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## ACCESS ARRANGEMENTS

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### **School Policy/Procedure No: 89**

The Policy was formally adopted by the Governing Body on:	Date: March 2025
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**SENCo:** Miss H Clarkson

**Exams Officer:** Ms B Jivraj

**Data Protection Officer:** Mr T Kidman

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## Rationale

Our Exam Access Arrangements Policy explains the process undertaken throughout the school for all students with Additional Learning Needs and disabilities which will include those with formally diagnosed Special Educational Needs Disabilities (SEND).

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## What are Exam Access Arrangements?

Access Arrangements are provisions made for students with special educational needs, disabilities, or other circumstances that may affect their ability to take exams or assessments in the usual way. These arrangements are designed to ensure that all students can participate in exams or assessments on an equal footing, by removing or reducing barriers related to their specific needs.

These arrangements are agreed before an assessment and **must** reflect a student's normal way of working within the school.

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## Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010 would be at a substantial disadvantage in comparison to someone who is not disabled.

A candidate with a disability, or difficulty which has a substantial and long-term effect on performance in examinations, may qualify for Access Arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

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## Available Exam Access Arrangements can include:

- Supervised rest breaks
- Extra time

- Reader/computer reader
- Scribe
- Word processor
- Prompter
- Alternative site for exams
- Bilingual translation dictionaries
- Modified papers (e.g. enlarged or modified papers)
- Language modifier

A reasonable adjustment may not be included in the list of available Access Arrangements because it may be unique to an individual.

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## Evidence needed for Access Arrangements

Various pieces of evidence are required to apply for an Exam Access Arrangement from the Joint Council for Qualifications (JCQ), depending on the arrangement required. These could include:

- Form 8 report from Access Arrangements Assessor
- Previous Access Arrangements from other schools
- Subject teachers – examples of work as appropriate
- Results of standardised testing conducted by a specialist assessor e.g. spelling, writing, reading comprehension tests
- Outside agency documents, such as medical reports and educational psychologist assessments
- Education, Health and Care Plan (EHCP)

Once the Access Arrangement is granted, this evidence will be held on file and available for inspection, together with:

- Permission from the awarding body for the arrangement
  - A data protection notice signed by the student
  - A record of all occasions where the student has been supported by Access Arrangements
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## Identifying the need for Access Arrangements

Students will be identified for consideration for Access Arrangements in one of the following ways:

- Subject Teacher referral
- They are known to the SEND department
- Information from previous schools
- Standardised testing in Year 9
- Parental referral

When a student is brought to the attention of the SENCo in one of the above ways, the SENCo and her team will investigate further. If further testing or screening is indicated, this will be carried out and parents/carers informed.

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## Misconceptions

There are several misconceptions surrounding Exam Access Arrangements, especially for students with conditions like dyslexia or other learning disabilities. It is important to understand the process and what Access Arrangements involve.

These are some common misconceptions concerning Access Arrangements along with what to really expect.

**Misconception:** You only need access arrangements if you have a disability.

Access Arrangements are available for students with a wide range of needs, not just physical disabilities. This includes students with learning difficulties, such as dyslexia, ADHD, or other cognitive conditions, as well as those with mental health conditions or temporary medical conditions (e.g., broken arm, anxiety).

**Misconception:** You can get Access Arrangements for any condition.

Access Arrangements are only granted based on need and require professional evidence. The arrangements must be based on a formal assessment (such as from an educational psychologist or doctor) that shows how the condition affects your ability to take exams in standard conditions. This ensures that the accommodations are appropriate and necessary.

**Misconception:** You can request Access Arrangements right before your exam.

Schools and colleges must apply for Access Arrangements several months in advance of exams. The application process involves assessments, evidence gathering, and approval from

exam boards. This is to ensure that there is sufficient time to put the arrangements in place. Requests made last-minute will likely be denied.

**Misconception: You will automatically get extra time if you have dyslexia.**

While extra time is a common accommodation for students with dyslexia, it is not automatically granted. The amount of extra time depends on the severity of a student's condition, as assessed by a professional. Some students with dyslexia are eligible for 25% extra time, but this can vary depending on individual needs and standardised testing carried out by the specialist assessor in School.

**Misconception: You'll always get the same Access Arrangements across all subjects.**

Access Arrangements can vary depending on the nature of the exam and the subject. For example, some subjects may allow different arrangements based on the types of assessments, for example, a practical subject may not allow for certain types of accommodations like a scribe. However, the School will work to ensure that the arrangements are appropriate for each subject and assessment.

## Deadlines for Access Arrangements Applications

### Year 11

The school deadline for parents to request Access Arrangements for a student in **Year 11 is October half term**. This allows the SENCo and the Examinations Officer time to plan the Year 11 mock examinations which are the last opportunity to trial any Access Arrangements.

The Year 10 examinations should provide an opportunity to identify any difficulties a student may have.

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## Further Information

Further information can be found on the Joint Council for Qualifications (JCQ) website:

[www.jcq.org.uk](http://www.jcq.org.uk)

Note: All data on Access Arrangements stored in school is only shared in accordance with the school's Privacy Notice (e.g. other educational establishments, Local Authority, DfE)