

LONDON NAUTICAL SCHOOL



Access Arrangements Policy

Adoption

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To Be Read in conjunction with

Policy	Date	Document Index No.	Notes
The Equality Act	2010		
Keeping Children Safe in Education	September 2023	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf	Including Safer Recruitment
Working Together to Safeguard Children	December 2022	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf	
Special Educational Needs and Disability code of practice – 0-25 years	January 2015		
SEND Policy	September 2023		
Accessibility Policy	June 2024		
Safeguarding Policy	September 2023		
Health & Safety Policy	March 2024		
Whistleblowing Policy	April 2022		Lambeth LA Adopted Policy (Mar 2019)
Staff Handbook	2023		
Acceptable Use Policy	2024		
Social Media Use	2024		

General Data Protection Regulations	May 2018	UK GDPR 2022	
Data Protection Policy	May 2023		
Tackling extremism and radicalisation	2024		
Substance Misuse	June 2013		Lambeth LA Adopted Policy (Mar 2023)
Staff Confidentiality	2024		

This policy is reviewed annually to ensure compliance with current regulations.

Key staff involved in the access arrangements process

Emily Robertson SENDCo

Claire James SLT Lead for Exams

Michelle Latham Examinations Officer

Shona MacGregor Senior Educational Psychologist, Lambeth Educational Psychology Service

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Purpose of the policy

The purpose of this policy is to confirm that The London Nautical School complies 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 London Nautical School is further referred to in this policy as LNS.

The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the Joint Council for Qualifications publication *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments, 1 September 2022 to 31 August 2023*.

This publication is further referred to in this policy as AA.

What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with 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 7]

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...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’. In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification.” [AA Definitions, page 7]

The assessment process

Assessments are carried out by Lambeth Educational Psychologists, appointed by the Head teacher and overseen by the SENDCo. The assessors are appropriately qualified as required by JCQ regulations in AA 7.3.

The qualifications of the assessors of students Y10-13

Shona MacGregor MSc Educational Psychology (2000) HCPC PYL00799

Kelly Golding, trainee Educational Psychologist, Lambeth Educational Psychology Service until July 2021 (under supervision of Shona MacGregor)

Nicola Woolf, Educational Psychologist, Lambeth Educational Psychology Service#

Checking the qualifications of the assessors

LNS ensures that candidates with a learning difficulty have been assessed appropriately by qualified assessors overseen by the SENDCo. LNS currently commissions Lambeth Educational Psychology service to carry out exam access assessments. Evidence of the assessors’ qualifications are held on file by the SENDCo and HR for inspection purposes.

How the assessment process is administered

Exam Access Assessment processes are administered with regard to the Equality Act 2010 regulations and SEN code of Practice (2015)

The school makes every attempt to identify students needing exam access as early as possible so that access arrangements are known at the start of the Key Stage 4 or Key Stage 5 course. Processes have been impacted by COVID-19 related disruption including fewer opportunities for assessment practice for the current students in Years 10-13, addressing gaps has been a school priority this year in time for the examination seasons.

During the summer term of Year 9 the SENDCo identifies students requiring assessment in advance of starting KS4 through:

- Information from feeder primary schools (level of support in KS2 SATS exams)
- SEND register
- Experience of KS3 assessments
- Teacher feedback about a student's difficulties and ordinary way of working in lessons
- Students' self-reported difficulties
- Concerns raised by parents / carers

During enrolment for sixth form and at the start of each academic year, the school collects data from new students about previously held exam access arrangements. The school uses this information to request Form 8s from feeder schools and evidence of the student's history of SEND.

Teachers and the SENDCo identify students needing exam access through:

- GCSE results
- Students' self-reported difficulties
- Information from feeder schools and parents/carers
- Teacher feedback about a student's difficulties and ordinary way of working in lessons
- Data drops and tracking information
- Information contained in EHCP, EP reports or documents by medical professionals

The admissions process of students enrolling at LNS mid-year includes an investigation of the student's needs. Any student joining mid-year with SEND is screened for access arrangements.

Recording evidence of need

Teachers and Learning Support Assistants work with the SENDCo to identify students who have exam access needs. The core department teams discuss the needs of students on the SEND register and refer any students for consideration who are not on the SEND register.

Once students have been identified, the SENDCo completes a 'skeleton' Section A of Form 8 prior to the candidate being assessed (Section C of Form 8).

The Access Arrangements file for inspection includes evidence of the student's SEND.

Gathering evidence to demonstrate normal way of working

Students with exam access arrangements should have these arrangements in class tests, mock exams and assessments. Details of these measures provided in assessments in students' Learning Profiles and the SEND register are shared with teachers via Student Profiles, the SEND register and the Access Arrangements register. The access arrangements put in place for a student may also reflect the support given to the student in the classroom (where appropriate) and/or intervention groups. For candidates with learning difficulties this is recorded as background information within Section A of Form 8 by the SENDCo or the assessor working within the centre.

Processing access arrangements

Arrangements requiring awarding body approval

The centre follows JCQ regulations when providing access arrangements requiring awarding body approval: extra time (AA 5.2, page 30) and scribe (AA 5.7, page 50).

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 11 of AA. This tool also provides the facility to order modified papers for those qualifications listed on page 79.

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.

In line with JCQ regulations the SENDCo makes the online applications by the published deadline.

The SENDCo keeps a record of the printed online application, letters from awarding bodies, Form 8s, a copy of the data protection form, assessments, evidence of SEND and any additional forms or documents for inspection.

The files for inspection are located in the Learning Support Area staff office.

Students, parents/carers and colleagues are informed via school systems of the outcome of their exam access assessment. The SENDCo liaises with the Exams Officer to plan the support for internal and public examinations.

A record of a candidate's access arrangements is recorded on the school's SEND register, Access Arrangements Y10-13 register and SIMS.

Centre-delegated access arrangements

Centre-specific criteria for particular access arrangements

The centre follows JCQ regulations when providing centre-delegated access arrangements: laptop (AA 5.8, page 57); prompt (AA 5.10, page 59); supervised rest breaks (AA 5.1, page 29) and reader / reader pen (AA 5.5, page 42) and separate invigilation within the centre (AA 5.16, page 69).

Laptops (Word processor policy specific to LNS)

The SENDCo allocates candidates an exam-formatted laptop if the candidate has;

- One or more of the following difficulties:

“a learning difficulty which has a substantial impact and long-term adverse effect on their ability to write legibly; a medical condition; a physical disability; a sensory impairment; planning and organisational problems when writing by hand; poor handwriting” (AA 5.8, page 57)

- a temporary injury preventing the candidate from writing

There is professional / medical evidence to substantiate this arrangement and, in the main, it is the candidate's normal way of working. The centre recognises difficulties can arise at any time.

The SENDCo reviews evidence provided by the student's family, teachers and other professionals and produces a supporting letter.

Prompt

The SENDCo allocates candidates a prompt if:

- “A candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating” (AA 5.10, page 59) and;

- There is medical / professional evidence to substantiate this arrangement and it is their normal way of working.

The SENDCo reviews evidence provided by the student's family, teachers and other professionals and produces a supporting letter.

Supervised rest breaks

The SENDCo allocates candidates supervised rest breaks if the SENDCo is satisfied that:

- the candidate has an impairment which has a substantial and long-term adverse impairment giving rise to persistent and significant difficulties; and
- there is a genuine need for the arrangement" (AA 5.1, page 29)
- There is medical / professional evidence to substantiate this arrangement and it is their normal way of working known to SLT Lead for exams and pastoral colleagues.

The purpose of this is to provide a break from the exam, it is for additional 'thinking time'.

The SENDCo reviews evidence provided by the student's family, teachers and other professionals and produces a supporting letter.

Reader / reader pen

The SENDCo allocates candidates reader support where the exam permits if;

- "A candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating". (AA 5.5, page 42-46)
- There is medical / professional evidence to substantiate this arrangement and it is their normal way of working.

This may include use of a reader pen. Students are encouraged to trial these during Key Stage 3 and Year 10 assessments to increase independence and establish ordinary ways of working.

Careful consideration is given to the seating arrangements in rooms alternate to the main venue to ensure the reader does not distract other candidates.

Separate invigilation within the centre (sitting the examination outside of the main examination hall / room)

A decision where an exam candidate may have approved separate invigilation within the centre will be made by the SENDCo and agreed with the SLT Lead for Exams. 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, page 69]

The impact of the disability or difficulties are known by the candidate’s teachers, Head of Year and the SLT Lead for Exams. The arrangements will reflect the candidate’s normal and current way of working in assessments.

The need for separate invigilation on the grounds of anxiety is substantiated by appropriate medical evidence, it is established that the anxiety is not ‘ordinary’ pre-exam nerves.

Other arrangements for candidates with disabilities

This year of the other arrangements listed (AA 5.16, page 69) the centre has in place the following:

- enlarged papers for a candidate with a visual impairment;
- colour naming for two candidates who are colour blind and
- coloured overlays for two candidates with dyslexia profiles.

The SENDCo keeps a record of all centre delegated access arrangements and evidence of SEND on file. Arrangements are also recorded on the SEND register, the Access Arrangements Y10-13 register and SIMS.