





Bromley Adult Education College

Access Arrangements Policy

2023-24

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Head of Centre signature (Helen Hart)	
Qualifications Officer signature (Veronica Hughes)	
Date of next review	01/09/2024

Access arrangements

Access arrangements allow learners with specific needs, such as special educational needs, learning difficulties, 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 needs of an individual learner 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'.

Bromley Adult Education College ensures that learners with significant learning difficulties and/or disability receive appropriate support for their course and examination and have the relevant access to assessment. All learners should have access to assessment that gives them the best opportunity to evidence their skills and knowledge.

To ensure that BAEC neither confers unfair advantage, nor allows learners with significant need to be disadvantaged in their studies, in determining whether a learner requires additional support to access their course and exams, we use the guidance provided and updated annually by The Joint Council for Qualifications (JCQ) Booklet '**Access Arrangements and Reasonable Adjustments 23-24**' This is available from the link below: [JCQ Access Arrangements and Reasonable Adjustments 2023-24](#)

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a learner, 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. Section 96 (s6) of the Equality Act 2010 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'.

Access to assessment arrangements are made on the principle of 'reasonable adjustments'. A reasonable adjustment may well be unique to an individual. Any reasonable adjustment must also reflect the normal way of working in class. Access arrangements must not give the learner an advantage over other learners undertaking the same or similar assessment/exam.

Responsibilities

The head of centre/senior management team will:

- Recognise its duties towards disabled candidates ensuring compliance with all aspects of the Equality Act 2010
- Ensure that applications for reasonable adjustments are processed and reasonable adjustments put in place
- Ensure that candidate requiring an assessment of needs are only assessed by an appropriately qualified assessor as appointed by the head of centre
- Ensure that the centre appointed qualified assessor has a relevant qualification(s) as detailed in AA 7.3.3/4 and evidence of the assessor's qualification(s) are obtained and held on file for inspection
- Ensure that there is a signed Agreement between the Centre and Assessor

The qualifications officer/SENCo will:

- Arrange for candidates to be assessed by the centre appointed assessor
- Ensure that before a candidate is assessed, the assessor receives Part 1 of Form 8
- Ensure completed Form 8s are submitted by the published deadlines
- Hold on file appropriate documentary evidence of any access arrangements or reasonable adjustments, including any evidence, AAO/PAAO approval and a signed candidate data protection notice
- Ensure the above are available for inspection
- Ensure that modified paper requests are submitted by the published deadlines
- Ensure that any access arrangements and reasonable adjustments for GCSE and Pearson Functional Skills qualifications are in line with [JCE Access Arrangements and Reasonable Adjustments](#)
- Ensure that other awarding bodies are consulted as required for candidates requesting access arrangements or reasonable adjustments for qualifications not covered by JCQ

The process

At point of admission to any BAEC course, as part of our standard enrolment process, we ask that a learner indicates any history of, or current, learning difficulties or disability for which support may be needed during the study period at BAEC.

Identifying learners as having a need for access arrangements or reasonable adjustments

BAEC learners may declare a history of and/or documented evidence of need on enrolment. Learners who do not declare a need on enrolment will be able to request a need for access arrangements or reasonable adjustments when they complete a qualification registration form at the beginning of a course.

Any information received is shared with tutors and used to inform teaching practice throughout the study period.

In some circumstances BAEC Tutors may suspect that a learner has a learning difficulty or other disability that has not been diagnosed or disclosed, for example:

- A learner is consistently significantly slower than his/her peers during classroom work
- A learner is having significant difficulties in reading, writing and/or understanding tasks
- A learner has a physical or mental impairment that affects their ability to complete tasks

In these circumstances, the tutor should speak with the learner to ascertain whether there is any history of difficulty and discuss what adjustments or support the learner had in the past, or might require e.g. extra time to complete tasks, reading support for task instructions, handouts on coloured paper, overlays, etc. The tutor should work with the learner to discover what assistance they might need and implement this as the learner's normal way of working in the classroom.

Following identification of need

After a learner has been identified as requiring reasonable adjustments as their normal way of working in the classroom, the following process will be followed:

- The qualifications officer will send the tutor a *Referral for Access Arrangements Form* (see Appendix A) to be completed
- The tutor should complete **Sections A and B**
- The learner should sign the **Section D - Data Protection Notice**
- The qualifications officer will gather any supporting documents/evidence required
- The qualifications officer will then complete the relevant sections of a Form 8 or Form 9, whichever is relevant
- If the learner requires an assessment, this will then be arranged with the BAEC appointed specialist assessor

- The qualifications officer will email the appointed specialist assessor a copy of the Form 8 with Part 1 completed (this document will be password protected)
- Following the assessment, the BAEC specialist assessor will prepare a report on his/her findings and make recommendations for arrangements for exams/assessments
- The BAEC specialist assessor will complete the relevant part 2 of Form 8 and email this to the qualifications officer (this document will be password protected)
- On receipt of the Form 8 the qualifications officer will complete Part 3 and apply for AARA using AAO (for GCSEs) or PAAO (for Pearson FS L1 and L2)
- For other awarding bodies the qualifications officer will refer to the awarding bodies AARA policy and follow their procedures for each individual case

Managing access arrangements

Once confirmation has been received from the awarding body that that access arrangement/reasonable adjustment has been agreed:

- The tutor and learner will receive a copy of the Specialist Assessor's report and they will be informed of the access arrangements relevant to the learner
- The Qualifications Officer will be responsible for ensuring that the relevant Access Arrangements are in place for any assessments/exams that the learner undertakes
- The Qualifications Officer will keep a record of access arrangements applied for and agreed for each candidate along with a copy of their completed Form 8/9

NB BAEC will not commission full diagnostic reports on all areas of needs but will restrict the specialist assessment to defining the need for appropriate support for the course being followed.



Referral Form for Access Arrangements and Reasonable Adjustments

Individual Learner Picture of Need 2023 – 2024
 Functional Skills English & Maths Levels 1 and 2
 GCSE English & Maths



Learner		Tutor	
Course Title		Course No	
Awarding Body		CSA (if applicable)	

Sections A and B are to be completed by the Tutor
 Section C provides guidance for completing Section B
 Section D is to be completed by the Learner

Date given to tutor:
 Date to be returned by:
 To be returned to: **Veronica Hughes**

Section A - Normal Way of Working

Please provide details of the candidate's 'normal way of working' in the classroom

Please use X

Normal Way of Working - Extra time

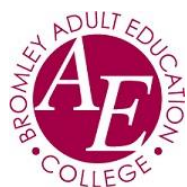
Support is needed to complete assessments within a given time	
Submits incomplete work assignments/assessments unless allocated extra time	
Quality and content of written work improves with extra time	
Manifests stress or anxiety in class when placed under exam conditions	

Normal Way of Working - Reader

Uses a computer reader in the classroom	
Uses a reading pen in the classroom	
Requires text to be read out	
Reads aloud in class to understand text	
Uses a reader during mock exams and tests	
Understanding of text improves with the use of a reader	

Normal Way of Working - Scribe

Handwriting is illegible	
Spelling is illegible	
Difficulty in expressing thoughts in writing	
Slow writing speed results in tasks not being completed within a set time frame	
Verbal responses are more comprehensive than written responses	
Able to produce written text quicker when using scribe/voice activated software	



Referral Form for Access Arrangements and Reasonable Adjustments

Individual Learner Picture of Need 2023 – 2024
 Functional Skills English & Maths Levels 1 and 2
 GCSE English & Maths



Normal Way of Working - Word Processor

The learner uses a word processor in class and this is their usual way of working	
The learner uses a word processor for extended periods of writing e.g. may not require a word processor for lessons concentrating on reading, but uses it for lessons concentrating on writing	

Normal Way of Working - Coloured Paper

The learner has handouts on coloured paper as their usual way of working in the classroom	
The learner uses coloured overlays in the classroom	

Normal Way of Working - Enlarged Handouts

The learner has handouts enlarged onto A3 paper	
The learner has handouts on A4 paper with an enlarged font size	

Normal Way of Working - Bilingual Dictionary

The learner uses a bilingual dictionary in class	
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Normal Way of Working - Rest Breaks

Learner has rest breaks in the classroom because of a medical condition/s	
Learner has rest breaks in the classroom because of social, emotional and mental health needs	
Learner has rest breaks in the classroom for other reasons	

Other: (please provide details about other arrangements that are the learner’s normal way of working in the classroom that are not listed above and detail any medical condition/disability requiring specific arrangements)

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Section B

This section contributes to the Form 8. JCQ regulations require 'compelling evidence' – one line/sentence will NOT be accepted.

The tutor must complete this form by the deadline shown on the front of the form. Completed forms should be returned to the Qualifications Officer (Veronica Hughes). An assessment cannot be arranged before this form is completed and returned.

Please refer to the additional notes in Section C to assist in completing this section of the form.

Learner:			
Answer the three key statements to paint a picture of the candidate's needs			
History of Difficulties - Provide relevant information/evidence of the candidate's history of persistent and significant difficulties.			
Current Difficulties - Show how the candidate's current difficulties have impacted on teaching and learning in the classroom.			
Support & Adjustments - Detail the candidate's normal way of working within the centre, the support and adjustments that are in place in the classroom.			
Any other relevant information (e.g. ESOL, medical issues, disability)			
Exams Access Arrangements Request – Please use a X to indicate all that apply			
Extra Time based on Processing Speed (This will be confirmed through an assessment)		Extra Time based on Medical Grounds (Medical evidence to be submitted)	
Reader/computer reader		Rest Breaks Required	
Reading pen		Scribe	
Modified Enlarged Papers		Braille Papers	
Coloured Paper (Specify colour required)		Other:	

Tutor Name:		Tutor Signature:		Date:	
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Section C

Additional Support Notes For Completing Section B (Page 3)

Page 3 is to be completed by the tutor and returned to the Qualifications Officer *before* the candidate is assessed by the external assessor.

History of Difficulties

Within this section you must paint a picture of the candidate's history of difficulties. For example, reference should be made to:

- Problems at school, whether given extra time in exams
- History of development of literacy skills
- For progressing learners details of the development of their numeracy or literacy skills
- The results of any screening tests
- Details of any impairment or disabilities, or medical issues
- Declaration of any needs made by learner e.g. Dyslexia, Disability or Medical conditions. (These may require external reports/letters which will be requested by the Qualifications Officer)
- Information reported by any support staff/CSA
- Individual SLR's highlighting support plans in place for the candidate during the course e.g. 1:1 support, in-class CSA support, support sessions outside of the classroom

Current Difficulties

Within this section, evidence from tutor to be documented. For example, reference should be made to:

- Difficulties in sustaining focus, concentration etc. and completing work
- Understanding of tasks, concepts etc.
- Pace of tasks completed, any additional time given to completing tasks and exams
- Levels of individual performance compared to peers

Support & Adjustments

Within this section, evidence from tutor of support and adjustments that are regularly provided to be documented. For example, reference should be made to:

- All support/adjustments that are in place for the candidate in the classroom, during tests and examinations – e.g. colour of paper, typed notes provided, enlarged printouts provided, extra time given to complete tasks, rest breaks required, laptop/WP used in class, etc.
- If the candidate needs to read aloud, uses a reading pen, or prefers to have someone read to them
- State if the candidate uses a bi-lingual dictionary in the classroom
- State if the candidate has support from a CSA/volunteer in the classroom
- How any extra time is utilised by the candidate e.g. for additional reading time, proofreading work, editing written work
- State if the candidate uses a scribe
- Any other support/adjustments for physical disabilities/difficulties e.g. chair with arms, computer chair, large table, etc.

Section D

Data Protection Notice

So that we can process your application for access arrangements electronically via the access arrangements online system we need your consent to share some of your personal data, which may include data relating to your health, medical condition or any disability, with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the Joint Council for Qualifications (JCQ) and participating awarding bodies (including AQA and Pearson).

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE qualifications by the Joint Council for Qualifications (JCQ).

For subjects other than GCSE the information will be sent to the relevant awarding body. Depending on which subject you are applying for this could be City & Guilds, CPCAB, Gateway Quals, OCN LR, NCFE, NOCN, Pearson, or Trinity. Your data will only be sent to the relevant awarding body.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

Declaration

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed Date

Print Name