



# Access Arrangements Policy

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## Version Control

The table below shows the history of the document and the changes that were made at each version:

Date agreed	Summary of changes
2 <sup>nd</sup> February 2023	Updated quote in section 1 and clarified acronyms in section 3.
3 <sup>rd</sup> December 2021	N/A

## 1. Access Arrangements

**Hampstead School** acknowledges that a small group of students will be unable to access their assessments, learning or exams without the provision of additional help:

*“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.”<sup>1</sup>*

The Joint Council for Qualifications (JCQ) has strict guidelines, updated annually, on provision of access. These ensure that only students who meet strict criteria qualify are provided with essential access arrangements, and so that in turn, the other students who do not qualify are not penalised.

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<sup>1</sup> Reference [https://www.jcq.org.uk/wp-content/uploads/2022/08/AA\\_regs\\_22-23\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/08/AA_regs_22-23_FINAL.pdf)

## **2. Malpractice**

Wrongful provision of access is a serious malpractice, resulting in student disqualification from exams, and potentially also jeopardising our provision of access generally and our accepted status as an exam centre. To ensure the integrity of our provision, JCQ inspectors regularly inspect exams, including their running and access provided and make thorough inspections of our decision making and the evidence filed to support its provision.

## **3. Acceptable Evidence of Special Educational Needs & Disabilities**

Hampstead School follows JCQ requirements to provide the following evidence:

- teacher and associate/support staff reporting of the student's normal way of working (with access reflecting this), including relevant assessments carried out by a qualified assessor, either within school or externally<sup>2</sup>
- specialist assessor and Special Educational Needs and/or Disabilities Coordinator (SENDCo) profiling of student
- Head of Bilingual Support's evidence for bilingual students
- Education, Health and Care Plan (EHCP) and/or specialist Speech and Language Therapist or Occupational Therapist reports
- medical evidence from Consultant or other hospital specialist (GP notes are not acceptable).

## **Policy Consultation & Review**

This policy is available on our school website and available on request from the Administration Office.

This policy was last reviewed by the Head on Thursday 2<sup>nd</sup> February 2023. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2023-24.

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<sup>2</sup> JCQ requires the qualified assessor to have the relevant postgraduate or level 7 equivalent qualifications. Reports carried out by other professionals will not meet JCQ criteria.