

Access Arrangements Policy

The Hart School

Access Arrangements Policy

Centre name	The Hart School
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Date policy first created	06/09/2023
Current policy approved by	Jude Mahon - Vice Principal
Current policy reviewed by	Jude Mahon - Vice Principal
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Key staff involved in the policy

Role	**Name**
Head of centre	Rachael Sandham
Senior leader(s)	Anita Cleary / Ben Brennan / Heidi Goodall / Jude Mahon / Louisa Burnett / Nathan Lewis / Sandip Dosanjh / Shara Davies
Exams Officer	Fran Kinnstein
SENCo (or equivalent role)	Louise Taylor
Other staff (if applicable)	Samantha Care - Deputy SENCo

This policy is reviewed and updated annually to ensure that access arrangements process at The Hart School is managed in accordance with current requirements and regulations and reflects centre practice.

References in this policy to GR, ICE and AARA refer to the JCQ documents **General Regulations for Approved Centres, Instructions for conducting examinations** and **Acesss Arrangements and Reasonable Adjustments**.

References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AARA 1.8). The definitions and procedures in AARA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

Introduction

(AARA Definitions)

Access arrangements

Access arrangements are agreed **before** an 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 and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the 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'.

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. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. 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'.

The centre must ensure that approved adjustments can be delivered to candidates.

Purpose of the policy

The purpose of this policy is to confirm that The Hart School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to check the qualification(s) of its assessor(s) **and** that the correct procedures are followed, as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments* (GR 5.4)

1. General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine and implement appropriate arrangements for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations. (AA 4.2)

The principles for The Hart School to consider include:

- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate (AARA 4.2)
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AARA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AARA 4.2)
- Applications for access arrangements/reasonable adjustments should be processed at the start of or during the first year of a two-year the course having firmly established a picture of need and normal way of working (AARA 4.2)
- Arrangements **must** always be approved **before** an examination or assessment (AARA 4.2)
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (AARA 4.2)
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AARA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:

- The Equalities Policy (Exams)

2. The assessment process

At The Hart School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AARA 7.3)

Details and qualification(s) of the current assessor(s)

Mrs Emma Buckley-Bridgett
Entrust
SpLD Assessment Practising Certificate (APC) British Dyslexia Association

Appointment of assessors

At the point an assessor is engaged/employed at The Hart School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AARA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AARA 7.3)
- Evidence that the assessor(s) is/are suitably qualified will be drawn from the appropriate source(s), for example, a copy of a current practising certificate, a copy of a Level 7 assessment qualification certificate, screenshot of relevant registration or listing showing the unique registration number/code, expiry date (where applicable) and/or certificate number (AARA 7.4)

Additional information:

Not applicable

Reporting the appointment of assessors

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AARA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by:

- Louise Taylor (SENCo) or Samantha Care (Deputy SENCo)

- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AARA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AARA 7.4)

Process for the assessment of a candidate's learning difficulties by an assessor

The Hart School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AARA 7.5, 7.6)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AARA 7.5)
- Assessors **must** personally conduct the assessments. They **must not** sign off assessments carried out by another professional (AARA 7.5)
- The assessor **must** carry out tests which are relevant to support the application (AARA 7.5)
- A privately commissioned assessment, where the centre has not been involved, **cannot** be used to award access arrangements and **cannot** be used to process an application using *Access arrangements online* (AARA 7.3)
- Relevant staff working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and, ultimately, assessing the candidate themselves should be instigated (AARA 7.3)

Additional information:

Not applicable

Picture of need/normal way of working

The Hart School confirms:

- Before the candidate's assessment, the person appointed in the centre **must** provide the assessor with background information, i.e. a picture of need has been painted, as required in Part 1 of Form 8. The centre and the assessor **must** work together to ensure a joined-up and consistent process (AARA 7.5)

Additional information:

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor 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. (AA 7.6) Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties).

An independent assessor must discuss access arrangements/reasonable adjustments with the person appointed in the centre. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the centre. AA 7.5 (Guidelines for the assessment of the candidate's learning difficulties by an assessor).

3. Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ document *Access Arrangements and Reasonable Adjustments*.

AAO is a shared digital service that enables centres to request and manage pre-agreed adjustments, such as extra time, readers, scribes or modified papers, for students with specific needs, disabilities or temporary injuries in a consistent and efficient way across JCQ member qualifications. It sits within the JCQ Centre Admin Portal and is used by centres to submit a single application per student, rather than applying separately to each member, helping to streamline administration

while supporting regulatory compliance and data protection requirements. (www.jcq.org.uk/about-us/shared-services/#aao)

Deadlines apply for each examination series for submitting applications for approval using AAO.

Online applications **must** only be processed where they are supported by the centre **and** the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8.1)

Candidates **must** be informed that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018. (AARA 8.6)

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by:

- Louise Taylor (SENCo) and Rachael Sandham (Principal)

Appropriate evidence, where required by the arrangement, is held on file by:

- Louise Taylor (SENCo) and Samantha Care (Deputy SENCo)

- **The use of a word processor**

The Word Processor Policy / Allocation Criteria details the criteria The Hart School specifically uses to award and allocate word processors for examinations and assessments.

- **Alternative rooming arrangements**

The Alternative Rooming Arrangements Policy details the criteria The Hart School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or an alternative room with one-to-one invigilation.

Additional information

Not applicable

Modified papers

Modified papers (in the standard formats available) are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AARA 6.1)
- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres must provide the awarding bodies with early notification that a candidate will require a modified paper (AARA 6.1)
- Modified papers **must not** be ordered for candidates unless the centre intends to enter them for the relevant examination series (AARA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before their first examination (AARA 6.1)

Roles and responsibilities

When an access arrangement/reasonable adjustment has been processed online and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AARA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AARA 4.2)

It is the responsibility of:

- Louise Taylor SENCo to inform candidates that an application for access arrangements will be processed using *Access arrangements online*, complying with the UK GDPR and the Data Protection Act 2018

- Louise Taylor SENCo / Samantha Care Assistant SENCo to submit applications for approval using AAO
- Louise Taylor SENCo / Samantha Care Assistant SENCo to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AARA 8.6)
- Louise Taylor SENCo / Samantha Care Assistant SENCo to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Frances Kinnstein Exams Officer to order modified papers

Additional responsibilities:

Not applicable

Changes effective from 1 September 2026

(Amended) Under heading **Appointment of assessors** amended wording of bullet point relating to evidence that the assessor(s) is/are suitably qualified.

(Added/amended) Under heading **Arrangements/adjustments requiring awarding body approval** added/amended information relating to AAO.

Centre-specific changes

Upon review in September 2026, no additional centre-specific updates or changes were applicable to this document.