



# FARNEY CLOSE SCHOOL

## Processing Applications for Examination Access Arrangements Policy

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<b>Signed</b>	
<b>Role</b>	<b>Principal</b>
<b>Date Approved</b>	

Farney Close School acknowledges its duty of care to safeguard, protect and promote the welfare of children and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. This knowledge has informed the writing of this policy.

## **Statement**

Access Arrangements are a reasonable adjustment as defined by the Joint Qualification Council [JCQ] which allows young people with special educational needs and disabilities to complete examinations without being disadvantaged. The use of appropriate access arrangements ensures Awarding Bodies are compliant with the duty of the Equality Act 2010.

Access Arrangements must not compromise the integrity of the qualification being completed or confer an advantage to a candidate. It is the responsibility of the head of centre to ensure that access arrangements are applied correctly, and young people are not entered for qualifications that are beyond their academic capability. Where young people are completing qualifications not covered by JCQ the Awarding Body's regulations for reasonable adjustment regulations will be used.

All young people at Farney Close have an Educational Health Care Plan [EHCP] and are therefore considered for access arrangements. The Head of Centre will ensure that an appropriately qualified assessor is commissioned by the school to conduct appropriate assessments. Prior assessments or those not commissioned directly by the school are not permitted. Where possible the assessor will be a permanent member of the school staff or the SENCO.

The Assessor/SENCO will ensure that:

- All tests used are age appropriate, standardised, and the most recent edition of the tests
- Only sign off their own assessments
- Follow the school's reporting policy and use the guidelines that the JCQ Access Arrangements and Reasonable Adjustments [AARA] set out annually to show that the test scores support the Access Arrangements.
- That school-based evidence is collected from subject tutors on usual way of working.
- Collate this information into a detailed Form 9 for young people with EHCPs to show usual way of working and specialist evidence.
- Form 9 and assessment results are available for inspection by JCQ representatives.

## **What's in a name?**

A 'Diagnostic Assessment' in the context of Access Arrangements is limited to confirming that a difficulty in learning exists. Specifically, a difficulty that affects performance in examinations and assessment. It should not be confused with a full diagnostic assessment to confirm whether a young person has a specific learning difficulty which requires a much broader range of tests and a suitably qualified professional holding an Assessment Practicing Certificate or equivalent.

The Assessor must make the young person and/or parents aware that assessments do not constitute a diagnosis of an SpLD.

These two understandings of 'Diagnostic Assessment' are quite different things. In the case of Examination Access Arrangements, the professional: Assessor/SENCO selects only those tests felt necessary to show the difficulties experienced by the candidate in exam conditions and does not require AMBDA or APC qualifications.

When access arrangements are identified in a diagnostic report which has been commissioned by parents and is not completed by a member of school staff or at the SENCO's request, the recommendations may be considered if they are part of a current EHCP but may not be adopted if the school evidence is contrary to the guidance received from a private diagnostic report.

### **What principles will the Assessor apply when considering what tests to use?**

The JCQ does not publish a list of required tests. Therefore, the Assessor will evaluate tests to see if they match the needs of young people at Farney Close. As part of this, the Assessor will use recommended assessments in PATOSS publication "Assessing the need for access arrangements during examinations" 7<sup>th</sup> Edition. Guidance will also be taken from SASC updates.

At the beginning of each academic year the Assessor will check the JCQ guidance and note any changes.

Additional checks will be made throughout the year to check this site for any amendments.

**JCQ website:** [www.jcq.org.uk](http://www.jcq.org.uk)

It is the responsibility of the Examination Officer and the SENCO/Assessor to maintain the integrity and validity of the examination process. Operation of Access Arrangements will remain the responsibility of the Examination Officer and the SENCO/Assessor.

### **What are the requirements from the JCQ for Farney Close as an Examination Centre?**

- The rigour of testing conditions is maintained.
- The quality of reports is such that all required evidence is provided to justify requests.
- Arrangements are recommended only for those with genuine and formally identified needs which reflect their normal way of working as evidenced within the school from the start of year 9.

The Assessor will evaluate tests every year in accordance with the JCQ recommendations.

The Assessor will only use up-to-date, age appropriate, nationally standardised tests.

The Assessor will check test recommendations each year in order to maintain best practise regarding assessment materials.

The Assessor will attend relevant training to keep up to date.

All testing for concessions must be to be carried out by the Assessor.

Each young person will be tested according to their needs.

All tests to be carried out professionally in test conditions and marking and scoring done as recommended by each test.

The SENCO will advise on the full range of arrangements available so that the best approach is considered for each candidate based on their assessment information.

### **What will the Examination Officer and the Assessor arrange throughout the year?**

#### **For Young People in Year 11**

Under JCQ regulations Form 9 will be completed for young people with an EHCP, signed and dated by the SENCO and must include information regarding usual way of working, assessment evidence and a current EHCP. This will be available for inspection by JCQ.

#### **September of Year 9**

The SENCO will gather information from the School to consider which young people may need access arrangements.

#### **October/November of Year 10**

All young people are tested by the Assessor, using appropriate nationally standardised instruments identified by areas of need. These are administered as defined by the test instrument manual by the Assessor/ SENCO.

The SENCO/ assessor will conduct evidence gathering through samples of internal timed assessments, unannounced observations of usual ways of working throughout Y9 and Y10 and interviews with subject tutors.

#### **November/December of Year 10**

The Assessor will mark relevant tests.

The SENCO and their assistant will collate evidence regarding usual way of working for each young person.

The Assessor/SENCO will recommend the appropriate access arrangements as allowed by JCQ on the basis of:

- EHCP
- Assessment results and professionals' reports

- The school's knowledge of the young person
- Their normal way of working
- The requirements of the subjects they are taking

Following this the SENCO will discuss with young people what arrangements will be most appropriate to them, considering current JCQ guidance.

### **February/March of Year 10**

The Examining Officer and the Assessor/SENCO will work together to gather all information giving history of need and provision.

The Examining Officer and Assessor/SENCO will apply for Access Arrangements online for each young person. In the case of a young person not qualifying for Access Arrangements Online, representation is made directly to the Examining Body for adjudication.

### **March of Year 10**

Once arrangements are agreed they will be shared with parents/carers and included as provision within the young persons' EHCP. The Examination Officer and Assessor/SENCO will inform staff of the outcomes of online applications.

Young people will need practice using their allocated Access Arrangements in mock exams, tests, and as the usual way of in the classroom.

Where a Scribe is used, guidance on this will be provided to the young person, Teachers and Teaching Assistants by the Assessor/SENCO to ensure examination regulations are adhered to and form part of the young person's usual way of working.

The Examination Officer and Assessor/SENCO will collaborate in arranging resources/ personnel/accommodation for each examination or controlled assessment.

The Examination Officer and Assessor/SENCO will also ensure staff acting as Readers, Scribes and Invigilators are trained by the Assessor/SENCO and Examination Officer to ensure that they understand the requirements of their role, have sufficient capability to carry out the role and do not compromise the validity of the examinations.

### **Transfer to College**

The SENCO and their assistant will arrange for Form 9 and supporting information to be scanned and saved as pdf files to be transferred to the young person's Post 16 provision by October immediately after their Y11 examination series. Transfer will be by Egress secure file transfer and will be sent to head of learning support for the designated college. This is subject to JCQ guidance and may change with Autumn regulation releases.