# Oasis Academy Enfield
# Access Arrangements Policy
# 2024-2025

This plan is reviewed annually to ensure compliance with current regulations

| Approved/reviewed by | |
|---|---|
| Emma Robinson - Principal | |
| **Date of next review** | Sept 2025 |

## Key staff involved in Access Arrangements

| Role | Name(s) |
|---|---|
| Head of centre | Emma Robinson |
| Exams officer line manager (ALT) | Madeline Lewis |
| Exams officer | Izhar Choudery |
| Assist Principal -SENCo and Inclusion | Claudette Dennis |

### What are Access Arrangements?

Access Arrangement (AA) are intended to allow students who have the required knowledge and skills in a subject, e.g., science or history, but struggle to demonstrate these because of a difficulty accessing the assessment. For example, a student who struggles to read might be allowed a reader where the paper is **not** assessing the skill of reading. Any arrangement granted must not compromise assessment requirements, and credit is only given for skills demonstrated by the candidate working independently. Where a candidate has the help of a reader or scribe, and the reader/scribe works according to the regulations, the reader will read

word for word what is on the exam paper, and the scribe will write down word for word what the candidate dictates. It will therefore be the candidate's own independent knowledge that is written on the page. Access Arrangements are not intended to give an unfair advantage, rather the aim is to identify those who are at a disadvantage and, where possible, remove the disadvantage.

At Oasis Academy Enfield we will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested that demonstrate an Additional Educational Needs (AEN) and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access Arrangements extends and reflects the support that is given to a student who has SEND/AEN in the classroom, internal exams and mock exams.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Oasis Academy Enfield Policy for Access Arrangements 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'.

This policy should be read in conjunction with the Academy's **SEND INFORMATON REPORT** which sets out the procedures for identifying SEND and making and evaluating provision for pupils with SEND.

**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.

**Duty to make a reasonable adjustment**

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage.

**Definition of disability**:

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

**Definition of special educational needs:**

A candidate has 'special educational needs' as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

**Access arrangements may include**:

-Supervised rest breaks.
-Extra time of up to 25%.
-Extra time of up to 50%. (exceptional)
-Extra time of over 50%. (exceptional)
-Reader/Computer reader.
-Read aloud.
-Scribe/Voice Activated software.
-Word processor.
-(exceptional) Prompter.
-Oral Language Modifier. (exceptional)
-Live speaker for pre-recorded examinations components.
-Sign Language Interpreter.
-Practical Assistant.
-Alternative accommodation away from the centre may be made for a candidate.
-Other arrangements for candidates with disabilities: amplification equipment; Braillers; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation within the centre.

In line with JCQ regulations, Oasis Academy Enfield will make all decisions regarding access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, on their everyday task, in conjunction with the access arrangement being the candidate's normal way of working at Oasis Academy Enfield – demonstrating the involvement of the teaching staff in determining the need for the access arrangement. Appropriate evidence of need will be available at Oasis Academy Enfield for inspection.

**Identifying the need for access arrangements within Oasis Academy Enfield**

Students who may qualify for formal access arrangements during KS4 are identified early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are then made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring the adjustments. **Formal assessments for Access Arrangements take place during the second half of Summer Term.** Students who have had EAA at KS2 are screened for EEA at this stage. Although they may have received EAA at KS2, it does not necessarily mean that they automatically receive it at KS4 exams because their needs may have changed. For example, a student who had a reader at KS2 may not qualify for a reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

**Assessment:**

- For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 9 and/or 10 as standard. Assessments may also be carried out at other points, where necessary. When granted access arrangements are valid for 26 months.

- Any student with scores which indicate a substantial impairment will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access arrangements.

- Specialist assessments for access arrangements will be carried out in Oasis Academy Enfield by an appropriately qualified Level 7 specialist.

- Parents may request an independent assessment. However, Oasis Academy Enfield may elect to accept or reject a privately commissioned report. The Academy will not accept a private report of an assessor if the private assessor has not made contact with Oasis Academy Enfield before the assessment or contact with the SENCo after the assessment has been carried out. If rejected the SENCo or a member of the Academy Leadership team must provide a brief, written rationale to support this decision, which must be available for inspection purposes.

- At Oasis Academy Enfield the examination officer, specialist assessor, SENCo and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

- If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed.

- If the SENCo and/or specialist assessor considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, providing written confirmation to parents/careers.

**Procedures for processing an application**

Parents must declare at the time of enrolment and when completing the school application form if their child has any medical or psychological condition, SEND needs, previous AA at another educational institution or any other issues that may require an AA. Failure to disclose this negates Oasis Academy Enfield from their responsibilities.

Once diagnostic tests have been conducted and there is a recommendation for AA, there is a named person at the Academy who is qualified to carry out AA related work who applies to the exam board and if the application is successful informs the Exams Officer. Since the application requires evidence of need, the Academy will hold evidence in its files that can be inspected at short notice. This can include:

- Educational psychologist reports.
- Speech Therapist reports.
- Occupation Therapist reports.
- Letters from outside agencies such as hospitals, doctors, and CAHMS (Children and Adolescent Mental Health Service).
- Reports from Hearing Impairment (HI) and Visual Impairment (VI) advisory teachers.
- Copies of Statements of Special Educational Needs, or Education, Health Care Plans (EHCP).
- Permission from the exam board for the arrangements.

- A signed copy of Form 8 report by the Academy's designated assessor/tester. A record of all occasions when a student has been supported by AA.

Joint Council for Qualifications (JCQ) deadlines are fully adhered to.

**Evidence needed to apply for Access Arrangements**

There are several pieces of evidence that can be used to apply for AA to JCQ:

- Form 8 reports from specialist teacher carrying out AA assessments/tests.
- Previous AA from another school that has an established relationship with Oasis Academy Enfield.
- Subject teachers - examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline tests such as reading age, writing tests, etc.
- Medical reports outlining significant medical needs and disability.
- An educational psychology report which explicitly diagnoses severe dyslexia.
- A Speech therapy report which diagnoses severe language impairment.

**How do staff and parents know whether a student has Access Arrangements?**

When a need for Access Arrangements has been identified, the relevant parties are informed:

- Parents in writing – the letter outlines the type of arrangements that have been awarded.
- Students are informed verbally.
- Access Arrangements list is made available to the exam officer.
- A list of those who receive Access Arrangements is made available to all staff. This information is placed on the Academy's shared drives.

**Private Assessments**

- A parent may have their children assessed by a private assessor outside of the Academy parents must provide evidence in writing and submit the report to the Academy's SENCo.
- External assessor must contact the Academy as well. This does not guarantee an AA, it relies on the child's normal way of working.
- If the private assessor does not contact the Academy or complete the Form 8 Section C, then the student will have to be tested in the Academy by specialist assessor.
- Private assessor's reports cost a significant amount of money. Therefore, this means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage.
- As an exam centre Oasis Academy Enfield must be consistent in its decisions and ensure that **no student is either given an unfair advantage or disadvantaged by any arrangements put in place**.

- Therefore, when parents submit such reports to Oasis Academy Enfield, we will look for evidence of a history of need. Such privately commissioned reports can be in conflict with what Oasis Academy Silvertown's tester (specialist teacher) recommends. If the Academy's diagnostic tests contradict privately commissioned reports then the Academy's tests and assessments will take precedence and will inform AA.