with learning difficulties* and record your process that reflects the requirements.

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

Pupils identified by Teaching Staff. Evidence gathered with regards to needs. Access Arrangement testing undertaken and assessed by qualified assessor. Parents and Pupils / Exams Officers are notified of any access arrangements required as a result of the screening / testing.

Make full reference to [AA](#) 7.5 *Guidelines for the assessment of the candidate’s learning difficulties by an assessor* and 7.6 *Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties* and record your process that reflects the requirements

By detailing this, you should be confirming

“... that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments...” [[GR](#) 5.4]

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

Evidence of need is recorded within pupil files, on a Form 8 and through access online. Records held in secure storage within the examinations office. Outcomes stored in the examinations blue access arrangements box file which is stored in the examinations office.

“Before the candidate’s assessment, the SENCo (September 2019) must provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.” [[AA](#) 7.5.2]

“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.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

An independent assessor must discuss access arrangements with the SENCo.

The responsibility to request access arrangements specifically lies with the SENCo.” [AA 7.5.3]

Make full reference to [AA 7.5 Guidelines for the assessment of the candidate’s learning difficulties by an assessor](#) and [7.6 Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties](#) and record your process that reflects the requirements.

Important Note

“Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties... Only Form 8 is acceptable. Spreadsheets, e-mail messages, centre devised equivalents of Form 8, educational psychologists’ reports and other reports are not acceptable for inspection purposes...” [AA 7.6]

“A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. The SENCo must complete at least a ‘skeleton’ Section A of Form 8 prior to the candidate being assessed (Section C of Form 8)... 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. [AA 7.3]

The normal way of working as defined by JCQ.

“The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:

- in the classroom (where appropriate);
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests/examinations;
- mock examinations.

This is commonly referred to as ‘normal way of working’. For candidates with learning difficulties this is typically the background information recorded within Section A of Form 8 by the SENCo or the assessor working within the centre. SENCos and assessors must refer to section 7.6.1, page 87, for information on how to confirm ‘normal way of working’. The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ...” [AA 4.2]

Processing access arrangements

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 on page 92 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

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.

“The SENCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate’s approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service.” [[AA](#) 8.6]

Make full reference to [AA](#) 8 *Processing applications for access arrangements* and record your process that reflects the requirements.

The examinations officer holds the files in the blue access arrangements box file.

The examinations officer processes all AA Arrangements online, paperwork held securely in the examinations office. The examinations officer to ensure all deadlines are met well in advance of any exam entries. All applications notified and confirmed to students, teachers, parents/guardians.

Centre-delegated access arrangements

Word processor use, separate room and rest breaks are dealt with internally on a needs basis, after referral from teaching staff, Pastoral staff or Behaviour team. Medical evidence required for non-standard room use and rest breaks.

Centre-specific criteria for particular access arrangements

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.

Word processors with spelling and grammar check/predictive text disabled are used in exams when there is evidence that: a pupils handwriting speed is below a SS 85 or when a pupils handwriting makes it too challenge for an exam paper to be adequately marked. Pupils will have been using computers either at home for homework, during lessons or during assessments. Evidence of this will be requested. Word processors will not be granted simply as a result of a preference to type. [[AA](#) 5.8]

A copy of Jeddah Prep and Grammar School's word processor policy is stored in the examinations office. The criteria the Jeddah Prep and Grammar School uses to award and allocate word processors for exams is included in word processor policy.

“Centres are allowed to provide a word processor (e.g. computer, laptop or tablet) with the spelling and grammar check/predictive text disabled to a candidate where it is their normal way of working within the centre, unless an awarding body’s specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.” [ICE 14.20]

“It is strongly recommended that a centre has a policy on the use of word processors which it can articulate to parents/carers. Principally, that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate’s normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates...

A member of the centre’s senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.” [AA 5.8]

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on the medical report.

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 [AA 5.16]

“SENCOs must note that candidates are only entitled to the above arrangements if they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement. (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)

For example, in the case of separate invigilation, the candidate’s difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16) and known to a Form Tutor, a Head of Year, the SENCO or a senior member of staff with pastoral responsibilities.

Separate invigilation reflects the candidate’s normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.” [AA 5.16]

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