

# Access Arrangements Policy



**SS JOHN FISHER & THOMAS MORE**  
~ Roman Catholic High School ~

<b>Approved by:</b> Standards and Effectiveness Committee	Date: January 2023
<b>Last reviewed on:</b>	January 2023
<b>Next review due by:</b>	January 2024

## **1. Aims**

The key values that we embrace, promote, teach and model at Fisher More are firmly rooted in Gospel values, including tolerance, respect, reconciliation and forgiveness. Our ethos of 'let all our bright colours shine' is fully inclusive of all pupils, regardless of ability, barriers to learning or additional needs.

In order to meet their potential, some pupils require concessionary support during assessments. Access arrangements can be implemented if the pupil has a barrier to learning that meets the statutory requirements as set out in section 6 and Schedule 1 of the Equality Act 2010 and associated regulations.

## **2. Legislation and guidance**

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities

This policy is based on information on Access Arrangements and Reasonable Adjustments from the Joint Council for Qualifications (JCQ) and information can be found:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Access Arrangement Support**

This list is not exhaustive, but these are some of the most common arrangements:

- Extra time: The most frequent access arrangement support is extra time which is usually around 25%. More time can be allocated to candidates with more severe difficulties and disability on an individual case by case basis.

- A Reader: Readers can be used for candidates who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability, a human reader is not allowed.
- A Scribe: Scribes can be allocated to candidates who have a disability or injury that affects their ability to write legibly.
- Modified papers: These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.
- Assistive technology: If the candidate uses assistive technology as their normal way of working (NWOW), they will be able to continue this for exams. Some of the most common requests are for word processors or exam reading pens.
- Separate room: Many candidates who have access arrangement support will need to work in a separate room.
- Rest breaks: Supervised rest breaks, these are not included in the extra time allowance.

Candidates who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for access arrangement support, the school's SENCo can organise this as long as it reflects the person's NWOW and can be evidenced. The SENCo must be satisfied the need is genuine, and those eligible might include pupils with learning, communication and interaction needs; a medical condition, sensory, physical, social or mental and emotional needs.

## **5. Coursework and practical assessments**

Arrangements only apply in certain circumstances where it has been evidenced that for particular skills, the candidate is at a substantial disadvantage compared to others.

Although some exams involve coursework, a candidate who has extra time for exams is unlikely to have this arrangement for coursework as it is not a timed exam.

A candidate who qualifies for access arrangements in exams that involve reading, spelling and writing would not necessarily get the same arrangements for practical based tests or exams such as painting, photography or sports.

## **6. Evidence for examination concessions**

Access arrangements cannot be granted without adherence to the evidence-based approach when assessing whether a pupil meets the statutory requirements.

When a pupil meets the requirements for a concession during assessments it must be the NWOW. For example, if a pupil has been granted 25% extra time for assessments but does not use it, the entitlement becomes void and must be removed.

## **7. Complaints about access arrangements**

In the event of a complaint concerning SEND provision parents should, in the first instance, contact the SENCo, who will endeavour to solve the issue promptly and with due care.

If the parents/carer is not satisfied with how the matter has been dealt with they should follow the official complaints procedure as outlined on the school website, using the correct documentation.

### **7.1 Contact details for raising concerns**

Mrs Roisin Bowes (SENCo)

Email: [bowes.r@fishermore.lancs.sch.uk](mailto:bowes.r@fishermore.lancs.sch.uk)

By phone: 01282 856422

### **8. Links with other policies and documents**

This policy links to the following documents:

- Behaviour policy
- Equality Policy