

## **Access Arrangements Policy 2015-2016**

Access arrangements allow students with special educational needs and or disabilities (SEND), additional learning needs (ALN) or temporary injuries to access an assessment. Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of a 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.'

The College aims to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND/or ALN which fall into the following four categories.:-

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/ or physical needs

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1/09/2015). We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling.

We will use every opportunity to identify students' needs from their first contact with the College. Professional reports are requested that demonstrate a SEND/ALN 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 reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.'

The use of a laptop in exams reflects the student's normal way of working at the College and has been agreed as appropriate to the student's needs. The use of a laptop cannot be granted to a student simply because this is their preferred way of working.

The provision to use a laptop is put in place to address an underlying difficulty such as speed of handwriting, medical condition, physical disability, sensory impairment, planning and organisational difficulties or poor legibility.

The decision to apply for access arrangements is the College's based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

Date: - September 2015

Review Date-September 2016