



**The Kassia Academy**

Part of **KINGS ACADEMY TRUST**

# **ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS POLICY**

*Last reviewed: Sept 2024*

*Next review due by: Sept 2025*

*We do things differently.....*

## **H. E. R. E**

**HIGH STANDARDS    EMPATHY    RESILIENCE    EMOTIONAL RESPONSE**

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## Aim of policy

At The Kassia Academy and Support Services, we represent a form of outside agency intervention which technically means that all of our pupils come to us on the ‘school support’ stage of the Code of Practice (2014) or with an Education, Health and Care plan. It is our belief at The Kassia Academy and Support Services that every child has the right to learn and to have access to a curriculum which allows them to do so. The 1981 Education Act asserted the right of each child to suitable educational provision and defined the term Special Educational Needs to refer to the needs of the substantial group whose needs differ in any way from those of the "average" child. At The Kassia Academy, we operate a ‘Whole School’ approach to learners with Special Educational Needs.

1. The Kassia Academy Access Arrangements and Reasonable Adjustments Policy is written in line with the Joint Council for Qualifications (JCQ) Regulations document: ‘Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments’
2. In line with JCQ regulations, The Kassia Academy will make all decisions with regard to access arrangements based upon:
  - Evidence of graduated response from mainstream schools prior to their arrival at The Kassia Academy, showing evidence that a candidate has a substantial and long term impairment which has an adverse effect.
  - Results from baseline assessment on entry to The Kassia Academy
  - Involvement of staff in determining the need for access arrangements and showing the candidate’s normal way of working.
  - Specialist assessment for access arrangements are completed by an assessor who holds a Postgraduate certificate in Specific Learning Difficulties, a SENCO qualification, a Post graduate certificate in testing and access arrangements (CPT3A) and is a member of the British Psychological Society
3. Appropriate evidence of need will be available at The Kassia Academy and for inspection.

The School will:

  - Provide relevant evidence of the nature and extent of the disability or difficulty/impairment

which has a substantial and long term effect (external agency reports, mainstream referral form, intervention strategies prior to The Kassia Academy and Support Services using the Form 8 of the JCQ guidelines

- Provide evidence that the difficulties are persistent and significant (History of need from mainstream school, assessment results, intervention strategies at mainstream and The Kassia Academy)
- Show evidence of how the disability/difficulty/impairment has impacted on teaching and learning in the classroom (Form 8, teacher observations and strategies in class)
- Confirm that the access arrangement is the candidate's normal way of working within the school as a direct consequence of their disability (history of need/ provision/intervention strategies/staff observations). Ensure that the arrangement (s) put in place reflect the support given to the candidate in school e.g.:
  - In the classroom;
  - Reading/writing intervention sessions
  - Literacy support lessons;
  - Internal school tests and mock exams.

As subjects vary, leading to different demands of the candidate, support may be needed in just one or two subjects; another candidate may need support in all their subjects.

The key principle is that the specialist assessor can show a history of support and provision. If a candidate never makes use of the arrangement granted to them – then it is not his or her normal way of working and the arrangement should not be awarded for examinations or indeed it should be removed. The only exception to this is where an arrangement is put into place as a consequence of a temporary injury or impairment.

4. As per JCQ regulations, supporting evidence from external agencies may include:
  - a letter/report from CAMHS, a HCPC registered psychologist, a medical consultant, a psychiatrist, a Speech and Language Therapist (SALT); or
  - a letter/report from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service for example, an Occupational Therapist specialising in Children and Young People Services, learning disability, mental health; or
  - a current EHCP, which confirms the candidate's learning difficulty, medical condition, physical disability, sensory or multi- sensory impairment.
5. The following procedure will be followed for every pupil:
  - Baseline assessment will be completed on entry to The Kassia Academy and Support Services. These assessments include: Cognitive ability tests, New Group Reading Tests, New Group spelling Tests and Progress tests alongside screeners for dyslexia, dyscalculia and speech and language.
  - Candidates who score below 85 on any standardised score or below 90 on all standardised scores will be monitored by the SENCO and all other staff and a comparison to history of need from the candidate's mainstream school will be completed. If all of these show a consistent need for support, the candidate will be given further assessment.
  - For those candidates potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 9, Year 10 or Year 11.

- Specialist assessments for access arrangements will be carried out by a qualified assessor in Specific Learning Difficulties, who attends regular update training and has completed the CCET +AAC=CPT3A training and is registered on the BPS. The formal assessment will include: YARC reading and comprehension and the Detailed Assessment of Speed of Handwriting, Lucid along with any other assessment deemed appropriate.
- At The Kassia Academy and Support Services the examination officer, SENCO and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

## Appendix 1: Definitions.

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. 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 candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. A reasonable adjustment for a particular person maybe unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment will be considered will depend on a number of factors which will include, but are not limited to:

- The needs of the disabled candidate/learner;
- The effectiveness of the adjustment;
- The cost of the adjustment; and
- The likely impact of the adjustment upon the candidates.

Definition of disability: Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities'.

Definition of special educational needs: A candidate has 'special educational needs' as defined in the Education Act 1996 if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

A candidate has a 'learning difficulty' if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age; OR
- He/she has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind generally provided for children of his/her age in schools within the area of the local authority. The existence of a medical diagnosis or physical disability in itself does not imply that the candidate in question has special educational needs.

## Appendix 2: Access arrangements available

Access Arrangement	What is it?	Criteria
Scribe	A trained adult writes for the student. The student would dictate their answers. The scribe would write <b>exactly</b> what they say.	<p>A student has a physical disability; where her/his writing: -</p> <ul style="list-style-type: none"> <li>• is illegible and may hamper their ability to be understood.</li> <li>• speed is too slow to be able to complete the exam in the allotted time</li> </ul> <p>A student has a standardised score of 84 or below in the <i>Detailed Assessment of Speed of Handwriting</i>. (100 is the average).</p>
Reader	A trained adult who would read the question and any relevant text for the student. The student would then write the answer/s themselves. A reader can read instructions and questions to the student; read the whole paper if necessary or the student may prefer to just ask for some specific words to be read to them.	<p>This can be put in place if</p> <ul style="list-style-type: none"> <li>• the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant reading difficulties (the candidate is disabled within the meaning of the Equality Act); and</li> <li>• there is a genuine need for the arrangement.</li> </ul> <p>A computer reader/reader will be awarded on account of:</p> <ul style="list-style-type: none"> <li>• cognition and learning needs;</li> <li>• communication and interaction needs;</li> <li>• a medical condition;</li> <li>• sensory and physical needs;</li> <li>• social, emotional and mental health needs.</li> </ul>

Prompter	A trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	This can be put in place for any students who: <ul style="list-style-type: none"> <li>persistently loses concentration/ focus, and is not aware of time</li> <li>are affected by OCD (Obsessive Compulsive Disorder). Students with OCD often focus on one question in particular rather than moving onto look at other questions in the exam paper.</li> <li>are diagnosed ASD (Autistic Spectrum Disorder) as again they can focus on one question or not spend enough time on each question</li> </ul>
Read aloud	Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.	A candidate who persistently struggles to understand what they have read, but who does not qualify for a reader, to read aloud. The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations. A candidate who reads aloud to himself/herself must be accommodated separately within the centre.
Separate Room	Students may sit the exam in a separate room.	the candidate's difficulties are established within the centre and known to a Form Tutor, Head of centre and the SENDco or a senior member of staff with pastoral responsibilities. Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations because of a long-term medical condition or long-term social, emotional and mental health needs.
Modified papers	Individually prepared papers for candidates. The modification of papers involves additional resources. Therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper.	Students for who other access arrangements are unsuitable. Modified papers must be ordered in advance of a specific examination series. Centres must not order papers for candidates unless they intend to enter them for the relevant examination series. Access arrangements online allows centres to place orders for GCSE and GCE modified papers.

<p>Supervised rest breaks</p>	<p>Students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time. Students are not permitted to have exam materials with them during rest breaks.</p>	<p>The SENDco is allowed to provide a supervised rest break to a candidate where it is his/her normal way of working within the centre. The SENDco must be satisfied that:</p> <ul style="list-style-type: none"> <li>• the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and</li> <li>• there is a genuine need for the arrangement.</li> </ul> <p>Supervised rest breaks will be awarded on account of:</p> <ul style="list-style-type: none"> <li>• cognition and learning needs;</li> <li>• communication and interaction needs;</li> <li>• a medical condition;</li> <li>• sensory and physical needs;</li> </ul>
		<ul style="list-style-type: none"> <li>• social, emotional and mental health needs.</li> </ul> <p>In addition, the candidate's difficulties must be established within the centre and thus known to a Form Tutor, a Head of Centre, the SENDco and/or a senior member of staff with pastoral responsibilities.</p>
<p>Extra time</p>	<p>Students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the Designated Specialist Teacher or Teaching Assistant. Extra time between 26 and 50% can be granted in extraordinary circumstances.</p>	<p>Students will have an assessment to determine their speed of processing. A standardised score of 84 or below (100 being average) can qualify for extra time. In exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment. There are cases where students get a score of more than 84. In these cases more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long term adverse effect on the performance of a child's speed of working.</p>

Alternative site	<p>The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:</p> <ul style="list-style-type: none"> <li>• a medical condition which prevents the candidate from taking examinations in the centre; or</li> <li>• Social, Emotional and Mental Health Needs.</li> </ul>	<p>The candidate has:</p> <ul style="list-style-type: none"> <li>• an impairment which has a substantial and long term adverse effect giving rise to persistent and significant difficulties; or</li> <li>• a temporary illness or injury at the time of the examination(s).</li> </ul> <p>The centre must be satisfied that the candidate is able to take examinations. The SENCO, or a senior member of staff with pastoral responsibilities, must produce written evidence confirming the need for an alternative site arrangement to a JCQ Centre Inspector upon request.</p>
Other arrangements	<ul style="list-style-type: none"> <li>• Colour naming by the invigilator for candidates who are Colour Blind</li> </ul>	<p>The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it</p>

	<ul style="list-style-type: none"> <li>• Coloured Overlays (this would also include reading rulers)</li> </ul>	<p>would be reasonable in all the circumstances to provide the arrangement.</p>
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## Special Consideration

Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination.

There are minimum requirements for enhanced grading in cases of acceptable absence (see Chapter 4, section 4.3, pages 8 and 9). All examinations measure what a candidate knows and can do. The overall grade(s) awarded must reflect the level of attainment demonstrated in the examination(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time. Where long term circumstances have prevented the candidate from reaching the



competence standards, it may not be possible to make an adjustment

## Principles of Granting Special Considerations

Pupils must have attended the course for the appropriate amount of guided learning hours and have been fully prepared by the teacher to take the assessment. If their performance in the assessment or in the production of coursework is affected by adverse circumstances beyond their control, a special consideration may be granted for a learner if they have temporarily experienced any of the following:

- Illness or injury
- An event out of the pupil's control which has or is likely to have an impact on the learner's ability to take an assessment or demonstrate their levels of attainment during the assessment.

Any special considerations granted must:

- Treat all learners fairly

- Require the learner to fully meet the assessment requirements
- Maintain the relevance, reliability and comparability of the assessment.

They must not invalidate the assessment requirements set out in the qualification specification.

Special considerations should not give the pupil an unfair advantage, neither should it mislead an employer/training provider regarding the learner's achievements for certification. The learner's results must reflect the achievement in assessment and not their potential ability.

If a special consideration is granted this may result in a post-assessment adjustment to the marks of the learner. The adjustment will depend on the circumstances and reflect the difficulty faced by the pupil.

### Procedure to Request a Special Consideration

Following an assessment, a teacher may wish to request that a reasonable adjustment and special consideration form be submitted, in recognition of the difficulty a pupil has encountered. This should be requested as soon as possible.

The teacher should indicate the exact nature of the adverse condition(s) that they consider make the pupil eligible for a special consideration, supply copies of any appropriate evidence to support your request. Please note that there will be occasions when learners are too unwell or distressed to complete an assessment and occasionally learners do under perform.

All requests for special considerations will be reviewed on an individual basis and all the evidence received will be considered.

If the request for a special consideration is successful, the pupil's performance will be reviewed based on the evidence that was submitted. A successful request of a special consideration will not necessarily change a learner's result.

The Kassia Academy and Support Services will not approve any special considerations that may compromise the assessment criteria and that may disadvantage other learners.

Failure to comply with this policy may constitute malpractice and the resulting disqualification of the learner.

Special consideration should only be applied for the most serious indisposition.

Candidates or their parents/carers should, in the first instance, discuss the application of special consideration with the school or college concerned.

The following are examples of circumstances which must apply at the time of the assessment.

**5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:**

- terminal illness of the candidate;
- terminal illness of a parent/carer;
- death of a member of the immediate family within two months of the examination;
- very serious and disruptive crisis/incident at or near the time of the examination.

**4% Very serious problems such as:**

- life-threatening illness of candidate or member of immediate family;
- major surgery at or near the time of the examination;
- severe disease; • very recent death of member of extended family;
- severe or permanent bodily injury occurring at the time of the examination;
- serious crisis/incident at the time of the examination
- NB 'Very recent' is defined as within one month of the examination(s) taking place.

**3% A more common category (more cases will fall into this category), including:**

- recent traumatic experience such as death of a close friend or distant relative;
- recent illness of a more serious nature;
- flare-up of a severe congenital/medical condition or a psychological condition;
- broken limbs;
- organ disease;
- physical assault trauma before an examination;
- recent crisis/incident;
- witnessing a distressing event on the day of the examination involved.
- NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

**2% The most common category of allowance – most cases will fall within this category:**

- illness at the time of the examination;
- broken limb on the mend;
- concussion;
- effects of pregnancy (not pregnancy per se);
- extreme distress on the day of an examination (not simply exam related stress);
- allowance on last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes (GCSE examinations) or more than 6 hours (GCE examinations). (Where extra time has been used following formal approval, this should be included in the calculation.) (Supervised rest breaks must not be included in the total duration of the papers when applying for special consideration.)

**1% Reserved for more minor problems:**

- noise during examination which is more than momentary;
- illness of another candidate which leads to disruption in the examination room;
- stress or anxiety for which medication has been prescribed;
- hay fever on the day of an examination;
- minor upset arising from administrative problems Where the request for special consideration fails to meet the criteria it will be rejected.