



Adult Education College Bromley
Access to Specialist Assessment
Policy and Procedure
2020-21

Bromley Adult Education Centre - Support for Special Educational Needs and Disability

Bromley Adult Education College aim to ensure that all students should receive appropriate support for their course and examination where they have evidenced significant learning needs and/or disability.

To ensure that BAEC neither confers unfair advantage, nor allows candidates with significant need to be disadvantaged in their studies, in determining whether a candidate requires additional support to access their course and exams, we use the guidance provided and updated annually by The Joint Council for Qualifications (JCQ) Booklet *'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and reasonable Adjustments – refer App. A*

The process we follow is outlined below.

At point of admission to any BAEC course, as part of our standard enrolment process, we ask that a student indicates any history of, or current learning difficulties or disability related learning issues for which support may be needed during the study period at BAEC.

Candidates whose needs are known at point of joining BAEC

Where BAEC students who arrive with and declare a history and documented evidence of need, this is shared with tutors and used to inform teaching practice throughout the study period.

Where candidates with identified history of need and/or disability are enrolled on BAEC Courses that lead to a qualification, they may request reasonable adjustments for their exam or assessment by indicating their requirements on the exam or assessment registration form. The form must be supported by a copy of their diagnosis of need and a signed data protection declaration. Once these have been received in the Examinations Office, arrangements will be made for the candidate to be assessed by the BAEC appointed specialist assessor. The BAEC specialist assessor will prepare a report about the requirements needed in class and for exam or assessment.

Candidates with no history of, or declaration of need but who present with significant needs

In some circumstances BAEC Tutors may suspect that a learner has a learning difficulty or other disability that has not been diagnosed or disclosed. Eg.

- A learner is consistently significantly slower than his/her peers during classroom work;
- A learner is having significant difficulties in reading, writing and/or understanding tasks;
- A learner has a physical or mental impairment that affects their ability to complete tasks.

If that is the case the tutor must first attempt to remediate the issues in the classroom – and to try out possible support strategies such as offering extra time, reading support for task instructions. The tutor should speak with the learner to ascertain whether there is any history of difficulty.

Following discussion between the tutor and learner where both have agreed that further assessment of the learning issues should be considered, the following steps should be taken.

- the learner should sign the Data Protection Declaration (DPD) (Appendix B)
- the tutor and student should together complete a brief summary of classroom support offered and its effectiveness in meeting student need (Appendix C) and the candidate's examination or assessment registration form and indicating what reasonable adjustments may be needed in the box marked 'please indicate your requirements here.'
- The DPD, tutor summary and examination registration form should be sent to Jane Monaghan, Qualifications Officer, Kentwood Centre, requesting an appointment for assessment.
Where appropriate, the Qualifications Secretary will arrange for the student to be assessed by the BAEC appointed Specialist Assessor. The appointment with the specialist assessor will identify what, if any, reasonable adjustments should be put in place to enable the


student to complete their course and take the exam without unnecessary barriers to learning.

NB *Tutors must be aware that not all learners will want to be assessed and in those circumstances they must not be put forward for specialist assessment.*

NB Learners must be attending the course regularly before any assessment can be requested. At least 90% of sessions must have been attended. Eg. If six classes have taken place, the learner must have attended at least 5 sessions.

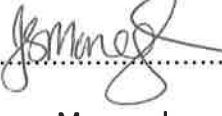
NB *BAEC will not commission full diagnostic reports on all areas of needs but will restrict the specialist assessment to defining the need for appropriate support for the course being followed.*

Head of Adult Learning

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Elena Diaconescu

Qualifications Officer

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Jane Monaghan

Date

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01/09/20.

This policy is due for review in August 2021

APPENDIX A – UPDATED ANNUALLY TO REFLECT CURRENT JCQ / EXAMINING BODY GUIDANCE

The JCQ Booklet 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and reasonable Adjustments' The Equality Act 2010 definition of disability as follows:

'Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- *Identifying a physical or mental impairment;*
- *Looking into adverse effects and assessing which are substantial;*
- *Considering if substantial adverse effects are long term;*
- *Judging the impact of long term adverse effects on normal activities.*

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work & Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

*'**Substantial**' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.*

*'**Long Term**' means the impairment has existed for at least 12 months, or is likely to do so.*

*'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47-51 of the statutory guidance relating to the Equality Act 2010. (**Study and education related activities are included in the meaning of 'day to day' activities.**)*

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- *Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a mental impairment, a learning difficulty or a sensory or multi sensory-impairment;*
- *Persistent distractibility or difficulty concentrating;*
- *Physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.*

Factors that might reasonably be expected not to have a substantial adverse effect include:

- *Minor problems with writing or spelling; Inability to read very small or indistinct print without the aid of a magnifying glass; Inability to converse orally in a language which is not the speakers native spoken language'.*

Appendix B



Application for reasonable adjustments for exam or assessment

Data Protection Notice

So that we can process your application for access arrangements electronically via the access arrangements online system we need your consent to share some of your personal data, which may include data relating to your health, medical condition or any disability, with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the Joint Council for Qualifications (JCQ) and participating *awarding bodies

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE and GCE qualifications by the Joint Council for Qualifications (JCQ).

For subjects other than GCE or GCSE the information will be sent to the relevant *awarding body. Depending on which subject you are applying for this could be Aim Awards, AQA, BCS, CACHE, City & Guilds, CPCAB, Gateway Quals, IAB, NCFE, OCN LR, NOCN, Pearson, Signature or Trinity. Your data will only be sent to the relevant awarding body.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

* Please see accompanying letter for description of acronyms.

If you do not sign and return the declaration below we will be unable to allow any special arrangements.

Declaration

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed Date

Print Name

Please return your signed form to Jane Monaghan, Qualifications Officer, Bromley Adult Education, Kentwood Centre, Kingsdale Road, Penge, SE20 7PR as soon as possible.

Appendix C

Referral of Student for advice / assessment of learning need

Student _____ **Course** _____

Tutor _____ **Subject** _____

There is no known identified history of need. Concerns about learning needs include: *(please tick area/s)*

Reading		Concentration	
Comprehension		Attitude to Study	
Spelling		Behaviour	
Written Work		Lack of focus	
Numeracy		Speech/Communication	
Memory Retention		Organisation	
		Other	

Main reason for referral. *(Please scan/attach any samples of work which may support your referral)*

Please summarise strategies used to support the student in class, and whether these strategies have been effective (continue on next page)

Strategies continued...

Is student attendance above 90%?

(please circle) **Yes / No**

Both student and tutor should sign and date to indicate agreement to the referral for possible further assessment at BAEC

Student

Signature:

Student Name:.....

Tutor

Signature:

Tutor Name:

Date:

Tutor Name: *(please print)*

Please return completed form with DPD and Exam Registration form to Jane Monaghan, Examinations Officer, Kentwood Centre, Kingsdale Road, SE20 7PR

