

Access arrangements for examinations procedure

STATEMENT

Organise Happy complies with the Equality Act 2010 and undertakes to implement all reasonable adjustments deemed necessary to ensure that no candidate is disadvantaged when preparing for or taking examinations. Such adjustments are known as access arrangements.

The Centre also complies with the rules for access arrangements as set out in the most recent Joint Council for Qualifications publication which can be found here:

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-booklet>

Access arrangements should allow students with substantial long term special educational needs, disabilities or short term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access arrangements are not intended to help certain candidates or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills.

Access Arrangements can only be applied for if the candidate meets all of the following criteria:

- They must be disabled within the meaning of the Equality Act 2010
- The access arrangement /s being applied must be their normal way of working
- Their disability is persistent and significant
- There must be evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom
- Teaching staff must provide evidence of the need and the provision of reasonable adjustments in the classroom, to meet the candidate's needs, due to their disability
- Written confirmation must be provided to say that without the access arrangement applied for the candidate would continue to be at a substantial disadvantage

Access arrangements encompass a wide range of provisions which may include:

- being allowed to sit examinations in a smaller room
- supervised rest breaks
- use of colour overlays

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- prompter
- extra time
- reader or e-reader pen
- use of a word processor
- practical assistance

As a matter of good practice, the Centre's policy is to put in place all reasonable measures as recommended by [Disability Rights UK](#) to ensure that candidates with disabilities are fully supported during examination and assessments.

PURPOSE & SCOPE

Roles and responsibilities

Managing Director :

- Has full knowledge and understanding of the contents of access arrangements and refers to and directs relevant centre staff to the annually updated JCQ publication.
- Assures the quality of the access arrangements process within the centre.
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented.
- Ensures the assessment process is administered in accordance with the regulations.
- Investigates and resolves any complaints associated with access arrangements.

Centre Services Manager

- Leads on the access arrangements process to facilitate access for candidates.
- Is responsible for all matters relating to assessing candidates and the administration of the assessment process, including submission of access arrangements to the relevant awarding bodies.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.

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- Ensures arrangements put in place for exams /assessments reflect a candidate's normal way of working.
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis.
- Works with teaching staff and relevant support staff to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams /assessments.
- Recruits and trains invigilators.
- Ensures that invigilators have full details of candidates who require access arrangements so that they can be appropriately supported.
- Completes appropriate and timely documentation as required by the regulations of JCQ and the awarding body

Tutors/Teaching staff

- Are involved with the identification of students who are clearly having difficulties accessing the curriculum, through their own departmental assessment procedures.
- Are responsible for supporting students with SEN in their learning within a classroom setting.
- In collaboration with specialist staff, determine the need for and implement appropriate access arrangements, including, where necessary, additional support with preparing for examinations.

In terms of facilities, the Centre will ensure that:

- All exam rooms are accessible and that chairs are available outside the exam room if queuing is likely.
- There is an appropriate toilet near or in all of these areas.
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination.
- If any candidate needs to take regular medication, invigilators will make this possible.
- The Centre Services Manager will be notified if there are any exceptional health issues and these needs will be taken into consideration.
- Any specialised equipment will be provided and an appropriate examination area

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