



## SHERBORNE QATAR

### ACCESS ARRANGEMENTS POLICY

Role	
Exams Officers	Baasit Arif – Sherborne Senior School Zakia Chowdhury – Sherborne Qatar School for Girls
Director of Learning Support	Victoria Taylor
Specialist Assessors	Richard Pradic Victoria Taylor
Date of next Review	January 2025

Sherborne Qatar Schools are responsible for adhering to all mandatory regulations set out by the Joint Council of Regulations (JCQ) and Cambridge Assessment International Education. These regulations are available online to view and the web addresses are detailed in the appendix. Parents / Carers cannot contact the awarding body directly (section 4.2.12 JCQ reg), this must be done through the school's Examination Officer, SENDCo or a member of the Senior Leadership Team. Details of the people responsible for access arrangements in each school are detailed in the appendix.

The JCQ is a membership body that comprises eight of the awarding bodies in the UK, including AQA and Pearson. They regulate exam boards and issue regulations regarding access arrangements in September of each academic year. Schools are moderated and inspected each year by the regulating bodies to ensure compliance to the regulations, failure of compliance can lead to a school having its approval being withdrawn.

## Access Arrangements

### Overview

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as 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 purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a

disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. Access arrangements are the principal way in which awarding bodies comply with their duty under the Equality Act 2010 to make 'reasonable adjustments'. This is done on a subject-by-subject basis.

### **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.

### **Definition of Disability**

Section 6 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'. Substantial meaning not minor or trivial and long-term meaning longer than 1 year.

### **Definition of Special Educational Needs**

A candidate has 'special educational needs' as defined in the SEND code of practice: 0 to 25 years (2014).

'Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them'. Special educational provision is defined as provision in addition to and different from other pupils in the same class. These pupils usually have a support plan within school and are on the SEND register.

### **Bi / multi-lingualism**

BML is an inclusive term that celebrates our pupil's ability to speak more than one language but also recognises that support needs to be provided for those with whom English is an additional language, to help them develop and grow linguistically so that they can access the curriculum.

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which they are or will be taught is different from a language (or form of language) which is or has been spoken at home. **This means that Access Arrangements at KS4 / KS5 cannot be given under these circumstances.**

## Access arrangements process within Sherborne Qatar Schools

The deadlines for submission of access arrangements are found in the JCQ and CIE regulations and Sherborne Qatar is bound by these. Only in exceptional circumstances will access arrangements be accepted past this deadline. Late applications on account of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the published deadline are permissible and assessed on a case-by-case basis by the school's SENDCo/Head of Learning Support.

The SENDCo/Head of Learning Support (HoLS) or other named member of staff responsible for access arrangements, will be qualified up to level 7 in the CPT3a and registered with the British Psychological Society (BPS). They will carry out educational assessment if and when required to determine appropriate support and reasonable adjustments in school, this can be at any age but will be repeated no earlier than the start of year 9, in line with awarding body regulations. Individual files will be processed and moderated alongside the schools' Examination Officer(s). Details of available access arrangements can be found in the JCQ and CIE regulations documents detailed in the appendix.

- In the case of a late diagnosis this must be accompanied by a substantial picture of need within school, and this is determined by the school SENDCo/HoLS.
- A late diagnosis / psychoeducational report or screener does not automatically entitle a pupil to extra time or other access arrangements. This is assessed by the school SENDCo on a case-by-case basis.
- The level of access arrangements given to a student is not determined by an external medical professional. This is determined by the school SENDCo/HoLS who has undertaken the relevant Level 7 CPT3A qualification and is registered with the British Psychological Society (BPS).
- Evidence of need is determined by the regulating bodies. For access arrangements to be given there must be evidence of this being normal working practice within school.
- As per section 5.1 of the JCQ regulations, supervised rest breaks will be tried and fully exhausted before extra time is given regardless of any external report stating that extra time is a requirement. This will be evidenced on an individual's support plan within school.
- Diagnostic assessment reports must be dated from no earlier than Year 9, confirming a significant learning difficulty or disability which has a clear, measurable and substantial long-term adverse effect on performance and speed of working. This must have been undertaken by a specialist assessor.

- In all cases, in addition to the core evidence, the SENDCo/HoLS must paint a picture of the candidate's normal way of working, clearly demonstrating the need for the arrangement. The arrangement will not suddenly be granted to the candidate at the time of his/her examinations.

Sherborne Qatar Schools follow a robust pathway for the identification of SEND in line with regulations set out by the regulating bodies. This process begins from the very beginning during the admissions process and continues throughout their time in school. Sherborne Qatar Schools are inclusive schools and it is vital that parents / carers inform the relevant schools' SENDCo of any diagnosis or difficulty as soon as possible so that we can fully support our pupils to reach their maximum potential within our school community.

## Appendix

### JCQ Access Arrangements Regulations

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

### CIE Regulations

<https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-1-preparation/access-arrangements/>

### Staff responsible for Access Arrangements in each school

School	Member/s of staff responsible
Sherborne Senior School	Specialist Assessor Richard Pradic <a href="mailto:rpradic@sherborneqatar.org">rpradic@sherborneqatar.org</a>  Director of Learning Support Dr Victoria Taylor <a href="mailto:vtaylor@sherborneqatar.org">vtaylor@sherborneqatar.org</a>  Exams Officer Baasit Afif <a href="mailto:barif@sherborneqatar.org">barif@sherborneqatar.org</a>
Sherborne Qatar School for Girls	Director of Learning Support Dr Victoria Taylor <a href="mailto:vtaylor@sherborneqatar.org">vtaylor@sherborneqatar.org</a>  Exams Officer Zakia Chowdhury <a href="mailto:zchowdhury@sherborneqatar.org">zchowdhury@sherborneqatar.org</a>