



KIRKLEES
COLLEGE

Policy:

Exams Access Arrangements 2023/24

*Warmly Welcomed and Wanted;
Every Student, Every Day, by Everyone.*

Background/Scope

This policy aims to provide clear processes and procedures to ensure that students and apprentices with Special Educational Needs or Disability (SEND) have reasonable adjustments in place to take examinations and/or assessments, subject to both the regulations and provisions of the awarding organisations. Any access arrangements must be supported by appropriate evidence (as stipulated by the relevant awarding organisation), they must reflect the student's normal way of working and they must not give them an unfair advantage.

It is the responsibility of the SEND Support Manager to ensure that there are effective processes in place regarding Exam access arrangements (EAA).

Identification of Need

Students requiring access arrangements for examinations and/or assessments should make their course tutors, personal tutor or the SEND team aware at the beginning of their course or as soon as it is identified that those arrangements will be required.

The SEND team will meet with any student who identifies a learning need and complete an inclusion plan within 10 working days and once completed, upload to Pro Monitor identifying the need for an assessment.

Where there is evidence of need through the completion of the Inclusion plan, a referral will be made to the EAA assessors for an EAA assessment to be completed or to the Exams team for centre approved access arrangements.

An assessment appointment will be arranged with the student/apprentice by the SEND team and is completed by the EAA assessors by February half term of the current academic year. If a student is unable to attend their appointment, an alternative date and time will be offered. If the student misses their second appointment and does not contact the SEND team, it will be assumed that the student no longer wishes to be assessed for access arrangements.

Appointments may be made at a different centre to the student's normal place of study and outside of their normal study hours in some cases, but the SEND team will make every effort to support the student to attend their appointment if this is the case.

Once the assessment has been conducted, the outcomes of the assessment will be recorded on Pro Monitor in the comments section and the inclusion plan updated by the EAA assessor. The evidence of assessment will be submitted to the Exams team to enable them to apply for the access arrangements with the relevant awarding body.

The Exams team will confirm that the access arrangements are in place and update Pro Solution with the details. This information is then automatically updated on the Inclusion plan to confirm what access arrangements have been awarded.

It is the responsibility of any staff involved with the provision of the student/apprentice's education to ensure that they familiarise themselves with the access arrangements that are awarded, ensure that it is their normal way of working in their studies and available to them for any relevant assessments.

The Exams team is responsible for notifying the student in writing or another agreed format of the awarded access arrangements with expiry date.

Reasonable adjustments will be made to ensure that exam-related correspondence is adapted, as appropriate, for students of SEND.

The need for access arrangements must be considered on a subject-by-subject basis and, as such, course tutors/mentors/assessors are responsible for providing evidence to support the application.

Where a student progresses internally between levels of study, the SEND team is responsible for ensuring that the Inclusion plan is updated at least annually to ensure that changes to requirements for access arrangements are in place.

Centred approved arrangements will also be arranged by the SEND team based upon evidence gathered as part of the completion of the inclusion plan.

Students can self-refer for assessments. Information on this process is included during induction and College marketing materials at each centre and online.

Students should take responsibility for liaising with the SEND team if they have an emergency requirement for an access arrangement (e.g. broken arm).

Access arrangements from previous education setting

Any access arrangements that were in place in school do not automatically carry over into college, therefore the learner will need to be re-assessed and any adjustments applied for.

Access arrangements cannot be granted solely on the basis that they were approved at the learner's previous educational establishment, even if the approval period is still valid.

We advise that the learner request a copy of their Form 8 from school and provides that to the college (The Form 8 is the form that the education provider has to submit to JCQ). This enables the ALS team to get a full understanding of the historical need for the arrangements and will speed up the new application process. The SEND team is then responsible for requesting a copy of the Form 8 assessors' certificate to validate the access arrangements.

All requests for assessments should be submitted by the end of the first half term of teaching unless the student has started their programme after this point. **Assessment is not guaranteed for any late applications or approval of access arrangements by the awarding body. Charges may also be incurred for late requests.**

The college will however make every attempt to gain permission from the awarding organisation and to accommodate the candidate's needs, although this cannot be guaranteed.

The assessment will identify whether there is appropriate evidence to fulfil examination board requirements and that there is evidence that it is the student's normal way of working in lessons.

Provision of Access Arrangements

The Exams team will ensure that reasonable adjustments are made to find suitable exam accommodation and equipment for students with disabilities.

A wide variety of access arrangements may be available e.g. extra time, readers, scribes, prompters, Assistive technology, small group. The college will do so no later than six weeks before the date of the assessment.

The provision of access arrangements will prioritise assistive technologies to facilitate independence in learning unless otherwise stated in the student's Inclusion plan.

A Student may only take their examinations under separate invigilation with the centre where they have an established difficulty (see section 5.16 of the JCQ AA&RA publication). Anxiety alone is not sufficient for the requirement of a separate room.

Where possible, staff acting as readers, prompters and scribes in access arrangement exams will be drawn from the pool of SEND Support working within SEND. Where this is not possible however, staff will be drawn from other areas or the pool of invigilators and students may not be supported by their usual contact.

Any staff involved in the delivery of access arrangements will be provided with appropriate training by the exam team in line with JCQ guidelines to conduct their duties.

The exams assessor will hold an appropriate qualification to carry out assessment for exam access arrangements - a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment; or a current SpLD Assessment Practicing Certificate as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website

Students whose first language is not English and who normally use a bi-lingual dictionary in their lessons may be eligible to use one in their exams. They should contact the SENDCO/SEND Lead within the above deadlines, to obtain approval (subject to awarding organisation regulations) and to check that centre has a copy of the appropriate dictionary. Students are not allowed to use their own dictionaries.

Quality Assurance and complaints process

To ensure that students/apprentices are aware of their right to request an access arrangement assessment, guidance is provided during induction and within marketing materials on the college premises.

Evidence of need (where required) will be available in centres for inspection by the JCQ Inspection Service or the relevant awarding organisation.

Access Arrangement decisions are made following the JCQ Access Arrangements and Reasonable Adjustments and Special Considerations regulations and guidelines.

If a student disagrees with the college's decision relating to access arrangements, the student must submit a written appeal to the SEND Manager via SEND@kirkleescollege.ac.uk within 10 calendar days of them being made aware of the outcome.

The EAA Policy links to the following Strategies, policies and procedures at the Kirklees College:

- SEND Policy
- Exams policy

Relevant Documents and Resources:

- The Disability Discrimination Act
- The Equality Act
- The Data Protection Act
- The SEND Code of Practice
- JCQ Regulations