Access

Arrangements

Policy

2017/18

This policy is reviewed annually to ensure compliance with current regulations

Reviewed November 2017

Contents

What are Access Arrangements?

Access Arrangements

Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior approval from either JCQ and/or other regulators including CIE and IB, depending on the student concerned.

Access arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment or compromising the standards being tested, so that the candidate can be recognised for their attainment. Examples of access arrangements include readers, scribes, Braille question papers, extra time or modified papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment. A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available access arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment."

Purpose of the Policy

The purpose of this policy is to confirm that Bristol Hospital Education Service fulfils its obligations in respect of
identifying the need for, requesting and implementing access arrangements. The policy is annually reviewed to ensure that arrangements are carried out in accordance with the current edition of the JCQ publication:

'Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments, 1 September 2017 to 31 August 2018' and also in accordance with the individual regulations and procedures of other regulators/awarding bodies, including CIE and IB, and for BTEC and BMAT.

Disability policy (exams)

Much of the access arrangements policy is covered in our Disability Policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing of access arrangements and the conduct of exams.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

The Assessment Process
Pupil assessments are carried out by specialist assessors appointed by the Head of Centre. BHES currently has two appropriately qualified specialist assessors:

Dr Sian. A. Rees
Specialist Teacher for children with Acquired Neurological Difficulties

Philippa Scholar, (SENCo), Inclusion Manager

Specialist qualifications are checked by the School HR Department; applicants are required to bring original certificates to interview. Copies of these are kept on file by the HR Department. Members of staff who gain further qualifications whilst in the employ of the School are also required to present

their original certificates to the HR department. Copies of these are kept on file. In addition, copies of specialist awards certificates are kept confidentially by the SENCo and the Exams Officer.

If a pupil assessment has been completed by an Educational Psychologist, or other appropriately qualified assessor, outside school, the SENCo will request and check their qualifications to ensure that they comply with current JCQ/CIE/IB guidelines.

How the assessment process is administered

All students at BHES have been referred to the service by consultant medical practitioners, and as such may require access arrangements within the classroom to ameliorate their medical condition. Hence all pupils joining classes will have a baseline assessment once they are settled. Teachers of students who are on one-to-one teaching may request an assessment by approaching one of the SLT, who will instruct the Specialist Assessor to visit the home to undertake an assessment.

Students who may have a learning difficulty or health need and may therefore require access arrangements are highlighted to the SENCo by teaching staff, Heads of Year. Students may also self-refer. An assessment is carried out by the qualified Specialist assessor.

Assessments are completed adhering to the timeframes required for regulations for external Examinations.

The Special assessors have a range of assessments which can be used depending on the individual needs /difficulties of the student.

If appropriate, where:

- assessment results meet the criteria for exam access arrangements,
- and/or differentiation required in the classroom to enable students to access the curriculum (constituting the students normal way of working),
- and/or the student's history of need show that the candidate has a substantial and long term impairment which has an adverse effect.

An application for access arrangements will be made to the QCA

Recording evidence of need

During BHES provision, a record of need is built up including specific differentiation strategies used to meet the students needs. This will provide part of the evidence used by the specialist assessor who will complete the relevant JCQ documentation.

Students arriving at BHES with access arrangements.

Where a student with access arrangements arranged by their on roll school is taught by the service, BHES staff will work with the students on roll school to complete any proceedures required to ensure that the student is not disadvantaged due to their chronic health condition and their subsequent referral to BHES

Access arrangements applications for CIE examinations require completion of the CIE Preparation:

Form 1. If a student already has AA approval from JCQ this form will be completed up to section A and submitted to CIE together with a copy of the JCQ outcome letter.

Gathering evidence of normal way of working

A historical picture of the use of access arrangements for each pupil is collated. The SENCo will consider in mind the "normal way of working" as defined by JCQ:
"The arrangement(s) put in place must reflect the support given to the candidate in the centre*, e.g.
- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;-
- for mock examinations.

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically the background information recorded with Section A of Form 8.

Evidence of the student's normal way of working throughout his time at Bristol Hospital Education Service is collected from staff by email and CPOMs. Staff provide the SENCo with relevant copies of tests or classwork, and to email the SENCo with any further information.

*The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3 of JCQ AA)."

Processing Applications for Access Arrangements

Access Arrangements Online

Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

"For GCSE and GCE qualifications, Access arrangements online enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement".

Where the SENCo feels that a candidate is eligible to apply for access arrangements for Public Exams, she, or one of the specialist assessors, will liaise with the Exams Officer to make an online application via "Access Arrangements Online" and/or direct to CIE as appropriate.
Once an application is approved, a printed copy is kept on file by the SENCo. Files are located centrally.

Generally approximately 90% of online applications are approved, however it is inevitable that some individual needs will not be accommodated by a computer system, which cannot deal with every reasonable
adjustment in a specific case. If an application is not approved, additional paperwork/evidence will be required to justify the request being made. In this situation the SENCo/specialist assessor will work together with the Exams Officer to ensure that the correct evidence is submitted to the relevant awarding body or bodies. The Exams Officer will be notified by the awarding body once an outcome has been decided. A printed copy of any such outcome is kept on the students file.

Centre-delegated Access Arrangements

Some access arrangements can be "Centre-delegated" which means that an online application to JCQ/CIE is not required. Examples of such arrangements include supervised rest breaks, candidates who read aloud, use of a word processor, use of a prompter, use of a live speaker, coloured overlays and separate invigilation within the centre. An assessor will complete a "BHES Access arrangement Sheet" (see Appendix) to support the arrangement. The SENCo must be satisfied that there is a genuine need for the arrangement to be put in place. In addition the candidate's difficulties must be established within the school and thus known to the subject teachers, the leadership team and the SENCo

Word processor policy
Approval of the use of a word processor will be granted following awarding body guidelines and where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.
For further details and explanation please see our separate Word Processor Policy (exams).

Separate invigilation within the centre

A decision as to whether an exam candidate may be given approval for separate invigilation within the centre will be based on whether the candidate

- *has a substantial and long term impairment which has an adverse effect; and*
- *the candidate's normal way of working within the centre.*

Separate invigilation will reflect the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.

The only exception to this would be a temporary illness or other temporary indisposition which is clearly evidenced.

Apendix 1.

BHES Assessments Rationale:

Many of our pupils are being educated through BHES because they have failed to learn the basic skills and have a mental health issue as a result, or have a mental health condition and therefore have not been able to learn the basic skills. It is therefore important from the outset to know what skills are present and which still need to be learned. A **baseline assessment** is therefore taken for all pupils entering the groups, looking at single word reading, comprehension and number skills, and sometimes phonics. It is also arranged for to one to one pupils in some cases.

Assessment Types

At BHES we use both standardised and dynamic assessment. We have a number of standardised tests we may use, listed under their categories below, but we have also developed a number of internal assessment forms.

Dynamic assessment derives from Vygotsky (Lunt 1993[1]). It could be called interactive assessment as it deals with both the test situation and the nature of what is being measured. It is an assessment of the ZPD, of the measure of the difference between the child's static ability and ability in assisted performance (Campione *et al.* 1984)[2].

There are a number of approaches to dynamic assessment, but all look for process and for potential in terms of focus and interaction between tester and child. This interaction can vary on a continuum from standardised and structured, to flexible and unstructured.

Minick (in Lunt 1993) suggests that dynamic assessment should include measures of the child's potential for learning, information on processes that lead to the child's success or failure at cognitive tasks, and information on what might be done to facilitate the child's education and development. The focus is on the process rather than the product. This seemed eminently suitable for my purpose, to uncover the processes whereby pupils post-ABI deal with the ideas/communication in the classroom, and whether these lead to success or failure to make meaning.

There are a number of approaches to dynamic assessment – it could be in a clinic, it could be a test-teach-retest type, but all look for process and for potential in terms of focus and interaction between tester and child. This interaction varies on a continuum from standardised and structured to flexible, unstructured and 'clinical'. The third criteria considers the kind of skills being considered in the assessment

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[1] Lunt, I. (1993) The practice of assessment in ed Daniels, H. *Charting the Agenda: Educational activity after Vygotsky* London: Routledge

[2] Campione, J.C., Brown, A.L., Ferrara, R.A. & Bryant, N.R. (1984) The Zone of Proximal Development: Implications for individual differences and learning in Rogoff, B. & Wertsch, J.V. (1984) *Children's learning in the zone of proximal development* San Francisco: Jossey -Bass

- focus
- interaction
- target

At BHES we use both structured and unstructured assessment, but also use the point at which a pupil may 'fail' on a structured assessment as an opportunity to assess their ability to learn from instruction, while noting their current score on any standardised tests.

As part of preparing pupils for adult life, they are entered for examinations. A higher proportion of pupils than in mainstream schools will be eligible for access arrangements in order to make the examination process equitable due to neurological and other medical conditions. An **access assessment** is therefore undertaken for all pupils as they are about to enter Y11 or whom teachers feel may be eligible before they start any controlled coursework. In practice not all put forward for the assessment are entitled, but that means that those who are, do not miss out.

Specific literacy and numeracy skills are the most likely to be missing and teachers of these subjects nominate pupils for a more detailed **literacy assessment** or a **numeracy assessment**. In both cases skill acquisition is assessed against population norms, looking for strengths and weaknesses. Compensatory learning programmes may then be designed and delivered where appropriate.

Sometimes pupils have not been able to engage with learning because they have a pronounced dominant cognitive style, previously not acknowledged. Staff at BHES are sensitive to this possibility and can refer pupils for a **cognitive styles assessment.**

Some pupils arrive with a history, or suggestion, of specific learning difficulties (SpLD), often called 'dyslexia', but also covering dyscalculia, Helen Irlen syndrome, dyspraxia, dysarthria and other syndromes. It is often the inclusion staff who become aware of pupils in this category. They report to the lead tutor who then puts in a request for assessment. Assessment packs are available for **Thinking Skills (senior or junior)** and more general **SpLD (senior or junior).** We also have a pack to identify **Helen Irlen** syndrome. Where available, results are compared with previous testing. Pupils on one-to-one tuition are put forward by subject teachers where there are concerns and groups teachers nominate pupils through the termly classes meetings.

We also provide education for pupils who are already diagnosed as having an ABI (Acquired Brain Injury) or other neurological condition. Within this group there is a wide spectrum of non-typical learning styles, and differential skill acquisition and it is extremely important that teachers working with such pupils are aware of their specific needs. There is a specialist pack for **ABI Assessment.**

Reporting and Intervention programmes

Y10-11 assessments are reported to all staff using stanines (and standardised scores where available). Baseline assessments are reported by email in weekly updates, which also include the review assessments for pupils on either of the numeracy or literacy intervention programmes.

Intervention programmes are provided for classes pupils who are below average in one of the three main assessment categories.

Baseline Assessment

This consists of a literacy and numeracy assessment and discussion with the pupil about attitude to reading and number. Tests given, and number of tests, are up to the tester and will be varied to give a picture of the pupils existing skills. It is a dynamic assessment at least in part and may include some phonics teaching to assess the pupil's ability to grasp phonics.

Literacy assessment procedure:

Each test must not be given more frequently than every 6 months to avoid practice effect. Do not teach to the test however tempting. Available tests

Reading

- Sentence(reading in context) - Holborn. Mark up for errors and strategies. Allow 3 errors then stop on fourth. Reading age given on RH side, circle it. Also check for semantics (knowledge of vocabulary). I usually require the following, in context
  - syrup
  - ale
  - brief
  - entitles
  - remedy
  - accustomed
  - sincere
  - convenient
  - expenditure
  - acquire
  - eminent
  - miscellaneous
  - adolescent
- Sentence comprehension (Holborn): For some pupils it is instructive to ask questions after each sentence and see if they have understood what they have read. E.g what had Ben and the dog been doing? (creative) 2. What were the children playing? (between the lines)
- Word - Burt or Schonell. Mark up for errors and strategies. Keep going until 10 consecutive mistakes are made. Count number of correct words and read from chart for the score.
- Comprehension and Miscue - Neale A, B or C. If you are doing miscue, please photocopy the passage or ask for a sheet then give the pupil the booklet (ask for it, as we only have one copy) and note the reading behaviour. You can then pose the comprehension questions in the booklet. If you want a more thorough analysis of comprehension (with or without silent reading) I use Neale C with the questions on the sheet to give a greater range, including.
  - L - Literal questions:
  - R - Reorganisational:
  - I - Inferential questions:
  - C - Cause & Effect
  - P - Prediction questions:
  - V - Vocabulary:
  - K - Integrating everyday knowledge:
  - M - mental imagery
  - T - theory of mind
  - S - Sequencing

Error and strategy markings for all reading tests:

x	incorrect	O	Around incorrect part of word
^	Inserted word (note word inserted)	o	Above word omitted
c	Self corrected (allow as correct)	pc	Corrected when prompted (counts as a failure)
syll	Broke into syllables	wo	Worked out
- /ᴗ	Over vowels to denote long/short respectively where incorrect	Fast Hesitant etc	Speed of reading

Spelling

- Tests
  - o Schonell A & B: favours less able and most able spellers
  - o Vernon: favours average speller
- Scoring - keep giving words in context until 10 consecutive words are incorrect. Count the correct words
  - o Schonell - divide number of correct words by 10 and add 5 for score - Maximum 15 years
  - o Vernon - read score from chart - maximum 17 years
- Analysis - examine spellings for errors in terms of unknown phonics (see below)also look for
  - o Phonetic/listening errors
  - o Visual errors
  - o Letter substitution
  - o Insertions
  - o Omissions
  - o Sequential errors
  - o Irrational errors
  - o Segmenting of words

Phonics

Tell pupils that these are all real words and that you will tell them the meaning of any they want to know. Ask them to read the words and mark as for reading tests except that if the phonic sound is correct give the mark (but note which phonic sound they used) even if it is incorrect (ague, agley, cove and gown could have two phonetically correct versions each). Stop if the pupil gets really stuck. Note the correct number of 'words' in each section , find the total, divide by 115 and multiply by 100 for score. More importantly, note the difficulties. Here are the groups

Single sounds esp short vowels	Long sounds (dipthongs) ai ay ee ea -ey -y igh -ie oa ow oe ue ou ew oar ear eer air	Twisted dipthongs oi oy au aw ou ow
Diagraphs (inc modifying r) sh qu wh ph ch th ir or er ar ur	Magic letters & walls Split diagraph wor war wa ce ge ore ire-ere - are dge gu	Advanced Phonics Silent letters: kn -mb gn Vowels: medial y ei ie Sh!!: tion tious cial c/ch: -que gue -ture ch L: al le Ah: ery ory ary Phew: ph/gh

Normal testing regime for pupils in classes:

Reading	Spelling
On entry - Holborn, phonics if seems poor	October, January & May (not Y11) –Alternating

3 months later - Burt 6 months later – Holborn Or WRAT green and blue for older pupils	Vernon & Schonell Bfor younger pupils and Wrat blue and green for older pupils.

Number assessment procedure:

All pupils are screened dynamically on entry to classes. Others are assessed at the request of tutors. Each test must not be given more frequently than every 6 months to avoid practice effect. Do not teach to the test however tempting. Available tests

Dynamic assessment sheets:

In- house developed sheets to look at

- Ordinality
- Place value
- Calculation techniques (algorithms)
- Understanding of fractions

WRAT (4)

This provides a measure of pupil's ability in comparison with their mainstream peers. It only deals with techniques of calculation.

MaLT (Hodder): Maths Assessment for Learning and Teaching.

This covers understanding of maths language and interpretation of tasks as well as calculation. The benefit is in analytical marking noting and reporting issues.

Pearson Baseline tests: Aimed at GCSE and KS3, we can use these on entry or later to identify areas of need for pupils who have had poor attendance in the past. There are 4 sheets (in order)

1. Pi-theta
2. Theta-delta
3. GCSE Foundation
4. GCSE Higher

Check list for analytical marking

Uses fingers to calculate
Other calculation aids
Conservation
Ability to Sort
Suggests ideas for sorting
Can talk about concepts
Can read numbers
Understanding of Place Value
Recognition of pattern
Can tell the time
Language of position
Orientation
Copes with algebra
Language causing difficulties
Can turn words into symbols
Understanding of proportional change

Other resources

Progress test in Maths (GL assessment): We have a few of these, but find they are not as helpful in determining need.

Normal testing regime for pupils in classes:

Number	Maths in context – when needed.
On entry - Dynamic assessment sheets November, January & May (not Y11) alternately Green & Blue WRAT	Y11 Pearson Baseline Tests Y7-10 MaLT

Y10-11 Access Assessments

Pupils in Y10 or entering the service in Y11 are assessed on a battery of tests designed to show if there is a need to apply for access arrangements to make the examination process equitable.

These test include:

WRAT 4 Single word reading, sentence test, number and spelling

DST(S) tests in speeded reading and spelling

DST(S) test of reading unknown words

Copying by handwriting and free writing test (DST(S) and DASH available)

Copying by typing single words, words in context and free writing test

Non-verbal reasoning

Verbal and semantic fluency tests

Auditory and working memory tests

Other batteries of tests may be given as a result of this assessment.

Appendix 2.

Assessment recording form.

Access Assessment

Name_____   Date_____

DOB_____   Age_____

Historical scores

Subject	Test	Date	Age at testing	Age equiv score	Stanine

Current Assessment

Reading/spelling WRAT 4

	Score	SS	Stanine
Single word reading			
Comprehension			
Spelling			

Reading Speed (DST(S))

Speeded performance				score	SS/%	Stanine
One minute reading	………words	………errors				
Nonsense passage	………words	Time taken	bonus………… penalty………			

Writing speed and legibility (DST(S)or DASH)

Speeded performance			score	SS/%	Stanine
Two minute spelling	………………/36				
Copying best	(1)………(2)………	Av			
Copying fastest	(1)………(2)………	Av			
Alphabet	………				
Graphic speed	…………				
10 minute Free writing	………words				
Typing					

Underlying skills

			SS/%	Stanine
Number				
Semantics	F K			
Non-verbal reasoning(DST(S))	..../9 speed			
Verbal fluency(DST(S))	.... words			
Semantic fluency(DST(S))	.... words			
	number	score		
Short Term memory				
Working memory				
Visual memory- Short term - working - orientation				

Background

Named condition (s)..

Confirmed by paperwork from ....

Job description...

Impact on Teaching and Learning

Slowed processing............   Pain.............

Visual effects...............   Fatigue..........

Organisational difficulties........   Housebound..............

Physical difficulties.................................

Normal way of working in the centre:

Class	teacher	adjustment

As a result of this testing we assert that this candidate requires

Extra time ....% Taking exams at home...........................

Scribe ....Use of word processor.......................

Prompter ....Reader....................................

Other...

This pupil is/is not able to be filmed due to ....

Confirmed by paperwork from...

Type of application:
Medical
Physical
Sensory

Which relevant scores are below SS 84?

Job description...

Due to the persistent nature of the medical and learning needs noted above this young person requires adjustments to the assessment procedure to make the process equitable. Without the application of these adjustments the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment.

Assessor: ....Dr Siân Rees

Signed.. SENCO Date..............

1/5/18.