



# **Access Arrangements and Reasonable Adjustments Policy**

## **Ludlow Church of England School**

**2025-2026**

Approved/reviewed by	
Headteacher: Mr M Stoppard Assistant/Head of Exams: Mr Stephen Richards Exams Officer: Miss J Gittins	
Date of next review	November 2026

## Introduction

### 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 particular 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.'

Available Exam Access Arrangements include:

- Supervised rest breaks
- Extra Time
- Reader/Computer Reader
- Scribe
- Word Processor
- Prompter
- Live speaker for pre-recorded examination components
- Alternative Rooming Arrangements
- Bilingual translation dictionaries
- Modified papers
- Language modifier

### 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'.

### Purpose of the policy and processes

The purpose of this policy is to confirm that Ludlow CE School 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 (GR 5.4)

This policy is maintained and held by SENCo (or equivalent role) 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 SENCo (or equivalent role) is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (<sup>1</sup>AARA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties – *'Access arrangements and reasonable adjustments'*

## 1. General principles

The head of centre/senior leadership team will appoint a SENCO to co-ordinate the access arrangements process within the centre to determine appropriate arrangements, for candidates with learning difficulties and disabilities, those for whom English is an additional language, and those with a temporary illness or temporary injury (GR 5.4)

The principles for the centre to consider are detailed in AARA (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 them 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, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

A centre **must** make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they **cannot** make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments. It is the responsibility of the SENCo to make appropriate and informed decisions based on the JCQ regulations.

Applications should be processed at the start of or during the first year of a two-year course having firmly established a picture of need and normal way of working.

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 their first examination.

### Process for the assessment of a candidates who may require Access Arrangements / Reasonable adjustments at Ludlow CE School

- Candidates requiring assessment will be identified by the SENCO and Centre Staff, including candidates with specific needs, such as special educational needs, disabilities, medical conditions which will have an impact on examinations, or temporary injuries. They will be identified for access arrangements in one of the following ways:
  - They had an access arrangement in KS2 for their National Curriculum Tests.
  - Literacy screening in Yr7/8 using standardised assessments of Reading Comprehension, Spelling and Speed of Writing.
  - Subject teacher/Senior Leader who complete and Evidence of Need form
  - Parental referral.
  - Information from previous schools.
  - They are known to the Special Needs Department.
  - They have a medical condition which requires an access arrangement in exam conditions.
- Arrangements will be made for the candidate to be assessed by the Centre's internal appointed assessor (AA 7.5.1)
- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties will be completed (AA 7.5, 7.6)
- Assessors will personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5.5) Candidates will be assessed, using current editions of standardised tests, in accordance with JCQ requirements.
- The assessor must carry out tests which are relevant to support the application. (AA 7.5.6)
- A privately commissioned assessment carried out without prior consultation with the Centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3.6)

- Relevant staff working within the Centre should always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the Centre and ultimately assessing the candidate themselves should be instigated (AA 7.3.6)
- Before the candidate's assessment, the SENCo and assessor appointed in the Centre must build up a picture of background information through discussions and collating evidence from school staff to create a picture of need as required in Part 1 of Form 8. The Centre and the assessor must work together to ensure a joined-up and consistent process for collecting evidence. (AA 7.5.2) This evidence could include:
  - Form 8/File Note report from Access Arrangement Assessor.
  - Previous access arrangements from other schools.
  - Subject teachers-examples of work as appropriate.
  - Results of baseline tests e.g. spelling, writing, reading comprehension tests.
  - Individual Learning Plans (ILPs).
  - Any letters from outside agencies, hospitals or doctors.
  - Statement of Educational Need (SEN) or Education Health Care Plan (EHCP)
  - Detailed File Note painting a picture of need.
- If using an independent assessor, they must contact the Centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor must be approved by the Head of Centre to assess the candidate.
- All candidates must be assessed in the light of the picture of need and the background information as detailed within Part 1 of Form 8.
- The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the Centre. (AA 7.5.3)
- The assessor will keep detailed records for each candidate, which must be made available for inspection together with:
  - Permission from the awarding body for the arrangement.
  - A data protection notice signed by the student.
  - A record of all occasions where the student has been supported by access arrangements.

### 3. Processing access arrangements and adjustments

#### Arrangements/adjustments requiring awarding body approval

Access Arrangements must only be processed after the AAO candidate consent form and privacy notice ***Personal data consent from examination candidate (aged 13 or over: Access arrangements online)*** and the data protection form ***Data protection confirmation by the examinations officer or SENCo*** has been signed and kept on file. These will be collected by the Exams Officer and filed by the Assessor.

Access Arrangements Online (AAO) is used to apply for approval of arrangements/adjustments for the qualifications listed within the JCQ publication 'Access Arrangements and Reasonable Adjustments.'

AAO is accessed through 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. Access Arrangements for some Vocational qualifications require online approval directly via the awarding body website.

Applications made via AAO will be made by the Assessor. Applications made via other means, including Pearson Access Arrangements Online (PAAO) will be made by the Exams Officer. These will be stored on file in candidate individual records by the assessor.

Deadlines apply for each examination series for submitting applications for approval using AAO. The assessor must submit applications using AAO with these deadlines in mind. In light of this, the school deadline to submit evidence and request access arrangement for a candidate in Yr11 is October half term. This allows the SENCo/ Assessor and the Exams Officer time to plan the Yr11 Mock examinations which are the last opportunity to trial and access arrangements. Applications for Access Arrangements will be made during Y10 and no later than the end of Y11, Term 1.

The assessor will create candidate individual records on file or e-folder for each individual candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required), signed candidate consent forms and any other relevant information deemed appropriate by the assessor.

The Exams Officer will be responsible for ordering modified papers before the deadline based on the candidate's individual access arrangements and for ensuring the appropriate arrangements / adjustments that have been approved are put in place, in accordance with the current AARA / ICE regulations, to meet the needs of all candidates who meet the JCQ requirements.

The SENCo has overall responsibility for ensuring the processing and record keeping of access arrangements and reasonable adjustments meet the required standards.

## Access to a mobile phone for medical purposes 5.19

- For those qualifications listed within the Deadlines section, an application must be processed using Access arrangements online. 5.19.1
- The SENCo must complete Form 9 confirming the candidate's medical condition and the need to access their mobile phone during an examination. Formal evidence must be available to confirm the candidate's medical condition. 5.19.2
- Access arrangements online will approve applications where a candidate with a medical condition will be subject to 1:1 invigilation when in possession of their mobile phone to ensure the integrity of the examination. 5.19.3

## Centre delegated arrangements/adjustments

Decisions relating to the approval of Centre delegated arrangements/adjustments are made by the SENCO/AA assessor and coordinated by the Exams Officer. The decision must 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. Appropriate evidence, where required by the arrangement, is held on file by the assessor.

These include (among others):

- The use of a word processor (please see Word Processor Policy)
- The use of modified papers e.g. Coloured paper or enlarged script-these will be ordered by the Exams Officer in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1) Modified papers must not be ordered for candidates unless the centre intends to enter them for the relevant examination series (AA 6.1) and 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 (AA 6.1)
- Alternative Rooming Arrangements-this will be a centre decision which will be considered if:
  - the candidate has a substantial and long-term impairment or medical need which is established within the Centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
  - it is the candidate's normal way of working within the Centre in internal tests and mock examinations (AA 5.16). Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (5.16)
  - ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate (AA 4.2.1)
  - the candidate has an access arrangement requiring separate invigilation e.g. scribe
  - the Centre considers alternative rooming arrangements the most appropriate option (at the discretion of the head of centre)
- Amplification equipment including hearing aids: The SENCO / Exams Officer will coordinate with the Hearing Impairment Specialist to implement appropriate arrangements to support the candidate in examinations. Appropriate measures will be taken in the case of Bluetooth / Wi-fi enabled devices (including headphones for listening to background sound / music) to ensure that the candidate cannot access the internet during examinations.
- Brailers
- Closed circuit television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays (including reading rulers, virtual overlays / virtual reading rulers)
- Fidget toys and stress balls
- Low vision aid/magnifier
- Non-electronic ear defenders/ear plugs
- Optical Character Reader (OCR) scanners
- Squared paper for visual spatial difficulties

Where a candidate is subject to one to one invigilation or alternative rooming invigilation away from the main cohort in access arrangement rooms within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)

## 4. Reporting to Parents/Carers

Parents are informed that their child is being assessed for access arrangements. Provisional and approved arrangements are stated on Yr10 and Yr11 reports.

This process is reviewed annually to ensure compliance with current regulation

