



Callington Community  
College

# Access Arrangements 2024/2025

Version	Date	Review Date
April 2025	April 2025	April 2026
Originator: PenDavies-Gregory (Exams officer) Nick Griffiths (SENDCo)	Authorised by Hub Advisory Board:	



## Contents

What are Access Arrangements and reasonable adjustments?

Access Arrangements

Reasonable adjustments

Purpose of the policy

Disability policy (exams)

The assessment process

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

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

How the assessment process is administered

Recording evidence of need

Gathering evidence to demonstrate normal way of working

Arrangements requiring awarding body approval

College-delegated Access Arrangements

College-specific criteria for particular Access Arrangements

Word processor policy (exams)

Separate invigilation within the College

# 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’.”

## 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 time frames; or
- Affects the security and integrity of the assessment. This is because the adjustment is not ‘reasonable.’
- \*Reference to legislation are the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

## Purpose of the policy

The purpose of this policy is to confirm that Callington Community College has a written record which clearly shows the College 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 Colleges, 5.5]. This publication is further referred to in this policy as GR.

This policy is maintained and held by the SENDCo 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. Where the SENDCo is storing documentation

electronically; an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA section 4.2)

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.

## General principles

The purpose of an Access Arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

The SENDCo, or an equivalent member of staff within a FE College, **must** ensure that the proposed Access Arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access Arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the Access Arrangement(s)/reasonable adjustment(s) before his/her first examination.

## Equalities Policy (exams)

A large part of the Access Arrangements process is covered in the Equalities Policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting, and implementing Access Arrangements and the conduct of exams.

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 appointed by the SENDCo. The assessors are appropriately qualified as required by JCQ regulations in AA 7.3.

### Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the College, 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)

Upon the first meeting with the College's SENDCo, the assessor has his/her qualifications verified and a photocopy is made and stored in the Access Arrangements file. This is in accordance with AA guideline 7.3

## Reporting the appointment of the assessor(s)

The College's SENDCo maintains the evidence of the assessor's qualifications in the Access Arrangements folder, and is therefore available upon request to JCQ inspectors

## How the assessment process is administered

The assessment procedure is led by the specialist external assessor, based on a referral system by the College's SENDCo

The SENDCo makes a referral based on observations and recommendations from teachers, teaching assistants and observations carried out within classes. The College has an EAA referral process. In addition the College uses the GL Assessment testing product, EXACT, to support with the identification of need.

The assessor carries out confidential testing on a one-to-one basis with the candidate. The results of this will form the basis of an Access Arrangement application. The original tests are stored in the candidate's files in the Access Arrangements folder.

## Recording evidence of need

The College maintains a folder of Access Arrangement information, including evidence of need, Form 8s, and Access Arrangement application outcomes.

The folder is stored in the Exam Officer's office, but is updated by the SEND team and the SENDCo as necessary.

Evidence recorded includes, but is not limited to:

- Tests to measure reading comprehension, reading speed, and memory and learning
- Past papers completed under examination conditions
- Assessment profiles and reports
- Examples of class work and independent learning
- Doctors' letters and notes describing physical and/or mental needs.
- Education Health Care Plans (EHCP)

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

Teaching staff are asked to provide examples of how they can demonstrate the need that has led to the application of an Access Arrangement being made. Names of teachers and subjects are recorded.

This teacher record is then used on the Form 8s and kept in the student files.

## Arrangements requiring awarding body approval

Access Arrangements online (AAO) is a tool provided by JCQ member awarding bodies for Colleges to apply for required Access Arrangement approval. This tool also provides the facility to order modified papers.

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 is used.

The procedure for applying for Access Arrangements via AAO is as follows:

- The SENDCo will have identified candidates who would benefit from Access Arrangements, and have compiled evidence of need and evidence of normal way of working in the Access Arrangements folder.
- Upon completion of a candidate's Access Arrangement portfolio, the SENDCo will complete the application via AAO under supervision. The SENDCo will provide answers to necessary questions as part of the application process.
- The results of completed applications are printed and kept in the candidate's Access Arrangement portfolio along with the appropriate evidence of need (where required) and a signed data protection notice.
- The Access Arrangements folder is stored in the exams officer's office and is available for inspection by the JCQ Inspection Service.

## College-delegated Access Arrangements

College-delegated Access Arrangements refer to those which are granted by the College.

The College offers a smaller, quieter examinations venue for candidates who may benefit from it, but do not have needs that require Access Arrangements with awarding body approval.

Candidates may be provided with this arrangement for reasons such as, but not limited to:

- Having an identified SEND need that would be better served in the quiet venue.
- Recent physical injuries or sickness.
- Bereavement or other such upsetting that would impact a candidate's performance in the exam.
- Behaviour concerns that would necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.

## College-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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

### Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) will be made by the SENDCo.

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 College.

The SENDCo will gather evidence and compile a portfolio for any candidate who may require separate invigilation, and then liaise with the Exams Officer to determine an appropriate venue within the College, likely to be an empty classroom. The Exams Officer is then responsible for ensuring that the venue is appropriately prepared for separate invigilation, in accordance with JCQ regulations.