

## **Introduction**

This guide is aimed to explain the purpose of Access Arrangements, to outline eligibility, explore the process that takes place and to ensure that parents understand the correct arrangements that are put in place.

## **What are Access Arrangements?**

Access arrangements allow students with specific needs, such as special educational needs and disabilities, to access an exam. They allow students to show what they know and can do without changing the demands of the exam. Not all students with additional needs will require Access Arrangements. It depends as to whether their need impairs their ability to access an exam. The SENCO will liaise with teachers and other relevant professionals to determine whether additional arrangements are necessary and what form these arrangements should take. You can help in this by ensuring that the SENCO is aware of any additional needs as soon as you are able.

It should be noted that the school will need to review any Access Arrangements that were given at a former school or advised by an external body.

## **Access arrangements can take the form of:**

- Additional time.
- Use of a scribe/ laptop.
- Use of a human reader/ reading pen/ computer reader.
- Enlarged / modified paper/ coloured paper.
- Braille paper.
- Prompt.
- Rest breaks.
- Small room.

The nature of the Access Arrangement given is bespoke to each student and is based upon the identified need, how the student presents in the classroom and reflects their normal way of working.

## **How are Access Arrangements given?**

Some arrangements, namely extra time, and a scribe, are confirmed through an assessor. This will be a person who is qualified to do the testing and is recognised by the school.

It should be noted that if an external assessor diagnoses a learning difficulty (for example, dyslexia, dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college in advance and received the necessary access arrangements paperwork. If this is not the case, then the school assessor must carry out the relevant recognised tests. Furthermore, a specialist can provide a diagnosis but the decision about the appropriateness of an Access Arrangement is the school's decision.

Other Access Arrangements are determined through the discretion of the school. The SENCO will work with teachers and the student to identify possible arrangements. The school or

**TLP's approach to ensuring our children have the 'Access Arrangements' they need to secure the best outcomes possible.**



college decide which access arrangements a student has for their exams.

To ensure that it is a pupil's normal way of working, teachers must give evidence to show that an access arrangement is needed. The school or college will record how effective the arrangement is in the classroom, in internal tests or in mock exams. This will act as evidence to justify why the Access Arrangement is appropriate.

It should be noted that if a pupil does not make use of the exam provision in internal assessment, it will be removed as in accordance with the JCQ guidelines.

### **Conclusion**

The school will make an application for the Access Arrangement to the exam board. For extremely complex needs, arrangements will need to be discussed with the exam board. Schools and colleges must follow the rules. They are inspected every year and if they are found to be breaking the rules, this will be considered malpractice.

For more detailed information, you can consult the following guide:

[Regulations and Guidance - JCQ Joint Council for Qualifications](#)