



# **Access Arrangements/ Reasonable Adjustments Policy 2025/2026**

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Jane Martin	
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# What are access arrangements/Reasonable Adjustments?

## **“Access Arrangements**

*Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ<sup>CIC</sup> awarding body approval.*

*Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.*

## **Reasonable Adjustments**

*The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.*

*A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.*

*How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.*

*There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”*

[JCQ website [An overview](#)]

## **Purpose of the policy**

The purpose of this policy is to confirm that Ashton Sixth Form College fulfils “its role in requesting and/or implementing access arrangements...”

[JCQ ‘General regulations for approved centres’Chapter5.5]

This document is further referred to in this policy as GR

The policy is annually reviewed to ensure that arrangements 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*

*General and Vocational qualifications’*

This publication is further referred to in this policy as AA.

## **Equality policy (exams)**

A large part of the access arrangements policy is covered in the Equalities policy which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

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 Inclusive Learning (IL) Manager. The assessor(s) is/are appropriately qualified as required in JCQ regulations as follows:

- *an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or*
- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- **a specialist assessor with a current SPLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.**

and

*An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:*

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
- *the appropriate use of nationally standardised tests for the age group being tested;*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills*
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA 7.3]

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

*“IL Managers must hold on file for inspection purposes, evidence that the assessor(s) is/ are suitably qualified. This can be drawn, for example, from the following sources:*

- *copy of current Assessment Practising Certificate (APC) issued by Patoss, Dyslexia Guild or British Dyslexia Association;*
- *copy of Level 7 assessment qualification certificate;*
- *screenshot of HCPC registration showing the Unique Registration Number;*
- *screenshot of SASC listing showing the APC code number and expiry date;*
- *screenshot of listing for PAPAA Graduates showing the certificate number;*
- *screenshot of listing for CPT3A Certificate Holders showing the certificate number;*
- *screenshot of listing for ETAAC Certificate Holders showing the certificate number (84); or*
- *screenshot of listing for Patoss AAA Certificate Holders showing the certificate number” [AA 7.4.1]*

- Certificates are provided by the Assessor and checked by the IL Manager
- Copies of the Assessor’s qualifications are put in the Access Arrangements file for each year group to be available for inspection
- Assessor attends annual JCQ updates course to ensure that the assessment process is administered correctly

## How the assessment process is administered

- IL Manager screens all EHC plans following admission
- IL Manager identifies any students using literacy intervention
- Teachers identify students with difficulties and submit centre normal way of working (NWW) form to IL Manager at regular intervals (formal assessment points)
- IL Manager discusses students with Assessor
- Assessor tests where necessary
- IL Assessor determines Exam Access Arrangement (EAA) and makes Access Arrangement Online AAO application.
- IL Assessor enters EAA to MIS/data management system; including updates to student intranet profile

## Recording evidence of need

1. Candidate records completed by Assessor/IL Manager for each candidate by cohort
2. IL and Exams cross check EAA records at pre-determined intervals throughout the academic year to ensure accuracy.
3. MIS department maintains and updates reporting requirements to enable access to and reporting on live and current EAA data via multiple variables

## Gathering evidence of *normal way of working*

- For candidates with learning difficulties the background information recorded with Section A of Form 8 plus a NWW form
- or
- For candidates with a EHL plan, a centre Pupils Profile form and NWW form are completed.

## Processing applications for access arrangements

### Access arrangements online

*Access arrangements online* is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

*“For GCE qualifications and WJEC Criminology, Access arrangements online (AAO) enables centres to make a single on-line application for a candidate requiring access arrangements using any of the secure awarding body extranet sites. Access arrangements online will provide an instant response and will only allow a maximum of 26 months for any arrangement. For BTEC qualifications Access arrangements are made via PAAO. NCFE Cache and T Level Access arrangements are made directly on the NCFE portal at time of booking assessment.*

*Further information on Access arrangements online is available from:  
<http://www.jcq.org.uk/exams-office/aao-access-arrangements-online>”*

- Candidates must be informed that an application for access arrangements will be processed using Access Arrangements Online, complying with the UK GDPR and the Data Protection Act 2018.
- IL Assessor dictates application requirements for AAO in accordance with JCQ regulations and follows up with further evidence for any awarding body referrals

- At the start of the academic year, the IL Manager/IL Assessor checks expiry dates of AAO approvals for exam candidates in the coming year and renews if necessary

### Centre-delegated access arrangements

- IL Manager keeps CDAA form in AA file along with supporting evidence e.g. GP letter in accordance with JCQ regulations
- IL Manager ensures EM is informed of arrangements required

### Temporary access arrangements

- SLT or candidate informs EM of possible need for temporary access arrangements
- If centre delegated arrangements required CDAA form completed by SLT or EM
- If AAO application required, candidate signs Data Protection Form and EM submits application on AAO as soon as possible
- EM adds candidate to alternate and records access arrangements on centre-devised spreadsheet
- After the exams EM submits special consideration application where appropriate

### Word processor policy

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 this is the candidate's preferred way of working within the centre. See *Word Processor Policy* for full details.

*'There is not a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury.)*

*Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) where it is their normal way of working within the centre.* [AA 5.8 and 5.8.1]

- There must be a Word Processor policy available for JCQ inspection.

### Alternative Rooming / Own Room invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre 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 5.16]
- *Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre*
- *The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room.*
- The IL Manager records the arrangement on a CDAA form which is kept in the AA file
- The EM oversees rooming requirements before general seating based on EAA need