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## Examination Access Arrangement Policy and Procedures

### 1. Scope and Purpose

5E Ltd is committed to the success and achievement of all learners, including those with additional learning support needs, learning difficulties and disabilities in accordance with and defined by the Equality Act 2010. This policy and procedure sets out how the 5E Ltd will comply with JCQ legislation to provide all learners with fair and equitable access to exams.

### 2. Key messages from JCQ:

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' (JCQ guidelines 2019, p3.) Full JCQ guidelines can be found at [www.jcq.org.uk](http://www.jcq.org.uk)

The head of centre must ensure that a reasonable adjustment implemented by the centre on behalf of the learner is based on firm evidence of a barrier to assessment and is in line with this guidance. Failure to do so may result in advice or action for the centre through to the implementation of steps to manage centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval. (p.10)

The specialist assessor must work with teaching staff, support staff and exams office personnel to ensure that approved access arrangements are in place for internal assessments/tests, mock exams and exams. (p18)

### 3. Key responsibilities

#### Head of Centre

Overall responsibility for examination policy

#### Learning Support

To act in accordance with JCQ guidelines

To gather evidence to clearly describe of need and normal way of working

To use standardised tests to assess eligibility and need

To store paperwork needed by inspection in shared drive, including scanned signatures

To provide readers and scribes as required by the exams team

To keep hard copies of test papers in a secure environment

#### To produce 'Form 8' reports

##### Exams

To use 'Form 8' reports to apply to exam boards for examination access arrangements in a timely fashion

To implement examination access arrangements once approved

To liaise with Learning Support regarding requests for readers, scribes etc.

To inform curriculum staff and learners when access arrangements are approve

To store paperwork needed by inspection in shared drive, including scanned signatures

To inform learners of special arrangements for exams such as room numbers etc.

#### Curriculum staff

Ensure that they are aware of learners in their class who have examination access arrangements in place

Assist Learning Support and Exams in applying for access arrangements

To ensure that examination access arrangements are implemented in 'mock' exams as well as live

ones

To liaise with exams/Learning Support if readers/scribes/extra time is required for 'mock' exams

Respond in a timely manner to Learning Support requests for information regarding a learner

Pro-actively refer learners to Learning Support for an assessment

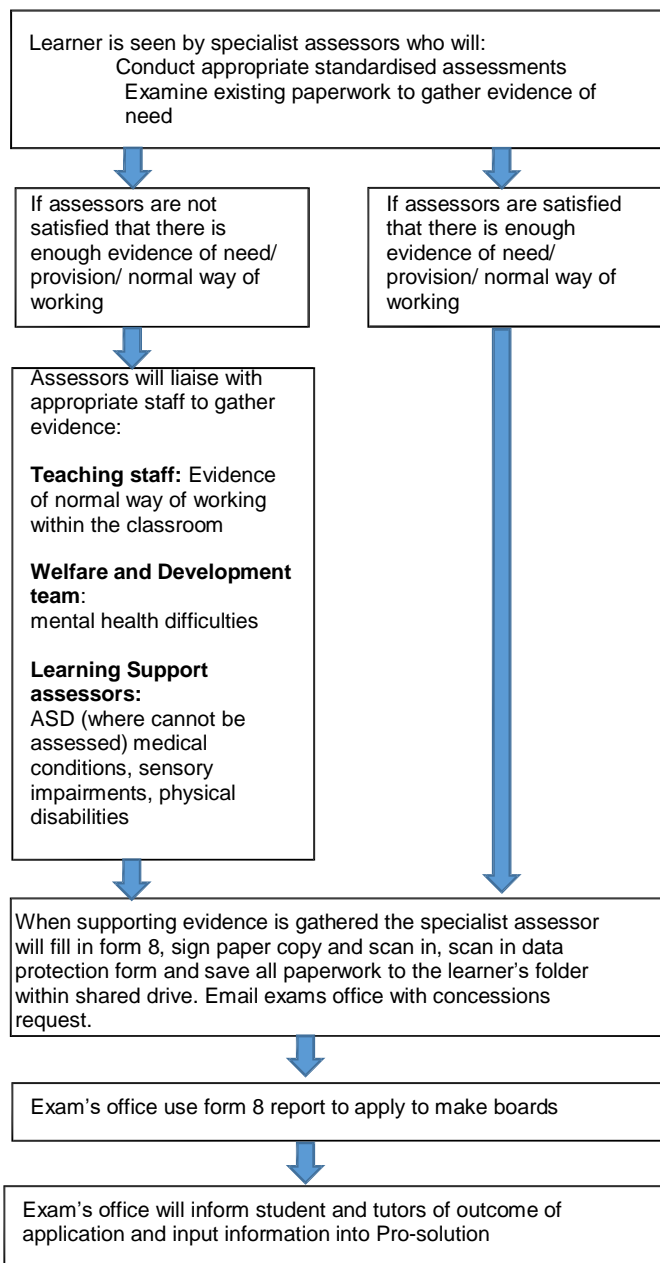
#### 4. Procedure

Learners are asked to declare at application and enrolment whether they need support to help them achieve their studies; this includes prior support and exam concessions they may have had at the organisation.

Once the declaration appears on pro-solution, the Learning Support team are able to send email correspondence to the learner's student email address, asking them to make an appointment with the Learning Support Team to be assessed.

For those applying to a full-time study programme the Learning Support Team will send an initial email; if they have not heard back from a learner a second email will be sent. If no response is received from the second email in the time stated, a letter will be sent explaining how to make an appointment once the learner starts at college, should they change their mind. In this instance,

teaching staff are reminded to ensure learners book in for an assessment with the Learning Support Team. For apprentices and off-site full-time learners, email communication will be sent after enrolment. For those that did not declare at application they can self-declare at any time by contacting the Learning Support Team.



#### 4.1 Timeline

Learners will not be given exam arrangements in the first term unless satisfactory evidence (including medical evidence) can be provided by the learner including an Education, Health, and Care Plan

(EHCP) where exam concessions are clearly recorded. Requests for supporting evidence for any new starters assessed during the first half term will be sent out six weeks after the start of term to allow tutors to determine normal way of working and evidence of need within the classroom

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Learners that have previously had exam arrangements in school will need to be reassessed for their concessions to be put in place. JCQ regulations state that the evidence for concessions (including core assessment and supporting evidence) must come from within the centre or a centre approved assessor

The deadline for all examination access arrangements is the 8 weeks prior to the exam date. The deadline for modified papers is the 10 weeks prior to the booked exam date. No applications can be processed after the deadline. To allow the gathering of evidence and the assessment process, Learning Support will not take any referrals for examination access arrangements 4 weeks prior to each deadline (Emergency applications will still be processed).

Exceptions to the timeline apply for apprentices/short courses or other courses that start at different times of the year, where their entry date for exams and timeline vary.

## 4.2 Access Arrangements Considerations

### Separate invigilation within the centre

#### *Due to Mental Health*

The Welfare and Development team will be required to provide a letter-headed statement for the Examinations team confirming:

- a. The learner is known by the wellbeing/pastoral staff
- b. They can confirm that there is sufficient evidence of difficulty to warrant separate invigilation, smaller room and/or rest breaks

In all cases, the learner will be offered a smaller room with others (no more than 10). Only in exceptional circumstances will they be offered a room to themselves. Substantial evidence of need will be required for this.

#### *Due to ASD/ADHD/ behavioural problems*

The appointed member of support staff will be required to provide a letter-headed statement confirming:

- a. The learner is known to the college support team
- b. There is sufficient evidence that a separate room is required

#### *Due to a medical condition/sensory impairment or physical disability/temporary disability (injuries and accidents):*

The assessor will be required to provide a letter-headed statement confirming:

- a. The learner is known to the college support team

- b. There is sufficient evidence that a separate room and/or recommended concessions are required
- c. There is evidence from a medical professional e.g. doctors' letter stating the advised concessions recommended for the learner to continue with the exam.
- d. Where extra time is recommended by a medical professional the concession given will be given on a case by case basis depending on the needs of the learner.

**Rest breaks**

The appropriate assessor (mental health, ASD, physical difficulties etc.) will be required to liaise with the learner to provide the appropriate evidence.

The appropriate assessor will need to meet with the learner to discuss the length of a rest break and to determine the type of rest break activity that will be taking place.

The length of the rest break is to be communicated to the exams team when sent for processing.

**Use of a laptop with spellchecker disabled**

Must be assessed by Learning Support (poor/slow handwriting).

The outcome for this will be determined by the specialist assessor as part of core assessment and further evidence of normal way of working is still required from the learner's tutors.

Evidence must be provided by the teaching staff that this is normal way of working.

**5. Equality Impact Assessment**

This policy/procedure has been assessed for its impact on equal opportunities and will be informed by the aim

to eliminate all forms of discrimination in all strands of the equal opportunities legislation.

- 6. Location and Access to Policy and Procedures

Website

- 7. Person Responsible for Policy and Procedure

Head of learner Services

- 8. Linked Policies and Procedures  
Equality act  
JCQ Guidance and regulations

- 9. Change Log

Date	Version	Details of Change	Review/ revised by	
			Name	Title

**Review**

This was reviewed in June 2021 and is due for next review in June 2022.

If you would like this document in larger print, please contact the Human Resources Department.