Putney High School Policy

PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Access Arrangements Policy

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Access Arrangements Policy

Access Arrangements are examination arrangements for pupils with special educational needs, disabilities or temporary injuries. The intention behind an access arrangement is to meet the particular needs of an individual 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' are made where a candidate, who is disabled within the meaning of the Act, would be at a substantial disadvantage in comparison to someone who is not disabled. Schools and examination boards are required to take reasonable steps to overcome that disadvantage. An example might be providing an enlarged paper for a visually impaired pupil. Whether an adjustment will be considered reasonable will depend on several factors, which will include:

- the individual needs of the pupil
- the effectiveness of the adjustment
- the cost of the adjustment and
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs
- involves unreasonable timeframes or
- affects the security and integrity of the assessment.

This is because the adjustment is not "reasonable".

Public Examinations

For all public examinations, the school follows the Joint Council for Qualifications (JCQ) Access Arrangement and Reasonable Adjustments regulations[1]. These are accessible via JCQ (Joint Council for Qualifications) Adjustments for Candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments. Failure to comply with these regulations may constitute malpractice, which could in turn affect a candidate's result(s).

Decisions to apply for access arrangements will always be made by the school acting for and on behalf of the GCSE, iGCSE and GCE awarding bodies. The school will be guided by a thorough understanding of a pupil's learning needs over time and in a range of circumstances, assessments by the specialist assessor conducted from Year 9, recommendations from external reports (where the private assessor has consulted with the

[1] A small number of external examinations are not subject to JCQ regulations – for example Cambridge International Examinations. In these cases, schools will follow the JCQ principles but must ensure that the separate procedures specific to the examination board are followed.

school prior to the assessment taking place), and the schoolteachers' own knowledge of the pupil's needs and students' normal way of working both in school and at home. Where applicable, a portfolio of 'evidence of need' will be put together by the SENCo in line with JCQ guidelines to support any application for access arrangements; this will include teacher feedback and evidence of a pupil's work.

Roles and Responsibilities

Head

The Head as Head of Centre is responsible for ensuring that all public examinations held at the school are administered according to the JCQ regulations and must therefore be familiar with the JCQ 'Access Arrangements and Reasonable Adjustments' document. The Head is also responsible for the appointment of assessors and ensuring that those assessing candidates have the required level of competence and training and appropriate qualifications.

SENCo

The SENCo is responsible for leading on the access arrangements process within the centre. This includes:

- Liaising with parents and external assessors (in cases where assessment is not carried out in school). If an assessor is used, the SENCo must provide background information on the pupil before the assessment takes place, and work with the assessor to ensure a joined up and consistent process.
- Managing the application procedure, ensuring that full supporting evidence is available before starting the application.
- Maintaining an online portfolio of all the required documentation in line with JCQ guidelines, including evidence of need, updating this as required (e.g., transfer into the sixth form). This evidence must be available for JCQ inspection.
- Keeping evidence of the qualifications of any assessor used by the centre: this must be available for JCQ inspection. Assessors not directly employed within the centre must also be entered on *Access Arrangements Online* to confirm their status.
- Liaising with the Examinations Officer to ensure access arrangements are applied correctly for all relevant examinations.
- Liaising with Heads of Department and teaching staff to ensure that they know which pupils are entitled to access arrangements, that these should correspond to the pupil's normal way of working, and that access arrangements should also be made for internal school tests, examinations, and mock examinations.

Examinations Officer

The examinations officer is responsible for the practical application of access arrangements in public examinations. This will involve:

- Being aware of which pupils are eligible for access arrangements, and any particular conditions (e.g. arrangements being appropriate in some examinations and not others)
- Putting access arrangements in place according to the regulations
- Making practical arrangements, e.g., for extra rooms, extra invigilation etc.

Heads of Department/Teaching Staff

Heads of Department and teaching staff must support the SENCo in determining and implementing appropriate access arrangements. This will involve:

- Being aware of which pupils are eligible for access arrangement
- Ensuring that access arrangements are made for these pupils in internal tests, examinations and mock examinations
- Collaborating with the SENCo to provide evidence of pupils' normal way of working
- Reviewing the access arrangements periodically and liaising with the SENCo to ensure that the appropriate measures are in place for the pupils (e.g. change in circumstances for the students may result change in the access arrangements.)

Parents

Parents of pupils joining the School should declare any Special Educational Needs and Disabilities when applying for a place or as soon as difficulties arise, so that the School can make appropriate provision in entrance exams and thereafter (see also Admissions Policy).

Parents who are concerned about students' learning difficulties and seek assessment for access arrangements due to learning difficulties should contact the school SENCo as early as possible, bearing in mind that access arrangements are only made for pupils who have difficulties which amount to a substantial impairment.

Please note: The deadline for access arrangement referrals for students in Years 11 & 13 is the 1st of December.

It is best to make the Learning Enrichment Department aware of concerns relating to potential access arrangements as soon as they arise. This will allow time for sufficient evidence collection.

Parents wishing to commission a private assessment **must** contact the school in advance, and the school **must** have the opportunity to complete and send part 1 of Form 8 to the

assessor. An assessment carried out without prior consultation cannot be used to award access arrangements. Private assessors must be fully conversant with the JCQ regulations. The assessor must be a registered Educational Psychologist or a practising Specialist Teacher possessing a Level 7 qualification in SEND assessment. For JCQ inspection purposes, the assessor must share a copy of their qualification certificate with the school. It is recommended that the assessments are carried out no earlier than 36 months before the public examinations for any access arrangements to be applicable for the public exams. In line with JCQ guidelines, assessments for ASD and ADHD or medical condition must be carried out by a qualified medical consultant and updated regularly if applicable and the findings shared with the SENCo.

Types of Access Arrangement

A number of access arrangements are available. Their use depends upon the pupil's needs, her normal way of working, the type of examination and the current JCQ regulations. This means that different arrangements might be allowed in different examinations, and SENCOs are expected to consider the need for access arrangements on a subject-by-subject basis.

The access arrangements most commonly used at the school include:

- Supervised rest breaks.
- Use of noise cancelling headphones/ear defenders (disconnected from networks).
- Use of a word processor (with spelling and grammar check disabled).
- 25% extra time.

Supervised Rest Breaks

Supervised rest breaks (SRB) must always be considered before making an application for extra time. The SENCo is allowed to provide supervised rest breaks if it is the candidate's normal way of working. The SENCo must be satisfied the there is a genuine need for the arrangement due to a candidate's disability. The candidate's difficulties must also be evidenced and established within the centre, i.e. known to a Form Tutor, Head of Year and/or a senior member of staff with pastoral responsibilities.

Supervised rest breaks may be given to students to take account of:

- cognition and learning needs
- communication and interaction needs
- a medical condition
- sensory and physical needs
- social, mental, and emotional needs.

At the start of the SRB, the timing of the examination will be paused and then restarted when the candidate is ready to continue. The pupil will not have access to the examination for the duration of the SRB.

Use Of Noise Cancelling Headphones

Pupils may benefit from use of noise cancelling headphones or ear defenders to accommodate their sensory needs. The purpose of the noise cancelling headphones/ear defenders is to support students to stay focussed on their task who would otherwise be distracted due to over stimulation or short attention span.

The noise cancelling headphones/ear defenders can either be provided by school or the student may use their own. In either case, the equipment will be disconnected from any networks and will thoroughly be checked by the invigilator during examinations whether they are mock or public exams. The SENCo will allocate this accommodation based on the need of the student which will be established and evidenced within the centre i.e. student interview, student observation, needs known to the Form tutor or Head of the Year or a senior member of the staff.

Although not exhaustive, some of the reasons that the noise cancelling headphones/ear defenders may be allocated to the students are:

- Sensory difficulties
- Struggle to stay focussed on the assigned task
- Diagnosis or traits of ASD/ADHD
- Sitting in the room with laptop users
- Using a laptop

Pupils will need to establish this a normal way of working.

Use of a Word Processor

Students who have had an educational assessment or school-based assessment which identifies a learning profile where a laptop would be of benefit will be entitled to use a laptop in appropriate lessons on condition that their behaviour with the laptop is in line with the School's Code of Conduct, Behaviour Policy, and ICT policy. The students are required to make responsible use of the laptop for effective learning in the classroom. A keyboard connected to the iPad is also acceptable, however students must be familiar with word processing functions on a laptop. The school will ensure that the students have access to laptops or keyboards if this is an agreed access arrangement and the student's normal way of working.

Students without internal or external education assessment or learning profile may be eligible for use of laptop if their handwriting is illegible and puts them at a significant disadvantage as compared to their peers.

If a pupil uses a word processor, they must do so with the spelling and grammar check facility/predictive text disabled, and this must be the pupil's normal way of working within school.

Conditions such as hypermobility can be considered for the use of laptops.

Exceptional circumstances such as an injury, etc. can be considered for the use of a laptop.

The use of a word processor will be considered in line with the student need. A word processor cannot simply be granted to a pupil because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre.

The centre must demonstrate the reasons why the use of a word processor has been awarded. Although not an exhaustive list, the reasons may include:

- a learning difficulty which has a substantial and long-term adverse effect on a pupil's ability to write legibly
- a physical disability
- a sensory impairment
- illegible handwriting
- planning and organisational problems when writing by hand
- slow handwriting speed but no other below average scores
- the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand
- a medical condition with evidence supplied by a medical professional
- traits of ASD or ADHD where the pupil~~s~~ is able to concentrate much better with the use of a screen
- slow handwriting speed alongside slow processing and reading speeds would require use of a word processor in addition to extra time.

To ensure accessibility for all, appropriate equipment will be made available for the visually impaired students in consultation with the Qualified Teacher of Visually Impaired (QTVI) and the SENCO. In such circumstances, the IT Team will ensure that the device and equipment is set up for the students in line with the examination requirements.

Post-16 students can bring in their own laptop with teacher's permission, on the condition that they use the laptop responsibly in line with the school's ICT policy. However, this does not entitle them to use the laptop during exam conditions unless it is approved by the SENCO based on the above-mentioned conditions.

If the pupil is eligible to use a word processor, it is permissible for them to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

Examinations that have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where pupils will frequently need to type. Examinations that require simpler shorter answers are

often easier to handwrite within the answer booklet. The pupil thus avoids the difficulty of visually tracking between the question paper and screen.

Students using laptops during public examinations will make use of a separate examination room. The ICT department at school will ensure that these laptops are set up in line with the exam requirements. The iPads cannot be used during examinations. This may be applicable during the Mocks and the internal exams.

In all cases the SENCO will make the final decision, based on the pupil's needs and the evidence available, as to whether the use of a word processor will be permitted as an access arrangement.

25% Extra Time

25% extra time may be granted to candidates with substantial, long-term learning difficulties. It may be granted for other difficulties such as sensory, physical, or mental and emotional needs, however this can only be done alongside specialist evidence (e.g. medical consultant letter) and ***after rest breaks have been trialled and exhausted***. The documentation supporting an application for 25% extra time must make a compelling case and present a clear and detailed picture of current need (see section on evidence of need below). In addition to teacher feedback and evidence of normal way of working, applications for 25% **must** also include:

- a sample of internal school tests/mock exam papers across relevant subjects showing the application of 25% extra time
- comments and observations from teaching staff in relevant subjects as to why the candidate needs 25% extra time and how they use the 25% extra time awarded.

When a candidate progresses from GCSE to A level qualifications, an application for extra time must be re-submitted in relation to A level examinations, and the school must have available detailed evidence (where applicable) with completed Form 8RF that 25% extra time is still needed and continues to be the candidate's normal way or working.

Where a candidate has an impairment other than a learning difficulty the SENCo must have trialled and exhausted the option of supervised rest breaks through timed internal tests and/or mock examinations before making an application for 25% extra time.

Where a candidate reads for him/herself, a measure of text reading speed may be used as one of the two required scores for 25% extra time. The results will be recorded within Part 2 of Form 8 under 'Reading Speed'.

Where the candidate uses a computer reader/reader or an examination reading pen, a measure of reading speed cannot be used as evidence for 25% extra time.

Where the candidate uses a scribe, speech recognition technology or a word processor, a measure of writing speed cannot be used as evidence for 25% extra time.

Extra time of up to 50% (between 26% and 50% extra time)

Access arrangements are determined on an individual basis, based on the assessment evidence, the candidate's demonstrated needs within the centre and his/her normal way of working. If a candidate with processing difficulties can demonstrate his/her knowledge, understanding and skills with 25% extra time then it would not be appropriate to award more than this. To do so would not create a level playing field. It would advantage the candidate over his/her peers.

For the overwhelming majority of candidates with cognition and learning needs who require extra time, 25% will be sufficient. If more than this is needed, there must be a strong justification as to why more than 25% extra time is required, including assessment scores required by JCQ and a substantial body of evidence of need in school.

Extra time of over 50%

In very exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment. For example, a candidate with a severe vision impairment who is very slow in reading a modified enlarged or Braille paper and cannot access an electronic paper.

Other types of access arrangement are available and may be considered depending on the exact nature of a pupil's needs. Possible arrangements can include:

- Extra time up to or more than 100%
- Oral Language Modifier
- Practical Assistant
- Reader/Computer reader
- Scribe/Speech recognition technology
- Sign Language Interpreter
- Amplification equipment
- Braillers
- Closed circuit television (CCTV)
- Coloured overlays
- Low vision aid/magnifier
- Optical character reader (OCR) scanners
- Colour naming by the invigilator for candidates who are colour blind
- Prompter
- Read Aloud and/or an examination reading pen
- Separate invigilation within the centre
- Transcript
- Word processors
- Other accommodations as required by agreement with Examination Boards.

The SENCo will collaborate with teachers and students and use qualitative as well as quantitative data to establish access arrangements creating a level playing field for candidates with special educational needs and disabilities without giving them an unfair advantage.

Temporary Access Arrangements and applications for special consideration can also be made in certain situations. These arrangements can be processed as the need arises. An example could be a Year 11 pupil has fallen off her bike and broken the wrist of her writing hand. In such a case, the school would look at the most appropriate and reasonable adjustment to make to ensure that the pupil can access the exam but is not given an unfair advantage. As with all applications, the school must ensure that the appropriate documentation is held on file to support any arrangement made.

Evidence Required

The Equality Act 2010 definition of disability is very important in helping to make a judgement about whether to consider applying for access arrangements or before making reasonable adjustments for pupils. To quote the Act, disability means, 'limitations going beyond the normal differences in ability which may exist among people.' Any arrangement or reasonable adjustment we consider must be evidenced, with the extent and type of evidence required depending on the nature of the access arrangement. The most complex, but most common request the school makes to the exam boards is for extra time.

In order to award extra time of up to 25% for learning difficulties the school must assess the needs of the pupil based on one of the following documents:

- A current Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs relating to secondary education which confirms the candidate's disability; or
- An assessment carried out from the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary education.

So as not to give an unfair advantage, Part 2 of Form 8 must confirm that the candidate has at least:

- two below average standardised scores of 84 or less; or
- one below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working as below:

- speed of reading and speed of writing; or
- speed of reading and cognitive processing; or
- speed of writing and cognitive processing; or

- two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

An assessment of mathematical processing may be used as one of the two required measures for 25% extra time in Mathematics examinations only. The mathematical processing score must be below average. An assessment of mathematical processing cannot contribute to the evidence for 25% extra time in examinations other than Mathematics.

The assessor's report must be presented in the prescribed format (Form 8), and Part 2 must be signed and dated by the assessor.

In rare and exceptional circumstances, candidates with clusters of scores relating to slow processing that do not meet the above criteria will be considered for extra time in individual subjects, where strong evidence to support the need for the extra time arrangement exists.

In addition to this core evidence, the school must collate a portfolio of evidence of the normal way of working for the candidate, clearly demonstrating the need for extra time where applicable. This may include but is not limited to unfinished mock examinations or other timed assessments or comments from teaching staff; a significant improvement in legibility or quality of language when extra time is applied. Extra time may not be appropriate in practical examinations where the impairment has a minimal effect on the assessment (e.g., Art, Drama). Extra time in the practical examinations will be teacher assessed on individual basis to accommodate the student needs and will be finalised by the Head of the Department working alongside the SENCO. The extra time in practical exams must be established as normal way of working for the student and evidence provided to the SENCo where applicable.

For extra time for difficulties such as sensory, physical, or mental and emotional needs, so as not to give an unfair advantage, the SENCO must complete Form 9 that:

- Confirms that the candidate has persistent and significant difficulties when accessing and processing information and is disabled within the definition of the Equality Act 2010.
- Includes evidence of the candidate's current difficulties and how they impact substantially on teaching and learning in the classroom.
- Shows the involvement of teaching staff in determining the need for extra time of up to 25%.
- Confirms that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage.
- Confirms that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability.

It is expected that this detailed information will be supported with, for example:

- A letter from CAMHS, a clinical psychologist, a hospital consultant; or
- A Speech and Language Therapist; or
- A letter from a Local Authority Psychology Service or Local Authority Sensory Impairment Service; or
- A current EHCP or Statement of Special Educational Needs which confirms the candidate's disability.
- A GP's letter is not regarded as suitable or sufficient evidence.

Identification of pupils who may require exam arrangements and application process

Pupils on the school's SEN register in Year 9 will be automatically considered for assessment for access arrangements by the SENCO, who will have firmly established a picture of need and normal way of working in Years 7-9. Otherwise, a pupil may self-refer or be referred by a parent or teacher. In normal circumstances the application will be made at the start of a GCSE or A level course.

In all cases, the following steps will be followed to ensure that the required evidence is collated, and the correct application procedure followed:

1) Teachers will share evidence of difficulties experienced by the pupil in the classroom and/or exams with the SENCo initially by filling in the Learning Enrichment Referral form/Teacher Observation Form followed by further updates as necessary.

   Please note: Referrals access arrangements for students in year 10 doing GCSEs, years 11 and 13 must be made by the 1st of December.

2) The SENCo will meet with the pupils to discuss their needs.
3) The SENCo will collate information, feedback and observations from the family and teaching staff to decide whether to assess and which areas of assessment are required.
4) The SENCo will complete Part 1 of the JCQ Form 8. This must include teacher feedback and evidence of normal way of working. For pupils presenting with diagnosis of ASD, ADHD, mental health difficulties, and other medical conditions, the SENCo will fill in JCQ Form 9. For the students with existing access arrangements via Form 8 and transitioning to A levels, Form 8RF will be completed by the SENCo once the continued need for the access arrangements and the normal way of working is established.

5) Assessments will take place. To inform the Form 9, evidence of the barriers and the impact of the accommodations will be collected from the teachers. Parents are required to provide the CAMHS, medical or specialist reports to support the Form 9. The assessor will assess the pupil and complete, sign and date Part 2 of Form 8.
6) Part 3 of Form 8, making recommendations for access arrangements, must be completed by the SENCo following the assessment.
7) The SENCo will make an application for access arrangements to the JCQ through *Access Arrangements Online*. Applications must be processed and approved no later than the JCQ published deadline. Late applications are only permitted in very specific circumstances and may be subject to scrutiny.
8) The pupil, parents, teachers and the Examinations Officer will be notified of the outcome and implications for schoolwork and internal tests (see below).
9) Evidence will be kept on file for inspection by the JCQ inspector, including the Form 8, Form 9, Form 8RF, confirmation of approval of the access arrangement and the portfolio of evidence of need/normal way of working. Evidence may be stored electronically (in an e-folder for each candidate) or in hard copy.

Use of externally commissioned reports

Parents have the right to seek further diagnostic assessments for their children. While externally commissioned reports may be considered as part of a student's evidence of need, they **cannot be used in isolation to justify an application for access arrangements**. In addition, the organisation or individual performing the assessment must have prior contact with the school to gather background information on the pupil and to provide evidence of their qualification(s) before going ahead with the assessment. A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements, and external assessors must follow the procedure set out in the JCQ regulations. The assessor must be a registered Educational Psychologist or a practising Specialist Teacher possessing a Level 7 qualification in SEND assessment. For JCQ inspection purposes, the assessor must share a copy of their qualification certificate with the school. Assessment for ASD and ADHD or medical condition must be carried out by a qualified medical consultant and updated regularly if applicable and the findings shared with the SENCo. For the report to be used for an application for access arrangements, it must evidence the pupil's disability as being 'limitations going beyond the normal differences in ability which may exist among people'. The report must state that the pupil's disability must be 'substantial' and 'long term'.

It is always at the discretion of the SENCo as to whether the recommendations contained within the report are followed. The decision will be made based on whether the recommendations fit with the picture of need already established within the centre and the pupil's normal way of working.

Assessment, Internal Exams and Tests

For those pupils requiring access arrangements, the following steps will be followed in relation to internal examinations and assessments in the Senior School:

1) Departments will be informed of which pupils are eligible for access arrangements, and individual departments will then coordinate this with guidance from the SENCo as necessary.
2) Access arrangements **must** be put in place for relevant pupils for formal internal school tests, examinations and mock examinations. For less formal assessments, the teaching staff will use their discretion as to how to allow for a pupil's needs in the classroom – either by allowing some form of access arrangement or accounting for the conditions of the test when marking.
3) For formal internal assessments, pupils with extra time are to write in their normal way and to participate within normal exam conditions. However, they should either change pen colour or mark when their 25% becomes available. Pupils use coloured pen or clearly mark the sections until the 25% is finished, or when they have finished – this contributes to providing essential evidence of need.
4) Teachers should mark exam scripts or other assessments with and without the extra time and comment on the qualitative differences with extra time, e.g., has a pupil's work moved into an A grade from a B grade or vice versa?
5) Teachers must supply the SENCO with copies of exams scripts as appropriate where extra time has been used; scripts should be accompanied by teachers' comments, i.e., the qualitative differences AND comment on how extra time affected exam performance.
6) Pupils may use a laptop for internal assessments if this has been their normal way of working. If a laptop is used, this will be used with the internet, spelling and grammar check disabled.

Internal Appeals Policy for Access Arrangements

Putney High school will:

- comply with the principles and regulations governing access arrangements and reasonable adjustments as set out in the JCQ publication Access Arrangements and Reasonable Adjustments
- ensure that all staff who manage and implement access arrangements and reasonable adjustments are aware of the requirements and are appropriately supported and resourced
- recognise its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and

make reasonable adjustments to the service the centre provides to disabled candidates

- comply with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments
- access arrangements will be granted if there is evidence that it is student's normal way of working following the assessments outlined in the above sections and evidence gathered to make reasonable adjustments for the exams.

Failure to comply with the regulations has the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the center which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

Centre decisions relating to access arrangements/reasonable adjustments
This may include:

- a decision not to award/apply for a specific access arrangement/reasonable, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration

Where Putney High School makes a decision in relation to the access arrangement(s)/ reasonable adjustment(s) that apply for a candidate or candidates:

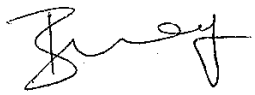
- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted to the Academic Deputy Head.
- In the written Internal Appeal Request you will need to include the following details:
  - Name of Student:
  - Student's Date of Birth:
  - Reason for Appeal:
  - Evidence to support appeal:

- To determine the outcome of the appeal, the Academic Deputy Head, SENCO, Head of Year and the relevant teaching staff members will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements/reasonable adjustments and follow the due procedures. The appellant will be informed of the outcome of the appeal within 14 working days of the Internal Appeal request being submitted
- If the appeal is upheld, Putney High School will proceed to apply for or implement the necessary arrangements, this may include requesting additional access arrangements testing, requesting medical letter by consultant/CAMHS where applicable or gathering additional evidence to support an application.

Related policies and other documents

- Accessibility Plan
- Accessibility Policy
- Admissions Policy
- Entrance Exams SEND Policy
- SEND Policy

Countersigned by a member of SLT



Deputy Head Academic
September 2026