

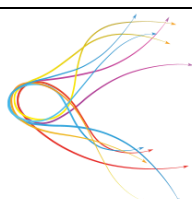




**BRADFORD
AP ACADEMY**

Exam: Access Arrangements Policy

Policy agreed by Head of Centre (Exams) on:	Spring 2024
Ratified by Local Advisory Board on:	Spring 2024
Review Date:	Spring 2024
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	LAB can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	
Notes:	



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Access Arrangements Policy

Linked Policies

This document should be read in conjunction with the following Bradford AP Academy (BAPA) policies:

Special Educational Needs Policy
Equalities Policy

Introduction

BAPA is committed to providing equal opportunities for all students in line with the SEND Code of Practice 2015, the Equalities Act 2010 and the Joint Council for Qualifications (JCQ) Regulations. Where students have a need which prevents them from accessing examinations, appropriate provision will be made.

What are Access Arrangements?

Access Arrangements are actions taken to remove the disadvantages to a student accessing an examination caused by physical, learning, sensory or psychological difficulties, without creating any unfair advantage or compromising the integrity of an assessment. These arrangements are agreed before an assessment, and must reflect a student's normal way of working within BAPA.

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. A candidate with a disability or difficulty which has a substantial and long term effect on performance in examinations may qualify for access arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Available Exam Access Arrangements include:

Supervised rest breaks
Extra time
Reader / Computer reader
Scribe
Word processor
Prompter
Live speaker for pre-recorded examination components
Alternative site for exams
Bilingual translation dictionaries
Modified papers (e.g. enlarged or modified papers)
Language modifier

Extra time / Rest breaks

Supervised rest breaks are considered before permission to allocate extra time is requested from JCQ. Rest breaks may be more appropriate than allowing extra time for pupils with certain conditions. Formal assessment by BAPA Access Arrangements Assessor and relevant evidence as outlined by JCQ are required before rest breaks can be allowed.

In order for an application for extra time to be approved and so as not to give an unfair advantage to any student, the school must:

- confirm that the candidate has **persistent and significant difficulties** when accessing and processing information and is **disabled within the meaning of the Equality Act 2010**;
- include evidence of the candidate's **current difficulties** and how the **substantially impact** on teaching and learning in the classroom;
- show the **involvement of teaching staff in determining the need** for 25% extra time;
- confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage; (The candidate would be at a **substantial disadvantage** when compared with others, non-disabled candidates undertaking the assessment);
- confirm that 25% extra time is the candidate's **normal way of working within the centre as a direct consequence of their disability**.

Extra time for a Learning Difficulty must be supported by an approved assessment showing below average scores in speed of reading or handwriting or cognitive processing.

Extra time related to other impairments or disabilities (including social, emotional or mental health) must be supported by:

- a letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist (**a GP letter is not sufficient evidence**); or
- a letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech & Language Therapist (SaLT); or
- a Statement of Education Needs relating to the candidate's secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability.

If a candidate has **never accessed** the arrangements granted to them – it will be considered as not their normal way of working and the arrangements should not be awarded for examinations.

Word Processors

The use of a word processor cannot simply be granted to a candidate because they prefer to type rather than write 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 and be appropriate to the candidate's needs**. It is important to highlight that spelling and grammar check must be disabled on a word processor used in public examinations. Formal assessment by our Access Arrangements Assessor and relevant evidence as outlined by JCQ are required before a word processor can be allowed.

Scribe

If a word processor (**with the spelling and grammar check disabled**) is the candidate's normal way of working with the Centre, then it should be used in examinations to encourage independent working and access to marks awarded for spelling, punctuation and grammar.

A scribe should **only** be used where a candidate cannot use a word processor with the spelling and grammar check disabled or the candidate is not competent in using a word processor.

Reader

In rare and exceptional circumstances, a candidate may qualify to have a reader in examinations. The reader is not permitted to read text that students will be examined on (extracts, poems, texts in an English Language or Literature paper etc.), and is only permitted to read the examination questions. The reader is not permitted to explain a question to a candidate; they may repeat the question. It may be appropriate for a candidate to be awarded 25% Extra Time when they have a reader as this Access Arrangement can slow down processing and response time.

Awarding Access Arrangements

BAPA will review any access arrangements in place from the candidate's previous school(s); arrangements such as: -

- history of any need or Access Arrangements implement in KS2 examinations at primary school;
- evidence or working document for Access Arrangements from their previous school;
- evidence for the students with a substantial impairment such as a physical disability, sensory impairment, or medical condition, is gathered and documented.
- KS4 Access Arrangements are in place and being used as a normal way of working for the candidate.
- teachers will continue to monitor student closely and gather any additional evidence of need for Access Arrangements.

Private Assessments and medical letters

Letters from medical professionals will trigger an investigation but any request for an access arrangement also needs to be supported by evidence from within the Centre and/or previous schools. Likewise, private assessments or reports from private Educational Psychologist will only be accepted as evidence for an Access Arrangement **if supported by Centre and/or previous school evidence**, which must be sent to the assessor in advance of the assessment. We may choose not to accept a private assessment report as evidence for an Access Arrangement if it conflicts with evidence gathered at the Centre and by our BAPA Access Arrangements Assessor.

Temporary Arrangements

Candidates suffering from injury or illness may require temporary arrangements. Our sites allow for access for all disabilities and arrangements may be put in place to accommodate candidates who require additional considerations. Candidates with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving a brief outline of their condition and the access arrangements that are deemed to be necessary. For example, a right-handed student whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A student with acute back pain may require supervised rest breaks in order to stand and move around.

In all cases where an Access Arrangement or reasonable adjustment is needed, the Centre is entitled to expect reasonable notice to carry out its responsibilities. Where a need for Access Arrangements has been identified before an examination session, the Centre and the Examinations Officer should be provided with medical evidence in reasonable time. Temporary arrangements last for one examination session. If the condition persists another letter may be required for the next session.

Evidence Held and Malpractice

Centres are regularly inspected to ensure they have followed JCQ regulations – usually during the summer examination season. The school is required to hold evidence in its files that can be inspected at short notice. For this reason, the school will keep copies of evidence of need, letters from outside agencies, record of Access Arrangements used any Statement of Special Needs or EHCP, together with a data protection notice signed by the candidate.

The consequences of malpractice can be severe. These may include disqualification of the candidate from one or more examinations or disqualification of Bradford AP Academy to act as an exam Centre.

Examples of malpractice include:

- Students being granted Access Arrangements which are not their normal way of working.
- Access Arrangements being granted when a candidate has no history of need or provision.

- Access Arrangements being granted without sufficient evidence.

Bradford AP Academy will act within the framework of the Joint Council for Qualifications (JCQ) Regulations at all times.