



Emerson Park Academy

Exam Policy

Specialist Assessor's

qualification check

2024/25

Centre No. 12821

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Date of next review	November 2024

Key staff involved in specialist assessor policy

Role	Name(s)
Head of centre	Mr S McGuinness
Exams officer line manager (Senior leader)	Mr M Hope
Exams officer	Mrs T Whiting
Lead Practitioner for Inclusion/SENCo	Ms E Fuller
Senior leader(s)	Ms K Blaize – Deputy Head
	Mr N Giles – Assistant Head teacher
	Dr Crawley – Assistant Head teacher
	Mr J Maguire – Assistant Head teacher
	Ms C Amponsah – Business Manager
	Ms N Heatley – Assistant Head teacher
	Mr S Thurley – Assistant Head teacher

Purpose of the policy

Process to Check the Qualifications of the Centre's Assessor and that the Assessment Process is Administered Correctly

*Centres must have a **written** process in place to not only check the qualification(s) of their assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments. [JCQ GR 5.4]*

Responsibilities

Head of centre

Is responsible for:

- the quality of the access arrangements/reasonable adjustments process within the centre
- the appointment of assessors, checking the qualifications of those assessing the candidates (e.g. photocopy of certificate or printout of screenshot of HCPC or SASC registration)

Must ensure the assessor has the required level of competence and training, with either completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7

SENCo

Where appropriate, the SENCo will need to work with specialist advisory teachers, education psychologist and medical professionals.

The SENCo must work with teaching staff, support staff (such as Learning Support Assistants and Teaching Assistant's) and exams office personnel to ensure that approved access arrangements/reasonable adjustments are put in place for internal school tests, mock examinations and public examinations.

The SENCo will appoint a specialist assessor, checking the qualifications of those assessing candidates (e.g. photocopy of certificate or printout). The SENCo must ensure whether a professional has the required level of competence and appropriate qualifications. This includes confirmation of the suitability of the awarding institution of any qualification, for example by checking whether it has been recognised by the qualification's regulators of England, Wales and Northern Ireland or a recognised institution of higher education.

The SENCo must ensure that access arrangements are processed on time and full supporting evidence is in place before an online application is processed.

Specialist Assessor

The range of learning difficulties is extensive: some of the implications for assessment are not always obvious. Candidates must therefore be assessed by an assessor (JCQ AA 7.3.3 and 7.3.4). This ensures that the access arrangements/reasonable adjustments approved allow the candidate to access the assessment, but do not result in him/her gaining an unfair advantage.

AA 1.1.2

The centre's appointed assessor must:

- record the results of any tests completed indicating the impairment has a substantial and long-term adverse effect on the candidate's performance
- Only work within their area of expertise and in an ethical fashion
- Use current edition of nationally standardised tests appropriate to the candidate
- Report the results of their assessment within Part 2 of Form 8; and
- Provide the centre with evidence of their qualification(s) before assessing any candidate (see AA 7.3.3)

An access arrangement assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of areas of training specified in the JCQ AA regulations 7.3.4

All specialist assessors must:

- Have a thorough understanding of the current edition of the JCQ publication Access arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- be familiar with the Equality Act 2010 (although it is not their role to determine what is a "reasonable adjustment", but rather to help identify access arrangements that might assist the candidate in examinations and assessments and are thus potentially reasonable adjustments);
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be a HCPC registered psychologist

A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

The SENCo must provide the assessor with at least a 'skeleton' Part 1 of Form 8 prior to the candidate being assessed (Part 2 of Form 8)

Where a learning difficulty specifically arises as a result of a medical condition please see paragraph 5.2.3 and section 2.7 – 25% extra time and/or a scribe.

Where a privately commissioned report, or a report from an external professional, is rejected by a centre, the head of centre or a member of the senior leadership team should provide a written rationale supporting their decision to the parent/carer.

SENCOs and assessors working within the centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated.

Reporting the appointment of assessors

Emerson Park Academy will hold on file for inspection purposes evidence that all their specialist assessors meet the criteria in qualifications and competence indicated in section 7.1.2 and of JCQ Access Arrangements and Reasonable Adjustments book.

In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within Access arrangements online.

The names of all other assessors, who are assessing candidates studying qualifications as listed within the Deadlines section of AA and Reasonable Adjustment book, must be entered into Access Arrangements online to confirm their status.

Guidelines for the assessment of the candidate's learning difficulties by a specialist assessor

The SENCo will arrange for the candidate to be assessed by a specialist assessor.

Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The SENCo and the specialist assessor must work together to ensure a joined-up and consistent process.

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the head of centre to assess the candidate.

All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practical access arrangements/reasonable adjustments specifically lies with the SENCo.

Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15.