2.0. Compliance

2.11.3 Access Arrangements Policy (Exams)

Version Number 2

Reviewed by Exams Manager 2025

Version Control Statement

Version	Date	Changes	Reason	Author	Next review
1	01/09/2024		New Policy	Head of Centre	01/09/2025
2	01/09/2025		JCQ Updates	Head of Centre	01/09/2026

External Reference Points

- JCQ Guidance centre guidance
  https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/

Affects all other policy documents. This document should however be read together with the following documents:

- Governance Documents
- Equality and Diversity Policy
- Examination Policy
- Student Support Policy
- Student Support Policy

Contents

Introduction

This policy sets outlines the procedures and responsibilities relating to Exam Access arrangements within Waltham International College, considering the JCQ access arrangements and special consideration process.

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 CIC awarding body approval.

Access Arrangements allow candidates/students 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 student. An adjustment may not be considered reasonable if it involves unreasonable costs, time frames 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.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment

Access Arrangement Procedures

Referral Points

Application Form

Candidates are asked to provide details of any SEND needs on application forms; students will then be contacted by the Student Support Manager who will ask for further details.

Interview

A member of the Student Support Manager will meet and discuss support needs. Contact may be made with the previous school, college or agency to provide further information. Previous arrangements and a

need for assessment would be recorded on the support needs assessment documentation form JCQ/AA/LD Form 8. **However, all referrals need to be made 8 weeks before any exam.**

Process and Arrangements

If a student requires access arrangements the Support Team/ Student Support Manager are made aware of this by the Exams Manager. They will, via an email asking them to interview the potential candidate asking them to bring evidence of any assessments or medical evidence that they have concerning the reason for wanting the reasonable adjustment. The candidate will complete form JCQ/AA/LD Form 8, documenting the details and noting all evidence supplied, the Support Manager will check these meet the requirements prior to sending to the Exams Manager for processing to the exam boards.

Candidates may need to be referred to gain the evidence required for them to access the reasonable adjustment. Candidates will be referred to local team or 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. Once these reports have been received and the form JCQ/AA/LD Form 8 is fully completed it is returned to the Exams Manager for discussion with the Head of Centre before processing the exams board.

The candidate will be made aware that until the awarding body has approved the access arrangement Waltham International College are unable to confirm it can be put in place.

It is the responsibility of the Student Support Manager to

- Check candidates who have previously had access arrangements from other institutions have up-to-date evidence of their need so this can be communicated accordingly with the relevant examining bodies
- This applies to all examinations including Functional Skills
- The form is completed fully and as much detail as possible about the nature of a candidates needs
- During interview candidates' eligibility and discuss the most appropriate course of action for them
- Ensure that all referrals from the Exams Manager are dealt with, within 7 working days of receipt of the email, remembering, **ALL REFERRALS SHOULD BE MADE AT LEAST 8 WEEKS PRIOR TO THE EXAM.**
- Will organise and ensure scribes, readers, assistive technology and all other access arrangement requirements are in place.
- Organise Invigilation, rooms and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, supported by the Exams Manager

TYPES OF ACCESS ARRANGEMENTS

If evidence is ab le to be collected there are a number of services that can be offered to the candidate

- Supervised rest breaks
- Extra Time
- Computer reader
- Read aloud and/or the use of an examination reading pen
- Word processor

- Transcript
- Prompter
- Practical assistant
- Alternative room for the conduct of examinations
- Other arrangements for candidates with disabilities / Exemptions

Appendix 1 Types of Access Arrangements and possible evidence

Access arrangement	Why apply for this?	What to include on Evidence of Need referral form	Evidence required by exam board
Coloured overlay	Candidate experiences visual disturbance and uses an overlay in class	Evidence of Need form not necessary	• No further evidence required • Candidate responsible for bringing overlay to exam •
Prompter	Learning Difficulty or medical condition that leads to lack of focus, easy distraction or poor time estimation that will lead to exam performance being seriously impaired	Describe the nature of the problem, what support methods required.	• Evidence of Need form • Any formal assessment or medical notes that are available • In class documentation
Separate invigilation	Behavioural, emotional, social need, medical condition, physical disability, psychological need that will lead to impaired performance within normal exam conditions	• Describe the nature of the need and how it is supported within the classroom at other establishments • Include medical or other evidence where possible • Discuss the option of being in a small group and record the outcome of this discussion	• Evidence of Need form • Any formal assessment or medical notes that are available
Supervised Rest Breaks	Learning difficulty, behavioural emotional social need, medical condition, physical disability, psychological need that leads to learner needing rest breaks to sustain performance in exam conditions	• Describe the nature of the need and how it is supported within the classroom at other establishments • Include medical or other evidence where possible • Confirm that having frequent breaks is the learner's normal way of working	• Evidence of Need form • Any formal assessment or medical notes that are available • In class documentation
		used and record this on referral form Confirm that it is the candidate's normal way of working to use extra time	speed or letter from specialist detailing precise nature of processing difficulty

Reader	□ Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed	• Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed • Describe how this is supported in class and confirm that reading support is the learner's normal way of working	• Evidence of Need form • Classroom documentation • Specialist assessment showing below average score in reading accuracy, comprehension or speed
Scribe	• Physical disability, medical condition or recent injury preventing writing • Visual impairment and cannot touch type or use a braille • Learning difficulties that means that writing cannot be read by others • Writes so slowly that answers cannot be fully recorded even with extra time	• Describe the nature of the difficulty – include examples of handwritten and scribed work (where appropriate) and comment on quality of language • Describe how need is supported in class and confirm that using a scribe is the learner's normal way of working	• Evidence of Need form • Examples of learner's work • Classroom documentation • Specialist assessment indicating severe problems of legibility, incomprehensibility or processing speed • Covering letter explaining precise nature of need
Extra time 25%	□ Learning difficulty, medical, physical or physiological requirement or visual or hearing impairment which has an adverse effect on the candidate's speed of processing	• Indicate the nature of the learner's processing problem and how it is supported in the classroom • Include examples of unfinished timed assessments • Discuss with learner how extra time will be	• Evidence of Need form • Examples of learner's work • In class documentation • Statement of Special Educational Need or assessment by specialist tutor showing below average standardized scores in processing speed or reading and/or writing