

THE JUDD SCHOOL

Access Arrangements Procedure

Key staff involved in this procedure:

- Head of Centre: J Wood
- SENCo: J Robertshaw
- Access Assessor: S Flynn
- Senior Examinations Officer: S Dobra
- SLT Examinations: J Dunn

1. The purpose of the procedure

This procedure details how The Judd School facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010. The procedure outlines procedures, staff roles and responsibilities in relation to:

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this procedure as 'access arrangements')
- requesting access arrangements (AA)
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

The procedure closely follows the regulations and guidance which are issued annually by the Joint Council for Qualifications (JCQ)

2. Reasonable Adjustments

The Equality Act 2010 requires the JCQ to make reasonable adjustments where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. The JCQ is required to take reasonable steps to overcome that disadvantage. The disability must be substantial, persistent, and long term unless it is a temporary injury.

All arrangements must be processed and approved before an examination or assessment and before the published deadline apart from applications due to temporary injury or impairment. With the exception of applications due to temporary injury or impairment, Access Arrangements (AA) can only be applied for if the candidate meets all of the following criteria:

- Candidates must be disabled within the meaning of the Equality Act 2010
- The AA being applied must be their normal way of working
- A candidate's disability is persistent and significant

- There must be evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom
- Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom, to meet the candidate's needs, due to their disability
- Supporting evidence must be provided to say that without the AA applied for the candidate would continue to be at a substantial disadvantage

3. Identification and processing of Access arrangements

- All Year 7 are screened using LUCID, a screening test managed by the School Based Access Assessor. Any student identified as potentially having a difficulty is further assessed on a one to one basis.
- Students who have been identified as having Special Educational Needs or a disability at their primary school or who have been identified during years 7 and 8, will be monitored to build up a history of need and provision.
- Identified students in Y7-9 are issued with a 'Green Card' on which their use of AA is recorded by their teachers each time the AA is used. It is the student's responsibility to ask each subject teacher to sign the card each time they use the AA. This provides evidence of a history of need and provision. The list of those students on the AA list is kept under constant review. (FROG)
- In Year 9 LUCID screening is repeated. Any student identified as potentially having a difficulty is further assessed on a one to one basis. AAs for GCSE are confirmed, subject to evidence from teachers and normal way of working being established.
- In all cases LUCID screening can only be used as core evidence for AA if the Access Assessor has conducted the test. This would be the same for those in Y7 and Y12.
- In Year 12 all new students are screened using LUCID and all students with existing AA are reviewed. AA are not automatically carried on from KS4 to KS5.
- Students with AA must use them in end of year and mock examinations and internal assessments This is normal way of working. The Exams Office records the use of AAs in internal and public exams. This evidence is used as part of the basis for the future request of AA.
- All students with AA must continue to be in need of the arrangements and the arrangement supported by teachers (evidence), otherwise it may be withdrawn

4. The School based Access Assessor

All Assessments are carried out by the Access Assessor, who is a permanent member of the teaching staff. The assessor is appropriately qualified as required in JCQ regulations and has been appointed by the Head of Centre.

The Access Assessor is responsible for assessments and managing LUCID screening and the completion of Section C of Form 8, which is used for the online application submitted to JCQ by the Examinations Officer.

5. The SENCO

Long-term conditions

The SENCO is responsible for completing sections A and B of Form 8; supporting evidence from teaching staff must be collected and used in producing Section A and B. In certain circumstances a Form 8 is not required and a SENCO note can be completed. This is usually appropriate when a student has a medical condition or emotional difficulties. In all cases the note must be supported by evidence from a hospital consultant, or similar, according to JCQ Regulations. Again the AA should be the

student's normal way of working, and be supported by teacher's evidence of need. The SENCO is responsible for ensuring that students, parents/carers, and teaching staff are informed of AA.

Short-term conditions

In the case of a temporary injury or impairment, the candidate must present supporting evidence of need from an appropriately qualified professional, which indicates the impact of their impairment on their ability to take an examination.

6. The Examinations Officer

At The Judd School the Examinations Officer is responsible for applying for AA online based on the information provided in a completed Form 8 or on an official SENCO note, whichever is appropriate (see above in 5. The SENCO). The Form 8 or SENCO note must be completed by the SENCO before this application can be made. The Examinations Officer must use the completed F8 or SENCO note to answer the specific questions required. The Examinations Officer notifies the SENCO of the outcome. The completed application, along with supporting evidence will be kept securely on file in the Exams Office.

7. Private reports

In exceptional circumstances a private assessment may potentially be used to inform a decision about a need for AA. JCQ assumes that the school will always use their Access Assessor.

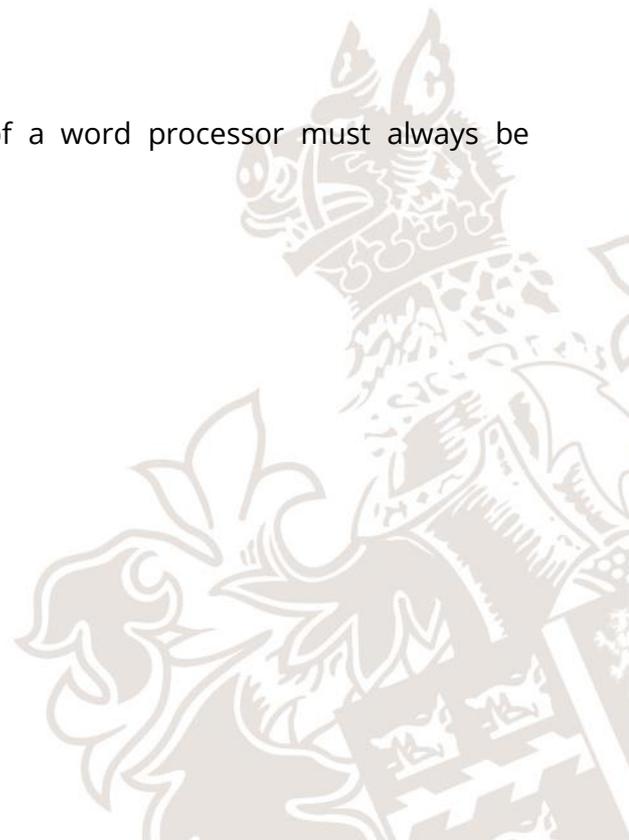
The JCQ also requires that an independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. The Independent assessor must be appropriately qualified and provide the school with a copy of their qualifications. Failure to do this may lead to the school being unable to use the report. JCQ regulations state that a privately commissioned report 'cannot be used to award access arrangements' and that it 'cannot be used to process an application using Access arrangements online'.

'The responsibility to request AA specifically lies with the SENCo.' (JCQ Regulations.)

8. Different types of AA

The JCQ identifies a number of different AA which include:

- Extra time (Supervised rest breaks and/or the use of a word processor must always be considered before the request for extra time)
- Reader
- Prompter
- A live speaker
- A word processor
- Separate invigilation
- Alternative site arrangement.
- Scribe
- Practical Assistant
- Reader/Computer reader
- Read aloud or examination reading pen
- Supervised rest breaks
- Colour naming by the invigilator



- Coloured overlays
- Low vision aid/magnifier
- Modified papers

Supervised rest breaks, 25% extra time (Appendix 3) and the use of a word processor (Appendix 1) are the most common AA at The Judd School.

9. Facilitating Access Arrangements

The Examinations Officer is responsible for ensuring that arrangements are in place for awarded AAs. To do this she:

- liaises with the SENCo to ensure access arrangements are in place for internal and public exams for all students awarded AAs
- liaises with the SENCo to ensure exam information such as individual exam timetables and exam information is adapted where this may be required for a disabled candidate to access it
- liaises with the SENCo regarding rooming and the room environment for access arrangement candidates
- ensures appropriate seating arrangements are in place within the room
- liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ensures invigilators are briefed prior to each exam session of the arrangements in place for candidates with AAs in their exam room
- has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation

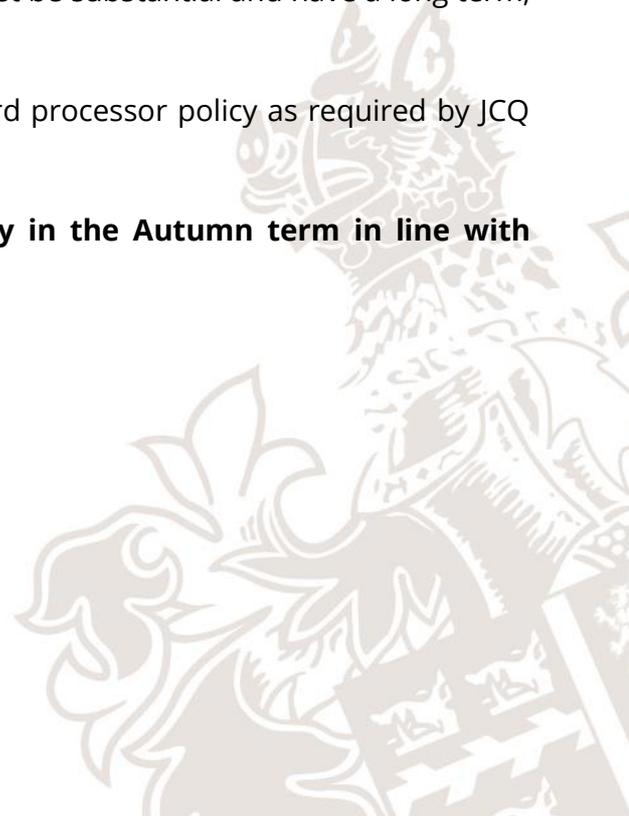
The Examinations Officer manages the recording of the use of AAs in internal and public exams as evidence of normal way of working.

10. Word Processor Policy

The JCQ advises that the school has a policy on the provision of a word processor (Appendix 1). This must be the candidate's normal way of working and granted as a result of a physical difficulty or learning difficulty or where handwriting is assessed to be illegible or slow. In the case of a learning difficulty, physical difficulty or other disability the condition must be substantial and have a long term, adverse effect on their ability to write legibly.

The Head of Centre, J Wood, has sanctioned the following word processor policy as required by JCQ Regulations.

The Judd School AA procedure must be updated annually in the Autumn term in line with changes to JCQ guidance.



Appendix 1: Word Processor Policy

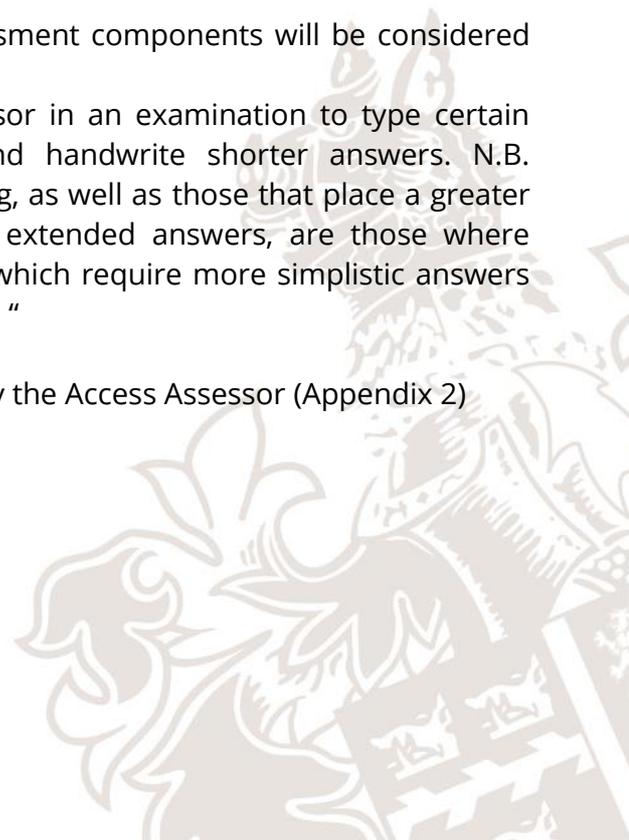
Rationale

- A small number of students transfer to The Judd already using a WP as their normal way of working in class. This is often because they have a diagnosis of ASD/ADHD and or dyspraxia. Where the use of a WP is fully documented this can continue.
- All Y7 and new Y12 students are LUCID screened – see section 3 and this initial assessment identifies students with potentially below average handwriting speed.
- These students may be entitled to use a WP in class and in internal assessments as their normal way of working. The Access Assessor must make a judgement on a case by case basis and after further assessment.
- A WP cannot simply be granted to a student because the student now wants to type rather than write in examinations or can work faster on a keyboard, or because the student uses a WP at home.
- Parents/carers or teacher may describe a student's writing as 'illegible' but this alone does not constitute a reason for an AA.
- Legible handwriting and keyboard skills are both of value to the student and should both be encouraged.
- The use of a WP should be trialled before extra time is considered.
- Students must identify the subjects in which they will use a WP. This is probably the subjects in which extended writing is required.
- The use of a WP must become a student's normal way of working and not just used in assessments/exams.

JCQ guidelines.

- "Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre.
- For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. (This also extends to the use of electronic brailers and tablets.)
- The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification.
- It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. N.B. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. "

Students at the Judd must read the guidelines produced by the Access Assessor (Appendix 2)



Appendix 2: Word processor guidance

Guidance and recommendations about the use of a word processor in lessons, internal assessments and examinations for students

You are allowed to use a word processor in lessons, internal assessments and exams because you have an identified and diagnosed need. Your assessment has been carried out in school. If you have been allowed to use a word processor in lessons it will probably help you learn, make notes, organise ideas in writing and to communicate your ideas clearly.

1. You will need to think about which subjects to use your word processor in. You may find that you need to use a word processor in some subjects and not others; this is OK. Perhaps think about which subjects require a lot of note making in class and at home and the subjects that require you to write extended prose; these are often the subjects where the word processor will be most useful to you. You might find that you will use a word processor in these subjects but not subjects such as maths. You may have excellent skills on the word processor and you may find it quite possible to use your word processor to draw diagrams etc. Common sense must prevail as to the best method of learning and assessment for you though. Other life skills such as penmanship, highlighting/annotating texts, making notes and using spatial note making methods should still be acknowledged as valuable and alternative writing approaches. You should discuss the use of a word processor with each subject teacher.
2. You will need to be a proficient typist to use a word processor in lessons. Touch typing classes are available in school run by Mrs Taylor on designated days of the week. There are also some good touch typing programmes available to use at home. For example, Doorway online: <http://doorwayonline.org.uk/texttype.html> and Touch Type Senior: www.dyslexic.com
3. You will need to have an efficient system of managing your typed work; you will need to be very sensible and organised! Class and homework must be available to your teachers at all times and using a word processor is not a reason not to have work available for marking. Print all work at the end of every week and stick it in your exercise books. Set up your computer desktop under subject areas. Label documents in these folders helpfully. Back up your work regularly. You should discuss the use of a word processor with each subject teacher and act on their requirements for their subject. When typing your class work you may use the spelling, grammar and predictive text facilities. But, in exams these functionalities are not available – unless you have been told otherwise by the access assessor/SENCo.
4. In most cases, you will need to provide your own word processor. You are responsible for it and it will need to be insured. Use a word processor that is robust, fully portable, has up to date antivirus software installed on it and has a long battery life capable of lasting for a whole school day. You will need to charge your computer every night. Name it and store it at school securely.
5. You have been allowed a word processor to help you learn. Do not abuse the use of a computer whilst at school by playing computer games in lessons or accessing inappropriate websites. You must abide by the Student Acceptable Use policy whilst using your word processor in school. The school can withdraw the use of a word processor if you do not use it appropriately.

6. If you use a word processor as your normal way of working in lessons, not just for assessments, you are allowed to use it for external examinations. Your teachers will be asked regularly if you use your word processor as your normal way of working in their subject. If it is not your normal way of working in a subject, you will not be allowed to use it in external exams for that subject. In exams you do not use your own word processor. The school provides you with a computer and spelling, grammar and predictive text functions are disabled. In some instances, it will not be possible to use a word processor since the exam may disallow it. Sometimes you might take the exam in a different room from other students.
7. Although information about your use of a word processor has been passed to your teachers and clear records are held in school, you should ensure that you remind each teacher that you are eligible to use a word processor for lesson work and assessments. Show them the green card in your planner and ask the teacher to sign it every time you use your access arrangement. Do this regularly. They will need to have evidence that you use a word processor as your normal way of working, or that you did not use it.
8. You will need to state in writing the subjects in which you will use a word processor as your normal way of working in lessons. You may need to try out using a word processor in different subjects before coming to a decision. If the school does not receive a letter or email stating that you will use a word processor in specified subjects as your normal way of working, a word processor cannot be allowed in exams. It is not possible for the school to prepare word processors for exam use at short notice. Please write to/email Mrs Dobra, Examinations Officer.
9. After speaking to the access assessor, you must talk to the staff in Student Support about your use of a word processor. Here you will be issued with a green card and an email will be sent home explaining your access arrangement. This green card is your responsibility to keep safe and have signed by teachers. The SENCo will collect the green card from you regularly.

S Flynn, Assess Assessor



Appendix 3: Extra time Guidance

Recommendation to use extra time for school work

A recent access assessment has identified that you may need extra time for class work and assessments. This support is offered and it is recommended that you use this provision for work completed in class and class/school exams. Please read the following guidance sheet carefully.

Guidance and recommendations about the provision of extra-time for students

1. It will be necessary to collect evidence that the use of extra time is your normal way of working in class and for school assessments: under current examination board regulations, compelling evidence must exist that a student is using extra-time as their normal way of working. If you do not use extra-time as your normal way of working in school and for internal and external assessments, the school is required to remove the provision.
2. You may find that you need and, therefore use, extra-time for some subjects and papers but not others. You are awarded extra time for those subjects/papers in which it is your normal way of working in lessons and.
3. You should show that extra-time has been used in class tests:
 - When the allocated test/assessment time expires, draw a clear line beneath your writing. Then, carry on writing below the line using a different colour pen. Write in the margin, 'Extra-time'. Your teacher may ask you to complete the assessment in school at a different time or at home. Return it promptly to them though; it is your responsibility to do this.
 - If you use extra-time for reading, planning and preparing, editing, proof-reading, you need to indicate this on your answer as well. If you use extra-time for reading, planning and preparing, state this at the end of your writing. If you use it for editing and proof-reading, show your changes in a different colour pen.
4. '25% extra-time' means that you have 15 minutes extra per hour.
 - You will need to know how much time this amounts to for each assessment/external exam. Calculate this before the test and check the amount with your teacher/s.
 - You will then need to calculate how much extra-time should be used for each part of the question/question paper. For extended prose, consider how much time to spend planning, writing and proof-reading. You may also need to use more time when reading a lot of text. You should know what aspects of assessments are challenging and divide the extra-time accordingly.
 - In internal exams, the above requirements are also needed.
5. Although information about your extra-time has been passed to your teachers and clear records are held in school, you should ensure that you remind each teacher that you are eligible for extra-time for lesson work and assessments. Show them the green card in your planner and ask the teacher to sign it every time you use your access arrangement. Do this regularly. They will need to have evidence that you use extra-time as your normal way of working and they will be recording your use of extra time, or that you did not use it.

6. Your internal exams will always provide you with extra time on your exam time table. Please check that your internal exams give you this provision in those subjects in which you use extra time in lessons as your normal way of working. Therefore, you may not be allocated extra time in an exam for those subjects in which there is no evidence indicating that you need it.
7. After speaking to the access assessor, you must talk to the staff in Student Support about your extra time. Here you will be issued with a green card and an email will be sent home explaining your access arrangement. This green card is your responsibility to keep safe and have signed by teachers. The SENCo will collect the green card from you regularly.

You may come back and talk to the access assessor about the provision and use of extra time. You may also wish to speak with Ms Robertshaw, SENCo.

S Flynn, Access assessor

Dated: July 2018

