

# ***Trinity Christian School***

## ***Nursery, Primary & Secondary***



**TRINITY**  
**CHRISTIAN SCHOOL**

## **Access Arrangements Policy (EXAMS)**

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## Access Arrangements Policy (Exams)

This Policy supports and should be read in conjunction with the following policies and guidance:

- ✓ Exams Policy
- ✓ Word Processor (Exams) Policy
- ✓ Equalities Policy (Exams)
- ✓ JCQ General Regulations
- ✓ JCQ Instructions for Conducting Examinations

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### 1. INTRODUCTION

**What are access arrangements and reasonable adjustments?**

#### 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’.

#### 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'.

## 2. PURPOSE OF THIS POLICY

The purpose of this policy is to confirm that Trinity Christian 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. (JCQ's **General Regulations for Approved Centres**, section 5.4)

This policy is maintained and held by the SENDCo and Exams Officer 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.

The policy is annually reviewed to ensure that processes 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**'.

## 3. GENERAL PRINCIPLES

The main principles for the centre to consider 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 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 disabled candidate.
- The SENDCo **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- Access arrangements/reasonable adjustments should be processed at the **start** of the course.
- 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 his/her first examination.

## 4. EQUALITIES POLICY (EXAMS)

The head of centre along with the SLT will recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments

and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid...

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR, section 5.4)

For more information, please refer to the Equalities Policy (Exams).

## 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 AA, section 7.3.

### **The qualification(s) of the current assessor:**

- Post Graduate Diploma in Specific Learning Difficulties with AMBDA
- Assessment Practicing Certificate.

### **Appointment of assessors of candidates with learning difficulties**

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in JCQ's Access Arrangements Regulations Section 7. This process is carried out prior to the assessor undertaking any assessment of a candidate. Copies of the Assessors Certificates (both paper and electronic) are kept by the SENDCo/Exams Officer.

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

In line with JCQs regulations:

1. The SENDCo must arrange for the candidate to be assessed by the centre's appointed assessor.
2. Before the candidate's assessment, the SENDCo must provide the assessor with background information, by completing Section 1 of Form 8. The SENDCo and the assessor must work together to ensure a joined-up and consistent process.
3. The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.
4. The Centre's appointed assessor must personally conduct the assessments. They must not sign off assessments carried out by another professional.
5. The assessor must carry out tests which are relevant to support the application.

Current editions of nationally standardised tests which produce standardised scores must be used, where published.

6. The candidate's chronological age must be less than the 'ceiling' of the test, unless there is no published test for the candidate's age.
7. Results must be given as standardised scores which use a mean of 100 and a standard deviation of 15. (These are standard scores.) Standardised scores of 84 or less are described as 'below average'. Standardised scores of 85-89 are described as 'low average'.

### **Picture of need/normal way of working**

In line with JCQ Regulations, the SENDCo must provide evidence of the pupil's 'normal way of

working' and need for access arrangements. This can be done through the completion of Section 1 of Form 8, or Form 9, as well as:

if known, arrangements made for Key Stage 2 tests;  
 comments and observations across relevant subjects from teaching staff and support staff (i.e. Learning Support Assistants, Teaching Assistants and Pastoral Support Workers);  
 intervention strategies (e.g. Intervention Plans) in place for the candidate;  
 pupil premium indicators;  
 screening test results;  
 use of pupil baseline and tracking data;  
 arrangements made for end of year internal school examinations/mock examinations.

## 6. PROCESSING ACCESS ARRANGEMENTS AND ADJUSTMENTS:

Arrangements/adjustments requiring awarding body approval

The following arrangements must be applied for online:

- Access to a mobile phone for medical purposes
- Bilingual dictionary with 25% extra time (solely for those qualifications listed within JCQ AA Chapter 5, paragraph 5.18.2)
- Computer reader/reader
- 25% extra time
- Extra time over 25%
- Practical Assistant
- Remote invigilation (see Arrangements for conducting exams in the candidate's home document)
- Scribe/speech recognition technology
- Timetable variation for a candidate with a disability.

The SENDCo and Exams Officer will apply for Access arrangements using the online AAO tool provided by JCQ. AAO is accessed within the JCQ Centre Admin Portal (CAP). A single application for approval is required for each candidate regardless of the awarding body used.

On approval, the SENDCo and Exams Officer will keep a hard copy of the signed candidate personal data consent form; a completed Data protection confirmation by the SENDCo; a copy of the candidates approved application; appropriate evidence of need; and evidence of the assessor's qualifications. This evidence will be retained for 26 months from the date of the online application being approved.

### **Centre-delegated arrangements/adjustments**

The following arrangements do not need to be applied for online:

- Alternative rooming arrangements - sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates (formerly known as separate invigilation)
- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Braille
- Closed Circuit Television (CCTV)

- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional (for candidates using Sign Language)
- Examination on coloured/enlarged paper
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non-electronic ear defenders / ear plugs
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Squared paper for visual spatial difficulties
- Supervised rest breaks
- Word processor

The SENDCo will complete a Form 9 detailing the candidates 'normal way of working' and reasons for the access arrangements/adjustments. This will be kept both as a hard copy and electronically.

## **7. CENTRE-SPECIFIC CRITERIA FOR PARTICULAR ARRANGEMENTS/ADJUSTMENTS:**

### **Word Processor Policy (Exams)**

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 the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

For more information, please refer to the Word Processor Policy (exams).

### **Alternative Rooming Arrangements**

In cases where the SENDCo and Exams Officer have agreed that an exam candidate may require an alternative rooming arrangement, a room and separate invigilator will be organised.

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect
- whether the candidate will pose as a distraction to others in the examination room and
- the candidate's normal way of working within the centre

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