



Regency High School Reasonable Adjustment, Access Arrangements and Special Consideration Policy NOCN Version

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What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed before an assessment. They allow candidates with 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 particular 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 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.

Special Considerations

A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.

Principles

Regency High School is a broad spectrum high school for students with SEND. We recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. Regency complies with the Disability Discrimination Act 1995 and the amendments to the Act.

This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for students who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways:

1. Firstly by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the pupil at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the pupil an assessment advantage over other pupils undertaking the same or similar assessments. For the purposes of this policy the term 'reasonable adjustment' will include access arrangements agreed through Access Arrangements Online (AOO) which require approval by the examining body.
2. Secondly through special consideration; this is a post-assessment allowance to reflect temporary illness, injury, or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the pupil faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Nothing in this policy should prejudice the information given in the school's examination policy or the SEN policy.

For the purpose of this policy and to reflect differing terminology between different awarding bodies, the word 'student' also refers to a learner and also to a pupil and the term 'subject leaders' also refers to curriculum leaders and heads of subject areas. The word 'assessor' refers to any member of staff who has responsibility for assessing students' work.

Aims of this policy

1. To explain how Regency High School, as an examination centre, will manage requests for reasonable adjustment and/or requests for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or pupil support.
3. To establish protocols for dealing with lost or damaged work and to explain the terminology used by the examination boards when considering requests for adjustment and/or special consideration.

Practice

Reasonable Adjustments, including Access Arrangements

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the pupil as a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve the following:

- Changing usual assessment arrangement
- Adapting assessment materials

- Providing assistance during assessment
 - Re-organising the assessment physical environment
 - Changing or adapting the assessment method
 - Using assistive technology.
2. Reasonable adjustment must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a pupil access to a qualification.
 3. The work produced following a reasonable adjustment must not be assessed in the same way as the work from other pupils.
 4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The pupil may not need, nor be allowed the same adjustment for all assessments.
 5. Reasonable adjustments could consist of any of the following:
 - Allowing extra time, eg. assignment extensions
 - Using a different assessment location
 - Use of coloured overlays, low vision aids, CCTV
 - Use of assistive software
 - Assessment material in large format or Braille
 - Readers/scribes
 - Practical assistants/transcribers/promoters
 - Assessment material on coloured paper or in audio format
 - Language-modified assessment material
 - Use of ICT/responses using electronic devices.
 6. Subject leaders should ensure that students are recruited onto courses with integrity to ensure that pupils have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.
 7. The process should include the subject leader assessing each pupil and making justifiable and professional judgements about the pupil's ability to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the pupil to facilitate access to the assessment.

Where the process identifies that the pupil may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the pupil. A pupil may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

8. As an examinations centre Regency will endeavour to ensure that pupils are aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions

on progression routes to the pupil as a result of not achieving certain outcomes.

9. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A pupil does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every pupil who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the pupil.
10. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will be kept on record in compliance with regulations in school.
11. It will be the responsibility of the head of centre to ensure that any reasonable adjustment implemented by the centre on behalf of a pupil, is based on firm evidence that there is a barrier to assessment.
12. It should be noted that an Education Health Care Plan (EHCP) does not automatically qualify the pupil for the reasonable adjustment to assessment, as the EHCP statement may not contain a recent evaluation of the need of that pupil; and the reasonable adjustment may compromise the assessment.

Access Arrangements

Pupils who require externally approved adjustments will need an individual assessment and application through the Joint Council for Qualifications (JCQ). Such assessments will be carried out by an assessor appointed by the head of centre. The assessor must be appropriately qualified as required by JCQ regulations. Arrangements requiring awarding body approval will be made through 'access arrangements online (AAO)' a tool provided by JCQ member awarding bodies for centres to apply for access arrangement approval.

A single application is required for each candidate regardless of the awarding body used.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a pupil who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.
2. Where assessment is in the form of an electronic test set and marked by computer, then it will be more appropriate to offer the pupil an opportunity to take the assessment at a later date.
3. A special consideration cannot give the pupil an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the pupil, eg. recent personal illness,

accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment provide inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the pupil.

4. In order to apply for special consideration then evidence must be supplied by a pupil and then by Regency as a centre. Evidence such as personal arrangement, staff shortages, lack of resources, building work or industrial disputes are not grounds for special considerations.
5. The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered:
 - Terminal illness of the child
 - Terminal illness of a parent
 - Recent bereavement of a member of the immediate family
 - Serious and disruptive domestic crisis leading to acute anxiety about the family
 - Incapacitating illness of the pupil
 - Severe car accident
 - Recent traumatic experience such as death of a close friends or distant relative
 - Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
 - Recent domestic crisis
 - Recent physical assault trauma
 - Broken limb on the mend.
6. Unlike reasonable adjustment, there are no circumstances whereby Regency High School, as a centre can apply its own special consideration. Applications must be made to the relevant awarding body.
7. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any pupil. The only exception to this is where a group of pupils has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected pupils attached to the application.
8. If such a request is to be made then the evidence required by the school to support the application will need to be a medical certificate, a doctor's letter or a statement from the invigilator.

To be reviewed every year – next review

Appendix 1

NOCN Reasonable Adjustment Permissions Table

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation but must not affect the reliability and validity of the assessment outcomes.

Reasonable adjustments are usually made to the assessment to accommodate the needs of a single or small number of learners. Reasonable adjustments should be approved or set in place before the assessment activity takes place.

Reasonable adjustments permitted at the discretion of the Centre should be agreed with the Internal Verifier and included in the sampling process for internal verification.

The Permissions Table lists the most commonly requested adjustments to standard assessment arrangements. It is not intended to be a comprehensive list and Centres have a duty to seek advice from NOCN in any case where they do not consider that they have the necessary expertise to judge whether a reasonable adjustment is needed, and/or how it should be applied.

The table overleaf should be read in conjunction with the Centre Guidance Reasonable Adjustment and Special Considerations document and the NOCN Reasonable Adjustment Process and Procedure.

Appendix 2

NOCN Reasonable Adjustment Permissions Table

Key: A – Reasonable adjustment permitted at the discretion of the Centre

B – Consult Quality Reviewer for permission

C – Apply to NOCN for permission

Reasonable Adjustment	Internally set and internally assessed	Externally set and internally assessed	Externally set and externally assessed	Externally set exam
Extra time	A	A	A	B/C*
Supervised rest breaks	A	A	C	C
Changes in organisation of the assessment room	A	A	C	C
Separate accommodation within the Centre	A	A	A	A
Taking the assessment at an alternative venue	A	A	C	C
Use of coloured overlays and tinted spectacles	A	A	C	C
Use of assistive technology low vision aids, CCTV or OCR scanners	A	B	C	C
Use of bilingual dictionaries and bilingual translation dictionaries – where qualification allows	A#	A#	A#	A#
Assessment material in enlarged format	A	A	C	C
Assessment material in Braille	A	C	C	C
Language modified assessment material	A	C	C	C
Assessment material in BSL	A	C	C	C
Assessment material on coloured paper	A	A	C	C
Assessment material in audio format	A	C	C	C
Use of ICT to present responses	A	A	C	C
Responses using electronic recording devices	A	B	C	C
Responses in BSL	A	B	C	C
Reader – where qualification allows	A	B	C	C
Scribe – where qualification allows	A	A	C	C
BSL interpreter	A	C	C	C
Prompter	A	B	C	C
Practical Assistant	B	B	C	C
Transcriber	A	A	C	C

* the amount of extra time allowed will vary according to length of examination.

use of bilingual dictionaries should be carefully considered to ensure that the validity of assessment outcomes are not compromised and the Centre should refer to specific guidance in the qualification guide.