



Ancora House School

Access Arrangements and Reasonable Adjustments Policy

1. The Ancora House School Policy for Access Arrangements and Reasonable adjustments 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'** – with effect from **1st September 2018 to 31st August 2019**. **Section 96 of the Equality Act states that when assessing candidates and conferring general qualifications awarding bodies must not discriminate, harass or victimise and have a duty to make a reasonable adjustment.**

2. Ancora House School adheres to the definitions in relation to access arrangements, reasonable adjustments, disability, special educational needs and learning difficulties as agreed by the JCQ awarding bodies and the Federation of Awarding Bodies (FAB). All reasonable adjustments have been granted in line with The Equality Act 2010 and its definition of disability and additional needs.

3. In line with JCQ regulations, Ancora House School will make all decisions with regard to access arrangements based upon:

- Whether the candidate has a substantial and long term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Ancora House School – demonstrating the involvement of the teaching staff in determining the need for the access arrangement.
- Whether the candidate has a short term/ temporary impairment or injury that has a significant impact on their physical or mental health that prompts the need for an access arrangement
- Whether the candidate has had access arrangements processed at their home school/ entering centre for a long term impairment which has an adverse effect, in conjunction with the access arrangement being the young person's normal way of working

Appropriate evidence of need will be available at Ancora House School for inspection

Ancora House School will:

- Ensure that appropriate evidence is provided from the entering centre to justify the application of the access arrangement, including the official confirmation of the access arrangement being granted as well as any evidence to support this
- In the event that Ancora House School make the application for access arrangements , all historic evidence of the young persons need and evidence that it is the young person's normal way of working at Ancora House School will be documented

- 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 and exam officer observations)
- Ensure that access arrangements are allocated on a subject by subject basis as required due to the differing demands of each subject
- Provide supporting evidence in the form of a signed letter from a clinical psychologist or psychiatrist to detail the young person's current need.
- Applications for access arrangements will be processed via the entering centre for transferred candidates. Centre 40310 will apply via Access Arrangements Online for all of their entered candidates

Annexe 1:

Access Arrangements:

Access arrangements are agreed before an assessment. They allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- Access the assessment;
- Show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual disabled 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'.

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.

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.

The responsibility of an awarding body is principally one of making reasonable adjustments for a candidate defined as disabled within the meaning of the Equality Act 2010.



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:

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.

Qualifications of Assessor's for Access Arrangements

The evidence used for the majority of access arrangements submitted by our centre come from consultant letters as the access arrangements are put in place due to ongoing mental health difficulties. In the event formal educational assessments were undertaken for young people with learning difficulties, qualifications would be checked and copies of certificates would be retained in centre by the Head.

Date: Feb 19

Date of next Review: Feb 20