





THE COOPERS' COMPANY
AND COBORN SCHOOL

Love as Brethren

Access arrangements policy

2023/24

 	Name of School	The Coopers' Company and Coborn School
	Policy review Date	January 2024
	Date of next Review	January 2025
	Who reviewed this policy?	Mrs. R. Carron
	Approved by SLT	APPROVED



Contents

Key staff involved in the policy	1
Introduction.....	2
Access arrangements	2
Reasonable adjustments.....	2
Purpose of the policy.....	2
General principles	3
Equalities Policy (exams)	3
The assessment process.....	3
The qualification(s) of the current assessor(s)	3
Appointment of assessors of candidates with learning difficulties	3
Reporting the appointment of the assessor(s)	4
Process for the assessment of a candidate's learning difficulties by an assessor	4
Picture of need/ normal way of working.....	4
Processing access arrangements and adjustments	5
Arrangements/adjustments requiring awarding body approval	5
Centre delegated arrangements / adjustments	5
Centre-specific criteria for particular arrangements/adjustments.....	5
Word processor policy (exams)	5
Alternative rooming arrangements.....	5
Modified paper.....	5
Roles and responsibilities	6



Key staff involved in the policy

Role	Name(s)
Head of centre	Ms. S. Hay
SLT members	Mr. R. Bell Mr. M. Duncan Mr. J. Edwards Mrs. J. Harris Mrs. R. Carron Mr. J. Dudley-Hart Mr. L. Bonnett
SENCo	Mrs. R. Carron
Assistant SENCo	Mrs. V. Bradley / Mrs. B. Teece
SENCo line manager (Senior Leader)	Ms. S. Hay
Assessor(s)	Dr. Lianne Lusted – Educational Psychologist
Exams office	Mrs. A. Titley – Examinations and Data Manager Mrs. L. Butler – Deputy Exams Officer

This policy is reviewed and updated annually to ensure that access arrangements process at The Coopers Company and Coborn School is managed in accordance with current requirements and regulations.

References in this policy to [GR](#), [ICE](#) and [AA](#) refer to the JCQ publications [General Regulations for Approved Centres](#), [Instructions for conducting examinations](#) and [Access Arrangements and Reasonable Adjustments](#).

References to legislation are to 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.

Introduction

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 several 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)

Purpose of the policy

The purpose of this policy is to confirm that The Coopers' Company and Coborn 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 ([GR 5.4](#))
- has a written process in place to not only check the qualification(s) of its 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](#)).

This policy is maintained and held by the SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

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](#)'.

General principles

The principles for The Coopers Company and Coborn School to consider include:

- 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. ([AA 4.2](#))
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned. ([AA 6.1](#))
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. ([AA 4.2](#))
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis. ([AA 4.2](#))
- Access arrangements/reasonable adjustments should be processed at the **start** of the course. ([AA 4.2](#))
- Arrangements **must** always be approved **before** an examination or assessment. ([AA 4.2](#))
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustments before their first examination. ([AA 4.2](#))
- The SENCo, or an equivalent member of staff within the centre, must ensure that the proposed access arrangement / reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Equalities Policy (exams)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are 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 assessment process

At The Coopers Company and Coborn School, 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](#), section 7.3.

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

- Dr Lianne Lusted – Unique Registration Number: PYL041368
- CCET LEVEL A

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed at The Coopers Company and Coborn School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements. ([AA 7.3](#))
- This process is carried out prior to the assessor undertaking any assessment of a candidate. ([AA 7.3](#))
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file. ([AA 7.3, 7.4](#))

Reporting the appointment of the assessor(s)

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes ([AA 7.4](#));
- When requested, the evidence will be presented to the JCQ Centre Inspector by either:
 - Mrs. R. Carron – Senco;
 - Mrs. V. Bradley – Assistant Senco.
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within Access arrangements online. ([AA 7.4](#));
- The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into Access arrangements online to confirm their status ([AA 7.4](#)).

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

The Coopers Company and Coborn School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed ([AA 7.5, 7.6](#))
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor ([AA 7.5](#))
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional ([AA 7.5](#))
- The assessor must carry out tests which are relevant to support the application ([AA 7.5](#))
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements ([AA 7.3](#))
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated ([AA 7.3](#))

Picture of need/ normal way of working

The Coopers Company and Coborn School confirms:

- Before the candidate's assessment, Senco / Assistant Senco **must** provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The Senco / Assistant Senco **must** work together to ensure a joined-up and consistent process ([AA 7.5](#))

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. In addition, the independent assessor **must** be approved by the head of centre to assess the candidate.

The candidate **must** be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor **must** discuss access arrangements/reasonable adjustments with the Senco / Assistant Senco.

The responsibility to determine and request access arrangements/reasonable adjustments specifically lies with the Senco / Assistant Senco

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication Access Arrangements and Reasonable Adjustments.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Deadlines apply for each examination series for submitting applications for approval using AAO.

Centre delegated arrangements / adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by the Senco / Assistant Senco.

Appropriate evidence, where required by the arrangement, is held on file by the Senco / Assistant Senco keeping detailed records in candidates' individual folders.

Centre-specific criteria for particular arrangements/adjustments

Word processor policy (exams)

The Coopers Company and Coborn School confirms:

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.

The school has a **policy on the use of word processors** which articulates 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. A copy of the policy on using a word processor in examinations can be accessed by students and parents/carers on the school's website.

Alternative rooming arrangements

The Coopers Company and Coborn School details the criteria to award alternative rooming arrangements, e.g., a room for a smaller group of candidates with similar needs (formerly known as separate invigilation):

A decision where an exam candidate may be approved **alternative rooming** within the centre will be made by the SENCo.

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.

Modified paper

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned. ([AA 6.1](#))
- Modified papers are individually prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres are

required to provide the awarding bodies with early notification that a candidate will require a modified paper. ([AA 6.1](#))

- Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series. ([AA 6.1](#))
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination. ([AA 6.1](#))

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. ([AA 4.2](#))

Where documentation is stored 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 4.2](#))

It is the responsibility of:

Procedure	Person/s responsible
Collect a candidate's consent (a completed candidate Personal data consent form) to record their personal data on-line through AAO.	Senco / Assistant Senco
To complete the Data protection confirmation prior to the processing of the online application.	Senco / Assistant Senco
To submit applications for approval using AAO.	Senco / Assistant Senco
To keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form; a completed Data protection confirmation by the examinations officer or SENCos form; a copy of the candidate's approved application; appropriate evidence of need (where required); evidence of the assessor's qualification (where required). (AA 8.6)	Senco / Assistant Senco
To submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO	Senco / Assistant Senco
To order modified papers	Exams team