

Access Arrangements Policy

Written by:

Rachel Davies
Assistant Headteacher

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SENDCo: Miss Ellis

Assistant SENDCo: Miss Chapleo

Access Arrangements Co Ordinator: Mrs Smissen

Rationale:

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

The policy supports and facilitates the school's vision, "opportunity, community and courage" and endeavour to ensure that all learners achieve their full potential and are fully included in the community and are given every opportunity to succeed in a learning environment where every child is supported to meet his or her potential.

What are Exam Access Arrangements?

Access Arrangements are actions taken to remove the disadvantages to a student accessing an examination caused by physical, learning, sensory or psychological difficulties, without creating any unfair advantage or compromising the integrity of an assessment.

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

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.

Available Exam Access Arrangements 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.

Evidence needed for Access Arrangements:

In line with the Joint Council for Qualifications (JCQ) regulations, a range of evidence is required to support an application for Exam Access Arrangements. The specific evidence needed will depend on the arrangement being applied for and may include the following:

- Form 8: A report completed by a suitably qualified Access Arrangements Assessor
- Form 9: Centre-declared evidence confirming the student's normal way of working, completed in accordance with current JCQ guidance
- Evidence of previous Access Arrangements granted at this or another centre
- Subject teacher evidence, including examples of classwork or assessments where appropriate
- Results from baseline or standardised testing, such as spelling, reading accuracy, reading comprehension, or writing assessments
- Reports or letters from external professionals, including educational psychologists, hospitals, or medical practitioners (where relevant)
- A current Education, Health and Care Plan (EHCP), if applicable

Any application for an access arrangement must be supported by clear evidence that it represents the student's **normal way of working**. This requires the arrangement to be consistently in place during both formal and informal assessments within the school environment.

Once an Access Arrangement has been approved, all supporting evidence will be retained on file and made available for inspection by the awarding bodies. This will include:

- Formal approval or confirmation from the awarding body
- A record of all occasions on which the student has received the approved Access Arrangement, demonstrating that it reflects their normal way of working

Private Educational Psychologists Reports:

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENCo as evidence that their child should be awarded extra time, or other Access Arrangements.

Private educational psychologist's reports cost a significant amount of money, putting those unable to obtain a private report due to financial circumstances at a disadvantage. We can only accept private reports as part of wider school evidence.

External Assessors are required to contact the SENCo before carrying out the assessment. The SENCo will provide the Assessor with any existing information about previous support and current difficulties.

A student's '**normal way of working**' in school is key, and Access Arrangements will not be awarded purely on the basis of a private report.

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 Special Needs department
- Information from previous schools
- They had an Access Arrangement in KS2 for their National Curriculum Tests
- Baseline testing in Year 7
- Parental referral

Testing and applying for Access Arrangements:

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

The outcomes of the assessments will be recorded and summarised; where an Access Arrangement is recommended due to a learning difficulty, JCQ Form 8 Part 2 (the assessor's report) will be completed and used as evidence for online submission of a formal Access Arrangement application.

The school will then apply to the Awarding Bodies using the Access Arrangements Online application system. The feedback is instant, and, where the Access Arrangement is approved, the arrangement is allocated to the student, and the parents informed.

The evidence of need is held on file, and the SENCo/Access Arrangements Coordinator monitors and ensures that the Access Arrangement is normal working practice for the student within school.

Deadlines for Access Arrangement Applications:

The school deadline to submit evidence and request Access Arrangements for a student in Year 11 is October half term. This allows the SENCo/Access Arrangements Coordinator 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.

Please note that changes to access arrangements will be made if the provision no longer reflects normal way of working.

Further Information:

Further information can be found on the Joint Council for Qualifications (JCQ) website: www.jcq.org.uk If you have questions about Access Arrangements, please contact the SENCo/Access Arrangements Coordinator.