



**Park School
Teaching Service**

Part of Bolton Impact Trust

ACCESS ARRANGEMENTS POLICY

2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Gareth Webb	
Date of next review	November 2026

Key staff involved in the policy

Role	Name(s)
SENCo	Rachael Beattie
Exams Officer	Michael Batty
Head of centre	Gareth Webb

Contents

Key staff involved in the policy	2
What are access arrangements and reasonable adjustments?	4
Access arrangements	4
Reasonable adjustments	4
Purpose of the policy	4
General principles	4
Equalities Policy (Exams)	5
The assessment process	5
The qualification(s) of the current assessor(s)	5
Appointment of assessors of candidates with learning difficulties	5
Process for the assessment of a candidate's learning difficulties by an assessor	5
Picture of need/normal way of working	6
Processing access arrangements and adjustments	6
Arrangements/adjustments requiring awarding body approval	6
Centre-delegated arrangements/adjustments	Error! Bookmark not defined.
Centre-specific criteria for particular arrangements/adjustments	6
Word Processor Policy (Exams)	6
Separate Invigilation Policy	6
Appendices	Error! Bookmark not defined.

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the 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'. (¹AA, Definitions)

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. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- 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 to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. (¹AA, Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that Park School Teaching Service has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its ...obligation to identify the need for, request and implement access arrangements.

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as **GR**

This policy is maintained and held by the ALS lead/SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection. (¹AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

¹This publication is further referred to in this policy as **AA**

General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

The SENCo, or an equivalent member of staff within a FE college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. This policy is located on the trust wide section of the website.

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#), section 7.3.

The qualification(s) of the current assessor(s)

Lynda Finney- Postgraduate in Specific Learning Difficulties

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

A copy of the assessor's PGCE certificate has been checked by the Academy Lead and is held on file by the Exams Officers for inspection purposes in accordance with [AA](#), section 7.3.

Reporting the appointment of the assessor(s)

A copy of the assessor's PGCE certificate is held on file by the SENDCo for inspection purposes in accordance with [AA](#), section 7.4.

Process for the assessment of a candidate's learning difficulties by an assessor

Candidates who may require access arrangements are identified by teachers in year 9, or upon entry to Park School Teaching Service if later, and these observations are passed on to the SENDCo at the earliest opportunity. Evidence of need and normal ways of working are recorded internally; these are based on the support given to candidates in the classroom, small group working and mock examinations. This evidence is used by the SENDCo to provide background information for the Form 8 document which is shared with the assessor prior to assessment. The assessor receives approval from

the head of centre to assess the candidate. The assessor then conducts assessments that are relevant to the application and provides the results as standardised scores. The assessor will then establish whether the candidate has an impairment which substantially affects their performance. This process applies to all candidates, including those who are distance learners.

Picture of need/normal way of working

Before the candidate's assessment, the SENCo provides the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor works together to ensure a joined-up and consistent process. All candidates are assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8. An independent assessor discusses access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo. (AA, section 7.5)

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to [AA](#), chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers)).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Applications are submitted to the Exams Officer at the request of the Academy Lead once all the required information has been collated, printed and kept on file. Centre delegated access arrangements are granted by the centre at the request of the Academy Lead once all of the relevant assessments have been completed in line with JCQ guidance. Appropriate evidence required for each application is held on file by the Exams Officer, including a signed candidate personal data consent form, obtained prior to processing the online application; this is retained for 26 months from the date of the online application being approved.

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams 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. Our centre specific word processor policy can be found on the academy website.

Separate Invigilation Policy

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the ALS lead/SENCo.

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre ([AA](#), section 5.16)