

CHS Access Arrangements and Reasonable Adjustments AARA Policy 2022/23

Approved/reviewed by	
Date of next review	September 2023

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
Inclusion Manager	Kate Stoneman
Exams officer	Elizabeth Chirgwin
SLT member(s)	Winston Witham
Assistant Inclusion Manager	Dawn Ingram
IT	Colin Johnston

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams to ensure compliance with current regulations.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2022/23 and [Instructions for Conducting Examinations 2022/25](#) publications

Chosen Hill School Policy for Access Arrangements 2021/22 as Regulated by the Joint Council of Qualifications (JCQ_{CIC})

The purpose of access arrangements is to remove barriers so candidates can access examinations, without undermining the integrity of the exams and giving an unfair advantage but allowing candidates to demonstrate what they know and can do.

To qualify for access arrangements

- Candidates must have **persistent and significant disability** (including learning disability)
- ➤ The difficulties must be **current difficulties that have a substantial impact** in the classroom
- We need to demonstrate that **staff are involved in determining the need**
- That **without these arrangements candidates would be at a substantial disadvantage**, compared to non- disabled
- Access arrangements **must be applied for well in advance**, preferably at the start of the Key Stage.
- For a scribe that they are **not proficient in word processing**

Needs can be physical, learning, sensory, psychological, medical, or it could be a temporary injury (broken arm).

Identification

This is primarily and ultimately the responsibility of the Inclusion Team. Students are identified at the start of Year 7; this list is added to organically as evidence of need arises. Additional individual diagnostic assessments for access arrangements may be initiated following **significant evidence-based concern** from teaching staff, Learning Mentors, Learning Leaders, home and /or external agencies.

As JCQ_{cic} expect access arrangements to be the candidate's usual way of working, access arrangements should be in place at the start of KS4 or KS5. Therefore, any concerns should be referred to the Assistant Inclusion Manager, Mrs Ingram.

For KS4 no later than Term 4 of Year 10 following the Year 10 exams

For KS5 no later than Term 3 of Year 12

Only under exceptional circumstances e.g. medical, should any new students be referred after these dates.

Procedures for staff to follow before they make a referral

First steps

- All tasks and activities have been **differentiated within the subject** for the individual student using strategies outlined in Pupil Passports and/or the Challenge the Difference Folder (P Drive/Inclusion)
- A learning conversation has taken place with the student, Learning Mentor, Learning Leader (and/or parents/guardians of the student) to discuss progress and **other intervention strategies** to be used by teachers and students within the classroom.
- If appropriate, **communication with the student's Learning Assistant or a Learning Assistant** within the group.

Next steps if concerns still exist

- A consultation email sent to the Assistant Inclusion Manager (DI) outlining the student's barriers to learning along with strategies that have been used within the classroom.
- For an assessment for extra time evidence of need and possible impact must be presented.
- For a word processor/laptop assessment see CHS Word Processor Policy.

Teachers are requested to refer directly to the Inclusion Team and not to have conversations with parents discussing possible access arrangements. This can lead to disappointment and a significant amount of time spent explaining that the needs of their son/daughter do not meet the JCQcic requirements.

Independent Assessments

If an independent assessor is commissioned they must be approved by the head of centre to assess the candidate. All candidates must be assessed in the 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. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo.

JCQ's booklet for 'Access Arrangements & Reasonable Adjustments' valid 1 September 2022 to 31 August 2023 page 84.

**The Inclusion Team, the Exam Team and Winston Witham,
Assistant Head Teacher, Lead for Exams.**



September 2022