

# Access Arrangement Policy

## 2025/26

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Lakshmy Rajah, SENCo	
Date of next review	1st October 2026

### Key staff involved in the access arrangements process

#### Key staff involved in contingency planning

Role	Name(s)
SENCo	<b>Lakshmy Rajah</b>
SENCo line manager (Senior Leader)	<b>Claire Mullord</b>
Head of centre	<b>Stuart Worden</b>
Assessor(s)	<b>Lakshmy Rajah, Louise Powell</b>
Access arrangement facilitator(s)	<b>AEN department</b>

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## 1. What are Access Arrangements and Reasonable Adjustments?

### 1.1. 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'.

(JCQ, 2025, p13)

References to 'AA/JCQ' relate to JCQ Access Arrangements and Reasonable Adjustments 2025/26.

### 1.2. 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
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. The centre must ensure that approved adjustments can be delivered to candidates. In most cases it will not be reasonable for adjustments to be made to assessment objectives within a qualification. To do so would likely undermine the effectiveness of the qualification in providing a reliable indication of the candidate's knowledge, skills and understanding. There is no duty to make adjustments which the qualifications regulators have specified should not be made. As set out in Chapter 2, there is no duty to make adjustments to competence standards within vocational qualifications. (JCQ, 2025, p13)

## **2. Purpose of the Policy**

The purpose of this policy is to outline the steps taken by The BRIT School to comply with JCQ regulations in ensuring that we are meeting our obligation to identify the need for, request and implement access arrangements.

The Policy is held by the SENCo. The SENCo is also responsible for the storing of individual candidate files which hold all the requisite information required for each Access Arrangement allocated.

The policy is updated yearly, taking into account the most up to date JCQ guidance to ensure full compliance.

## **3. General Principles**

The general principles of access arrangements for The BRIT School to consider are detailed in Access Arrangements (JCQ). These include:

- The purpose of an access arrangement 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 a disabled candidate.
- The SENCo, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate.
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessment may vary, leading to different demands of

the candidate. The need for access arrangements must be considered on a subject-by-subject basis.

- Exam access arrangements must always be approved before an examination or Assessment in line with published external deadlines.
- 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) before his/her first examination.

#### **4. Disability Policy (Exams)**

Please see The BRIT School Disability EAA policy and procedure JCQ September 2025-26.

#### **5. 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 Access Arrangements.

##### **5.1 The Qualification of the current assessor**

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.

**Lakshmy Rajah (SENCo) - Postgraduate Award in Proficiency in Access Arrangements**

**Louise Powell (Deputy SENCo) - Postgraduate Award in Proficiency in Access Arrangements**

##### **5.2. Appointment of assessors for candidates with learning disabilities**

At the point an additional/alternative assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in the JCQ regulations. This process is carried out prior to the assessor undertaking any assessment of a candidate.

### **5.3. Checking Qualification(s) of the Assessor(s)**

Copies of certificates for internal and external assessors are held on file. Where the external assessors are Chartered Educational Psychologists, a record of their PYL number is kept instead of a copy of their qualification.

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

We have a range of referral points to identify candidates who may require Access Arrangements:

#### *Application:*

Applicants are asked to provide information related to AEN and Access needs on the application form. These are noted ahead of the strand meeting and entered on to the Access Arrangements spreadsheet once a place has been offered and accepted.

#### *Enrolment:*

An additional opportunity is provided on the Admissions paperwork where candidates can note their previous arrangements and provide supporting paperwork.

#### *Induction:*

- AEN Open Day - students with AEN are invited to attend an Open Day. They are encouraged to bring any relevant documents. They are also provided with a copy of The BRIT School Access Arrangements process leaflet to take away (Appendix 2)
- Tutor Time - reminders are provided in the initial tutor sessions with each group, highlighting the need to submit prior Access Arrangement paperwork.
- Present AAs at wider KS4 meeting to capture any non-AEN students

#### *On course:*

Teachers are encouraged to make referrals for Access Arrangements to [accessarrangements@brit.croydon.sch.uk](mailto:accessarrangements@brit.croydon.sch.uk) through the duration of the course. They are asked to submit a "normal way of working" form and evidence of student work to support the referral. There are internal deadlines for these referrals which are managed by the AEN and Exams Team.

**At all points, it is made clear that Access Arrangements do not automatically carry forward from one setting to another.**

**It is also made clear that a diagnosis alone does not qualify for Access Arrangements. Nor do recommendations from external assessors.**

#### **5.4 Painting a picture of need and gathering evidence to demonstrate normal way of working**

If a student requires Access Arrangements and the SENCo is aware of this, they will ensure that staff and students are aware of support needs at the start of term. These are highlighted on the Access Arrangements document shared with staff at the beginning of the year and available on Google Drive through the remainder of the year, with a caveat of “TRIAL”. This ensures that the student has access to support throughout the year and that any access arrangements assigned are the student’s usual way of working.

If a tutor or other support staff identifies that a student has access arrangement needs then the following procedures should be followed.

- ❖ Staff should complete an Evidence of Need form and send it to [accessarrangements@brit.croydon.sch.uk](mailto:accessarrangements@brit.croydon.sch.uk). The types of evidence can be found in the table below but students will often also have formal evidence from Educational Psychologist or Specialist Tutor, for those with a specific learning difficulty (SpLD) or from a Medical Practitioner for those with an impairment or disability.
- ❖ This applies in all circumstances, including students who have previously had access arrangements as we must have up-to-date evidence of their need at The BRIT School in line with JCQ regulations.
- ❖ This applies to all examinations including Functional Skills.
- ❖ When referring a student, staff should give as much detail as possible about the nature of a student’s needs via the “Normal Way of Working” form. *We are clear they are referring for a concern **NOT** a specific arrangement as that will be determined in due course.*
- ❖ When a referral is received the student will be invited to meet the SENCo.
- ❖ During the interview the SENCo will check the student’s eligibility through specialist testing and discuss the most appropriate course of action for them.
- ❖ Outcomes of this meeting will be recorded on Google Drive and a summary provided to the candidate on the day.
- ❖ If AAs are deemed appropriate, the team will then submit a request with evidence to the exam board which must approve the application before the arrangement can be in place. For the in house arrangements, these will be assigned accordingly.
- ❖ Students will be invited to open, drop in sessions in AEN to ensure they fully understand each arrangement and how to use them
- ❖ All AAs are entered into the iSAMS system by the AEN Administrator for the Exams Team to proceed with their plans for each sitting.

- ❖ If AAs are not appropriate, candidates will be able to access additional AEN support to work through their concerns and find ways to work through them without AAs.
- ❖ ***Early referral is essential as the any access arrangements must be linked to the students usual way of working, therefore the student should have had this support throughout the year,***

**ALL REFERRALS MUST BE MADE IN LINE WITH INTERNAL DEADLINES TO ENSURE EXTERNAL DEADLINES CAN BE MET.**

## 6. Processing Access Arrangements

### 6.1. Arrangements 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 listed:

- AQA Applied General qualifications
- AQA Level 2 Certificate in Further Maths
- AQA Level 3 Certificate in Mathematical Studies
- BTEC Firsts
- BTEC Level 2 Technicals
- BTEC Nationals
- BTEC Tech Awards
- Cambridge Advanced Nationals
- Cambridge Nationals • Cambridge Technicals
- Essential Skills
- FSMQ
- Functional Skills (Pearson specifications)
- GCE (AS and A level)
- GCSE
- OCR Level 3 Certificates
- T Levels (Pearson and WJEC specifications)

- Welsh Baccalaureate Qualification (WBQ)
- WJEC Level 1 and Level 2 General qualifications
- WJEC Level 1 and Level 2 Vocational Technical Qualifications
- WJEC Level 1 and Level 2 Vocational Awards (Technical Awards)
- WJEC Level 3 Certificates, Diplomas and Extended Diplomas (including Alternative Academic Qualifications).

(JCQ, p11).

This tool also provides the facility to order modified papers for those qualifications listed (JCQ, p26). 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 is required for each candidate regardless of the awarding body used.

Examples of arrangements requiring awarding body approval:

- Extra Time
- Reader
- Scribe
- Word Processor with Spell Check

There are a number of pieces of evidence that can be used to support an application for exam access arrangements to JCQ:

- Previous exam access arrangements from another school.
- Subject teachers – examples of work as appropriate and support given in class or evidence from tests or mock exams.
- Results from baseline assessments such as reading ages or writing tests.
- Medical reports outlining significant medical needs and disability.
- An Educational Psychology report which explicitly diagnoses the need for exam access arrangements.
- A Speech therapy report which diagnoses severe language impairment.

However, the internal process noted above will need to be completed alongside this evidence to confirm an application for an Access Arrangement can be made.

The SENCo is responsible for using Access Arrangements Online to process requests for arrangements. Where these are agreed, the JCQ approval form is printed and stored on the student file in the SENCo's office.

Centres **must** comply with the following:

- For students with a Learning Disability, the centre must complete a Form 8.
- For students with a medical need or EHCP, the centre must complete a Form 9.
- For students with a Learning Difficulty moving from GCSE to GCE, where previous approval exists, the centre must complete a Form 8RF.
- For students with a medical need or EHCP moving from GCSE to GCE, where previous approval exists, the centre must complete a new Form 9

Applications online are not made until the relevant paperwork has been compiled, printed and signed.

When granted, access arrangements are valid for 26 months but must be reapplied for if the candidate is moving from one qualification to another. For example, from GCSE to GCE.

## 6.2 Centre-delegated Access Arrangements

Decisions relating to the approval of centre delegated arrangements are made by the SENCo. Appropriate evidence, where required by the arrangement and outlined in the JCQ regulations, is held on file by the SENCo.

- Examples of centre delegated arrangements:
  - Supervised Rest Breaks
  - Coloured overlays
  - Noise cancelling headphones
  - Prompt
  - Word Processor
  - Fidget toys/stress balls
  - Blank sheet of paper for doodling
  - Timer on desk

- Candidates may be provided with this arrangement for reasons such as, but not limited to:

*bereavement, recent physical injuries or sickness, having an identified SEND need that would be better served in a quiet venue, behaviour concerns that would*

*necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.*

- The SENCo will complete relevant paperwork to support the arrangement, for instance a Form 9. The SENCo must be satisfied that there is a genuine need for the arrangement to be put in place.
- In addition, the candidate's difficulties must be established within the school and thus known to a form tutor, a member of the Pastoral Team, the SENCo and/or a senior member of staff with pastoral responsibilities.
- The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment (see section 8.3 of JCQ AA).

### **6.3. How do parents, students and staff know whether a candidate has Access Arrangements?**

If a need for access arrangements have been identified, the relevant parties are informed:

- Parents are informed in writing – the letter outlines the type of arrangements that have been awarded. If not successful, parents are informed as well.
- Students are informed verbally and with a slip to highlight the next steps following the meeting with the SENCo.
- A list of all students who receive access arrangements is made available to all staff. This information is also placed on The BRIT School's relevant shared drives.

## **7. Centre-specific criteria for particular access arrangements**

### **7.1 Word processor policy (exams)**

Approval of the use of a word processor will be granted following awarding body guidelines and where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Further details and explanations are contained in the Word Processor Policy (Exams).

## **7.2. Separate invigilation within the centre**

A decision where an exam candidate may be approved for separate invigilation within a centre will be made by the SENCo. The decision will be based on:

The candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4, JCQ).

It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations.

*Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre (JCQ, p82).*

## **7.3 Modified Papers**

- Modified papers are ordered through AAO.
- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (Access Arrangements 6.1).
- Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources. Therefore, centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (Access Arrangement 6.1)
- Modified papers must not be ordered for candidates unless they intend to enter them for the relevant examination series (Access Arrangements 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (Access Arrangements 6.1)

## **10.Roles and Responsibilities**

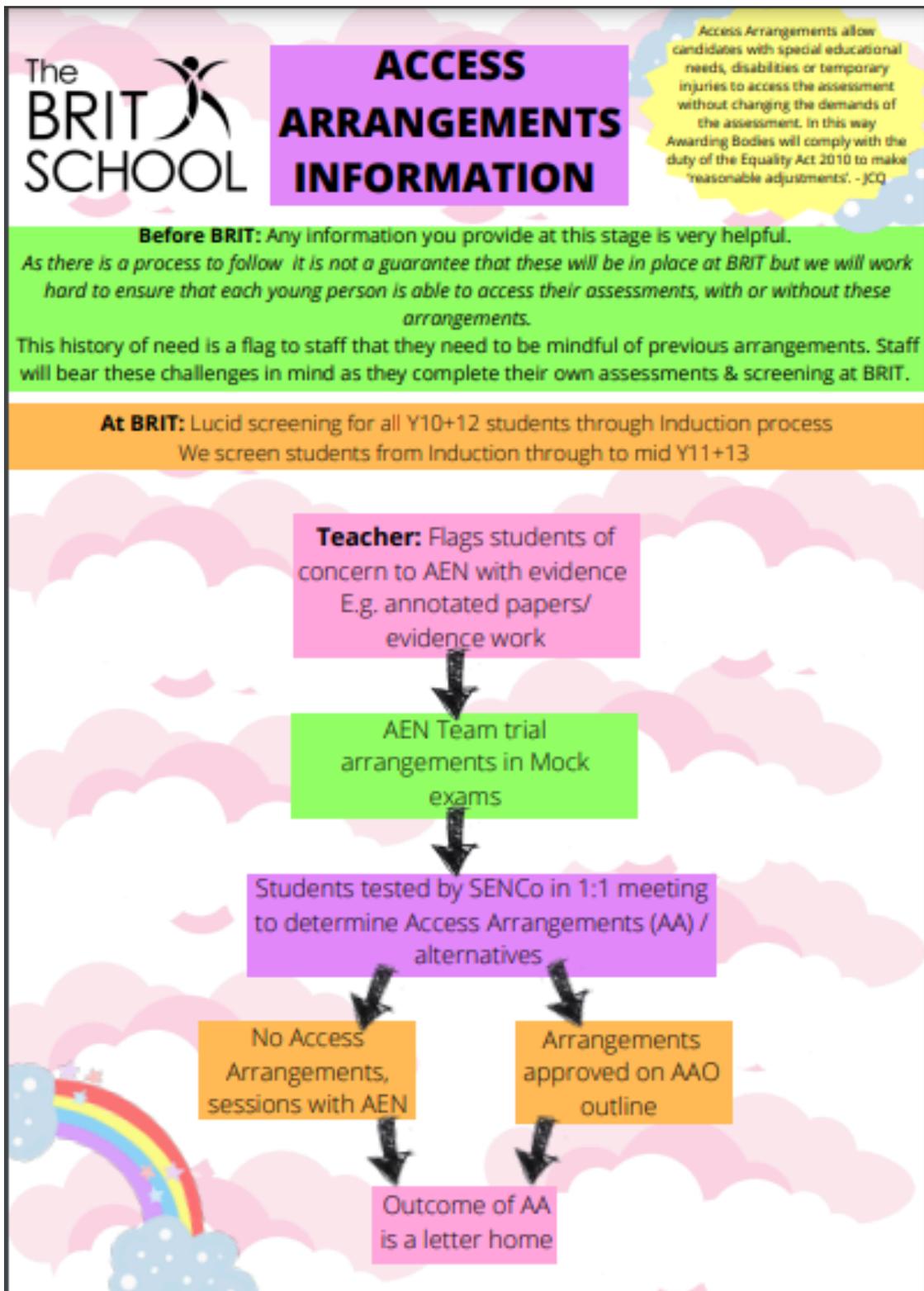
When an access arrangement has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically.

Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection.

It is the responsibility of:

- SENCo to submit applications for approval through AAO
- SENCo to hold the file/e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of teacher concern/student work
- SENCo to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- Rooming for access arrangement candidates will be arranged by the Exams Team.
- Invigilation, rooms and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Team, liaising with the AEN team as needed.
- The SENCo will organise and ensure scribes, readers, assistive technology and all other access arrangement requirements are in place.
- The SENCo and Exams Team ensure that all staff complete relevant training on an annual basis, including the Communicate-ed Training for Readers, Scribes, Invigilators and Other Adult Helpers in Exams.
- The SENCo and Exams Teams are supported in their role by:
  - AEN Administrator - Kieh Linh Kerrison
  - Deputy SENCo - Louise Powel

Appendix 1 - The BRIT School Access Arrangements Flow Chart



## Some Key Arrangements

**Supervised Rest Breaks:** Candidates are able to pause the exam for up to 15 minutes per paper. This is for candidates who struggle with timing, focus, writing for long periods of time without a break. For medical conditions, the JCQ require evidence that this was trialled before extra time is allocated.

**Extra Time:** A percentage of extra time, usually 25%, is added to the total time of the paper. This is for candidates who may have a learning need which affects their processing or reading speed. It may also be required for students who have a medical need or physical disability. Extra time is allocated on a subject by subject basis.

**W.P:** Candidates who require a Word Processor as a result of slow handwriting speed, poor handwriting, a physical or learning disability. Allocation must comply with the Word Processing Policy.

**Scribe:** For candidate's who struggle to write work independently for a variety of reasons. A scribe will fulfil that role. It is a specific skill on both sides and needs to be considered carefully. A WP will often be considered first. However, please note there is an implication for SPAG marks on some papers.

**Prompt:** Candidates who struggle with focus may need to be prompted by an invigilator to ensure they are able to complete the paper. This could be a quiet calling of the name or gentle tap on the desk.

**Overlay:** Coloured overlays are used to access the written word on the page and adjust for visual stress. Can be a range of colours. If this is considered, we would always advise a trip to the Optician to ensure there are no issues with the candidate's eyesight.

**Reader:** For candidates who find reading a challenge as a result of their learning needs. This will be in the form of a computer reader.

*All arrangements need to be established within the centre as a candidate's normal way of working in classwork and assessments. A Diagnosis does not automatically mean an Access Arrangement.*

## FAQs:

*Do my AA follow automatically from my old school ?*

*No. You will need to be reassessed, if a candidates teacher makes a new referral.*

*What if I have a report from an EP/specialist teacher?*

These are considered as a part of the history of need. However, they are not implemented automatically. This needs to be the candidates normal way of working.

*How can I check the AA I have?*

You can check the AEN confirmation letter sent home OR candidate of entrees from Data and Exams.

*Who do I go to if I have concerns for myself?*

Students can come to the AEN Department in person or email [accessarrangements@brit.croydon.sch.uk](mailto:accessarrangements@brit.croydon.sch.uk)

## Appendix 2: Normal Way of Working Form

### Demonstrating 'normal way of working' for Access Arrangements

Once completed, please upload to AEN information.

All Access Arrangement queries to go to [accessarrangements@brit.croydon.sch.uk](mailto:accessarrangements@brit.croydon.sch.uk)

Please remember, you are not referring for a specific arrangement but referring for investigation as you are concerned about specific areas of their learning. Please do not promise any specific AA.

Access Arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. JCQ

Student name:		Year group:	
Staff name:		Subject area:	

MUST BE COMPLETED	HELPFUL TO CHECK	MUST BE COMPLETED	MUST BE COMPLETED
Have you spoken with this young person about their challenges?	Have you checked their: CAT4 Scores? STAR Reading?  Are there any concerns there?	Are there concerns in other subjects as well? (reports are helpful here)	Have you ruled out concerns around content, exam structure, etc in your subject area? Sometimes these are the issue, not an AEN rooted need
Yes No	Yes No	Yes No	Yes No

TIME	Yes	No
Takes longer than expected with work/tasks and/or finishes after others		
Needs extra time for assignments		
Needs time to formulate an answer to a verbal question (slow responding)		
READING	Yes	No
Needs support reading in class		
Avoids reading out loud		
Has difficulty following written instructions		
Has difficulty processing text - needs to re-read for meaning		
Finds it hard to remember what has been read		
WRITTEN WORK	Yes	No
Handwriting is difficult to read		
Has difficulty copying from the board with speed/accuracy		
Finds taking notes hard		
Works on laptop/computer rather than writing by hand		
Needs support with planning written work		
Can explain verbally but struggles to write anything down		
Needs support with spelling		

Grammar and punctuation insecure		
<b>MEMORY AND CONCENTRATION</b>	<b>Yes</b>	<b>No</b>
Has difficulty following oral instructions		
Has difficulty concentrating for long periods		
Has difficulty remembering messages, appointments		
Needs to have instructions repeated		
Needs to have instructions written down		
<b>PRACTICAL TASKS</b>	<b>Yes</b>	<b>No</b>
Prefers practical tasks to written ones		
Understands better if learning is consolidated through practical experience		
Poor at practical tasks		
Needs support with physical demands of practical tasks		
<b>ORGANISATION</b>	<b>Yes</b>	<b>No</b>
Organisational skills are weak - loses things, forgets to bring items		
Misses deadlines		
Work is often incomplete or lost		
<b>VISION</b>	<b>Yes</b>	<b>No</b>
Needs large print version		
Uses coloured overlay <i>Please state colour:</i>		
Benefits from handouts on coloured paper <i>Please state colour:</i>		
<b>EXAMS</b>	<b>Yes</b>	<b>No</b>
Difficulty revising for exams/doesn't know how to revise/revision left too late		
Unable to finish an exam in the time allowed		
Panics when faced with tests		
Needs to take frequent breaks		
Needs reminders to stay focused on task		
Any other information:		
What adjustments are made in lessons, tests or exams?		

## Appendix 3: JCQ Guidance for Parents, Carers and Students about Access Arrangements



### Guidance for parents, carers and students about access arrangements



#### WHAT ARE ACCESS ARRANGEMENTS?

- Access arrangements allow students with specific needs, such as special educational needs or disabilities, to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.



#### HOW WILL THE PROCESS START?

- Parents and carers should let the SENCo know as soon as possible if their child has additional needs. Good and open communication is important.
- Students in further education should record their additional needs on the college's enrolment form.
- The SENCo will work with teachers and the student to identify possible arrangements.
- Various access arrangements are available. For example, support for students who have difficulties with reading, writing, speed of working or concentration.
- Not all students with additional needs will require access arrangements. This depends on whether their difficulty affects their access to exams. Additional needs or a diagnosis alone do not entitle a student to access arrangements.



#### WHO WILL MAKE THE ASSESSMENT?

- If a student has learning difficulties, the school or college's appointed assessor must conduct the assessment to determine the need for access arrangements, such as 25% extra time.
- If an external assessor diagnoses a learning difficulty (for example, dyslexia or dyscalculia), the assessment can only be used as evidence for access arrangements if the assessor has liaised with the school or college and received the necessary access arrangements paperwork in advance of the assessment taking place.
- Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are **not** responsible for decisions about access arrangements.
- The school or college must decide which access arrangements a student has for their exams.
- 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.



#### WHAT ELSE NEEDS TO BE DONE?

- The school or college will have to apply for some arrangements.
- If a student has complex needs, a school or college can discuss their needs with the exam board.

#### FINALLY

Schools and colleges **must** follow the rules. They are inspected and if they are found to be breaking the rules, this will be malpractice.

**If you have any questions about access arrangements, please speak to the school, college or SENCo.**

**Appendix 4: JCQ Access Arrangements Process Flow Chart for Teachers**





# Access Arrangements: A guide for teaching staff

## Purpose of this document

This guide sets out the role of teaching staff in identifying, supporting and evidencing students who may require access arrangements for formal exams. Teaching staff play a vital part in the access arrangements process and are essential in ensuring students receive fair and appropriate support.

## A whole-centre approach

**A successful access arrangements process depends on joined-up, centre-wide collaboration.** The role of a class teacher or subject specialist is particularly valuable in:

- observing and identifying difficulties in the classroom and in internal assessments
- supporting students in developing strategies
- evidencing how adjustments are routinely used
- contributing to decisions based on subject knowledge and ongoing experience with the student.

Access arrangements **are not** decided by a diagnosis. They require evidence from within the centre to show that the support is both necessary and used regularly.

## What are access arrangements?

Access arrangements allow students with specific and long-term difficulties to demonstrate their attainment without being unfairly disadvantaged. These arrangements **must**:

- reflect the student's normal way of working in the centre
- be based on evidence of need, not simply preference
- be compliant with JCQ regulations and agreed deadlines.

Access arrangements **are not** a substitute for revision, exam technique, or classroom support. They should be part of a broader support strategy and not be seen as a 'quick fix'.

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## Examples of access arrangements

Arrangement	Purpose
25% extra time	Supports students who need more time to read, process information or write.
Computer reader/reader	Supports access to text for students with reading difficulties.
Scribe/speech recognition	For those with physical or processing difficulties that affect writing.
Word processor	For students who work more effectively by typing.
Prompt, individual timer, earplugs, ear defenders	Arrangements to support with attention, organisation or time management issues.
Supervised rest breaks	Allow students to pause during exams due to medical, mental health or fatigue-related needs.
Alternative rooming	For students who have a substantial impairment who need to work in a smaller room with other students who have similar needs.

The arrangements listed above are examples of commonly used adjustments. A wider range of access arrangements is available and outlined in full in the JCQ document *Access Arrangements and Reasonable Adjustments*.

## Why is your role important?

Teaching staff are often the first to notice patterns of difficulty in class and assessments. Your input helps the SENCo/Access Arrangements Coordinator to:

- understand a student's persistent barriers to assessments
- decide whether a formal arrangement is appropriate
- avoid inappropriate or unnecessary arrangements
- gather evidence that arrangements reflect the student's normal way of working.

## How exam arrangements link to classroom support

Some arrangements used in formal exams may look different to classroom strategies. For example:

- a student who needs 25% extra time in exams may benefit from flexible deadlines, 'scaffolding', or extra thinking time in class
- a student using a reader or computer reader in exams may rely more on teacher or peer support in lessons
- a student needing rest breaks may cope without them in shorter lessons but struggle in longer assessments.

## What should you look out for?

Alert the SENCo/Access Arrangements Coordinator **as early as possible** if you observe any of the following:

- the student struggles to complete tasks in time
- the student suffers from fatigue or loss of focus during tasks
- the student regularly uses assistive technology or alternative working methods
- the student needs prompts or adult support to stay on task
- the student has difficulties with handwriting, spelling, or processing that significantly affects their work
- the student needs support with reading and/or writing.

## What you need to provide

### 1. Teacher Feedback (required for all arrangements)

- A description of the difficulty and how it affects performance in timed tasks.
- The difficulties noticed in the classroom.
- Analysis of the student's workbooks for signs of unfinished work, any issues with writing, spelling.
- The strategies and support already in place.
- Whether this support is effective and used consistently.
- Any differences in support between the classroom and internal assessments.

### 2. Evidence for 25% extra time

- A copy of a completed internal test/mock exam paper.
- Clear change in pen colour (or font if the student uses a word processor) when extra time begins.
- A comment on whether the extra time made a difference to the quantity or quality of work.

**Important:** if extra time made no impact, it may not be appropriate.

## Points to consider

- Is it a revision, exam technique, or engagement issue?
- Is it a lack of understanding of the subject matter?
- Is classroom support in place?
- While 25% extra time is commonly requested, it's not always the most effective or appropriate support. Many students do better with alternatives that are more targeted to their specific needs.

### Beyond school: long-term view

- Help to prepare students for future life.
- Promote independence, not dependency.
- Consider assistive technology first – a computer reader, speech recognition software.
- Remember that access arrangements **are not** a 'sticking plaster'. They are not a substitute for lack of subject knowledge or preparation.

### Deadlines and documentation

Access arrangements applications must be processed well in advance of exams. If arrangements are not established and regularly used by the student, they will not be approved. Ensure you:

- respond promptly to requests about students' needs and their normal way of working
- keep the SENCo/Access Arrangements Coordinator informed of any changes, improvements, or new concerns
- meet internal deadlines for feedback and evidence
- keep relevant work or records.

### Summary: Your role in 5 key actions

1. **Observe:** Identify ongoing challenges and consider causes and solutions.
2. **Support:** Ensure appropriate arrangements are in place in the classroom and for exams.
3. **Refer:** Share concerns with the SENCo early.
4. **Provide:** Give feedback and examples when needed and in a timely manner.
5. **Collaborate:** Be part of a consistent, centre-wide approach.

### Questions or concerns?

Contact the SENCo / Access Arrangements Coordinator for help interpreting student needs or for templates/guidance.

Teaching staff are in a unique position to help identify needs and provide practical evidence. Your professional input is essential to the process.

**Remember:** The goal is to promote independence and provide enough support to remove barriers without giving an advantage.

