



## Broughton Hall Catholic High School

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# ACCESS ARRANGEMENTS POLICY 2025/26

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### DOCUMENT STATUS

Version	Date	Action
Previous Version	October 2024	Reviewed
Policy Reviewed	01.12. 2025	By H Marteau, SENDCo
	11.12.2025	Agreed by Governors

This policy is reviewed annually to ensure compliance with current regulations

## Key staff involved in the policy

Role	Name(s)
Assistant SENDCo Access arrangement Co-ordinator	<b>Clare Calvert</b>
Senior leader (SENDCo)	<b>Helen Marteau</b>
Head of centre	<b>Sarah O'Rourke</b>
Exams officer	<b>Tina Abraham</b>
Assessor(s)	<b>Marie Wren and Clare Calvert</b>
Access arrangement facilitator(s)	<b>LSAs and Invigilators</b>

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## 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'. (AARA<sup>1</sup>, Definitions)

### 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'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA<sup>1</sup>, Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AARA](#) 1.8). The definitions and procedures in [AARA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland.

### Purpose of the policy

The purpose of this policy is to confirm that Broughton Hall Catholic High 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**, 5.4)  
This publication is further referred to in this policy as GR

This policy is maintained and held by SENDCo and assistant SENDCo alongside the individual files / folders of each access arrangements candidate. Each file 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 JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**' <sup>1</sup>This publication is further referred to in this policy as AARA

## General principles

The head of centre/senior leadership team will appoint a SENDCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and 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 SENDCo, 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 SENDCo 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 across previous key stages.

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.

## Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. This Policy is held on our school website and within our secure exams room.

This 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 the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA 7.3.

### The qualifications of the current assessors:

#### Clare Calvert

Patoss AAA:

Assessing for Access Arrangements

Delivered by Patoss

The CPD standards Office: Provider No: 21365

Certificate Number: AAA0617-060686

(Level 7 qualification in Access arrangements)

### **Marie Wren**

British Dyslexia Foundation

APC SPLD assessment Practising Certificate

ACP number – 21/APC04045

(Level 7 qualification in SLD Dyslexia)

All certificates kept on file.

### **Appointment of assessors**

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 AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

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

Our assessor's qualifications are checked prior to students being assessed are kept in our SEND office at all times.

Heads of centre must satisfy themselves that a professional does have the required level of competence and training, both our assessors have relevant training and have had extensive experience in assessing and applying for access arrangements.

### **Reporting the appointment of assessors**

Assessor qualifications are located in the SEND office, a copy is on the SEND office notice board and in the Access arrangement folder to share.

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

The SENDCo must arrange for the candidate to be assessed by the centre's appointed assessor. Prior the candidate's assessment, the SENDCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENDCo and the assessor must work together to ensure a joined-up and consistent process. This is completed my meeting prior to assessment and afterwards to discuss students' needs and what assessments have shown

The SENDCo will provide evidence alongside the form 8 will evidence the normal way of working, this will be at least one piece of evidence such as a pupil passport, written work or a teacher referral 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 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.

An independent assessor must discuss access arrangements/reasonable adjustments with the SENDCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENDCo.

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. The assessor must carry out tests which are relevant to support the application, we use a range of tests including WAITT-II-UK-T, DASH, CTOPP-2 for KS4 and ART and CTOPP-2 for KS5. This ensured that the can the candidate's chronological age is less than the 'ceiling' of the test.

Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.

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'. Test results for Part 2 of Form 8 must not be reported as percentiles, scaled scores, T-scores or age-equivalent scores. Such scores must be converted into standard scores.

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

Before the candidate's assessment, the SENDCo **must** provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENDCo and the assessor **must** work together to ensure a joined-up and consistent process.

An independent assessor **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 light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor **must** discuss access arrangements/reasonable adjustments with the SENDCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENDCo. ([AA 7.5](#))

NB – A form 9 will be used for students with an EHCP, medical diagnosis etc or for relevant access arrangements.

### **How students would be identified for Exam Access Arrangements:**

- They would have had EAA at KS2 for their SAT's
- From baseline testing completed in Year 7
- Parental Referral
- Subject Teacher Referral and evidence
- Information from Middle or Upper schools KS2 SAT EAA Students who have EAA at KS2 are screened for EAA at KS3 and KS4.
- In school screeners

Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

### **Parent Referral**

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENDCo will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

### **Teacher Referral**

As with Parent Referrals, teachers can refer a student to the SENDCo where they have concerns about the learning and progress of a student in their class. All of the students current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for EAA. Where a teacher thinks that a student requires extra time, they are asked to get the student to change the colour of the pen that they are using once the allotted time is up, and continue writing until they are finished. This is then used as proof to JCQ and the exam boards of a history of need. Teachers are asked to refer students to the SENDCo initially if they feel that a child may be dyslexic rather than contacting parents about their concerns. The SENDCo will then contact the parents if the concerns are founded.

### **How do staff and parents know whether a student has Exam Access Arrangements?**

- Teaching and support staff can access the list on Staff Shared Area. It is updated on a monthly basis or whenever students become entitled to it. The information about results of assessments for EAA are kept confidentially in line with school policy, are shared on a need to know basis.
- Staff will be informed of any changes to the EAA list via round robins using provision maps.
- Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.

### **How are Exam Access Arrangements applied for?**

Students need to be tested at each Key Stage for EAA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3 or KS4. Therefore the Specialist Teacher tests students who are referred to us, or who have had EAA in earlier Key Stages.

The Specialist Teacher will assess students using a variety of nationally recognised tests. The tests that the Specialist Tester uses are replaced/upgraded periodically in line with current practice. The test that the Specialist Tester uses depends very much upon the type of barrier to learning that the student may have. Should the student need further testing to assess for other learning issues or further EAA, the Specialist Tester will arrange this. Following a report produced by the Specialist Tester an application is made to the Exam Boards for permission to implement the specified arrangement/s.

Students are tested formally in April/May of Year 10 in order to comply with the 26 month rule; so that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11.

All teachers are given access to the list of students with EAA, and they are asked to give the SENDCo at least two weeks' notice before they assess students so that support can be provided for students who require it during the tests/exams.

### **What are the procedures for processing an application?**

Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENDCo, Specialist Teaching Assistant or Exams officer then applies to the exam boards. The feedback is instant and at this point the EAA is added to the list of students and the parents are informed of the EAA by letter. The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice.

This can include:

- Recommendations by teachers
- Educational psychologist reports
- Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors

- Information from SALT (Speech and Language Team)
- Statement of Educational Need or Education, health & Care Plans (EHCP) Permission from the exam boards for the arrangement/s
- A signed copy of the Form 8 report by the designated tester
- A signed copy of the Form 9 (if required)
- A data protection form signed by the student
- For Extra Time – history of evidence of need in the form of copies of work where a student has regularly used more than the allotted time.
- An 8RF will be used when students move from GCSE to GCE.

Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications Access arrangements may cover the entire course and for GCSE and GCE qualifications must be processed using access arrangements online as early as possible.

**The decision to apply for access arrangements is based on evidence of a history of need, history of provision and a specialist teacher access arrangements report. This decision will be made by the SENDCo.**

Form 8, must be used to record information about a candidate's access arrangements/reasonable adjustments and be presented by the SENDCo for inspection. The candidate's name must be recorded on every page of Form 8 and the form must be stapled together. The form must only be used for candidates with learning difficulties or where a Language Modifier is required.

Part 1 of Form 8 is a pen portrait of the candidate's needs. It allows the SENDCo to 'paint a holistic picture of need', confirming normal way of working bringing together: • if known, arrangements made for Key Stage 2 tests; comments and observations from teaching staff and support staff (i.e. Learning Support Assistants, Teaching Assistants and Communication Support Workers); intervention strategies (e.g. individual education/learning plans) in place for the candidate; pupil premium indicators; screening test results; use of baseline data; information about any differentiation in the classroom; normal way of working in the classroom (where appropriate); arrangements made for end of year internal school examinations/mock examinations.

Part 3 of Form 8 must be completed by the SENDCo once the assessor has completed their testing and confirmed that the candidate has an impairment which substantially affects their performance.

Part 3 of Form 8 must make recommendations for access arrangements adjustments taking into account: • the information from the assessment (Part 2 of Form 8); • the requirements of the specifications; and • the candidate's normal way of working in the centre (Part 1 of Form 8).

## **Processing access arrangements and adjustments**

### **Arrangements/adjustments 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 covered by the tool. This tool also provides the facility to order modified papers for those qualifications

included. (Refer to [AARA 8](#) (Processing applications for access arrangements and adjustments) and 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) using any of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Online applications **must** only be processed where they are supported by the centre and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place. (AARA 8 Summary)

The SENDCo **must** keep detailed records at Broughton Hall this is a hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application and appropriate evidence of need (where required) for inspection by the JCQ Centre Inspection Service. ([AA](#) 8.6)

There is no longer a need for Data protection confirmation but 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.

The assistant SENDCo will have access to Centre services for AQA which will allow them to process these applications. The access arrangement is held in the SEND office which is double locked.

Our exams officer makes all applications for Modified papers with the support of the SENDCo to ensure all papers are applied for.

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

All access arrangements/ adjustments that do not need to be recorded on AAO will have a form 9 stating the provision as well as evidence of their common way of working. This will include provisions such as supervised rest breaks. All evidence is held in the access arrangements folder for SEND students within the SEND office.

### **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.

Our Word Processor Policy is stored within our exam secure room as well as in our SEND office – this is to be reviewed in November 2025

#### **Alternative Rooming Arrangements Policy**

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENDCo (or equivalent role).

The decision 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 ([AARA](#) 5.16)

Alternative rooming arrangements **must** reflect the candidate's normal and current way of working in internal tests and mock examinations.

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. (AARA 5.16)