

Policy name: **Examination access arrangements policy**

Policy number: AC-03

Review cycle: As required in 2021; then annually

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**Introduction**

The policy describes the processes that Crimson Global Academy (CGA) will follow regarding students with specific educational needs in external examinations and assessments.

**Definition of Access Arrangements**

Access arrangements are agreed by a specified deadline before an examination or 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 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.

**Definition of 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 a number of 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'. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

### **Purpose of this Policy**

The purpose of this policy is to confirm that CGA has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify, request and implement access arrangements.

This policy follows requirements set out in the publication 'JCQ General Regulations for Approved Centres'.

This policy is maintained and held by the Principal, who is the Head of Centre. CGA will hold individual files of each candidate requiring access arrangements. Each file will contain 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 version of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties. Access Arrangements and Reasonable Adjustments.'

### **The Assessment Process for Access Arrangements**

Assessments are carried out by an assessor appointed by the Head of Centre. The assessor will be appropriately qualified as required by JCQ regulations, and the Head of Centre will be responsible for checking the qualifications of the assessor.

It will be necessary for the assessor to gather evidence of need for access arrangements. All staff will be responsible for providing evidence as required by

the assessor. This evidence will include information on the normal way of working for the student in the classroom, and on the way of working in school tests and internal examinations.

### **Assessment of a Student During the CGA Admissions Process**

During the process of admission of a student into CGA, a number of academic assessments will be undertaken. As part of this process, parents are required to provide any information on specific learning needs already identified for their son or daughter. If an educational report (such as an Educational Psychologist's Report) is available then this should be provided for CGA admissions staff. Appropriately qualified CGA staff may then request further information from the parents at this point, or request that the parents arrange further educational assessments in order to assist in the process of admission to CGA.

### **Assessment of a Student after the CGA Admissions Process**

If it possible that evidence of a specific learning need becomes apparent while a student is studying at CGA, even if this evidence was not apparent or available at the point of admission.

CGA does not routinely undertake screening tests for specific learning needs. However, if teaching staff suspect that a student may have a specific learning need, the teaching staff will in the first instance discuss this with the relevant Dean or the SENCO. The SENCO or Dean will then inform the parents of the student, and may recommend that the parents arrange an educational report for their son or daughter at this point. This educational report should then be provided for CGA so that an assessment for access arrangements can be arranged if necessary.

If parents decline to follow CGA's recommendation to arrange an educational report, then it will not be possible to undertake an assessment for access arrangements.

### **Access Arrangements Requiring Awarding Body Approval**

The CGA examinations officer is responsible for making applications to the awarding bodies for access arrangements for a student. The Access Arrangements Tool provided by JCQ member awarding bodies will be used. The examinations officer will maintain full records on file of all applications for access arrangements.