

# Access Arrangements Policy

## Documentation Information

<b>Reviewed by:</b>	Ivanhoe School Local Governing Body		
<b>Last Reviewed:</b>	22 <sup>nd</sup> January 2026	<b>Next Review:</b>	January 2027
<b>Review Cycle:</b>	1 Yearly	Ratified by Governors	

## Access Arrangements

Centre name	Ivanhoe School
Centre number	23388
Date policy first created	20/09/2023
Current policy approved by	N/A
Current policy reviewed by	N/A

## Key staff involved in the policy

Head of centre	Jen Steere
Senior leader(s)	Mel Konig
Exams officer	Asha Ellis
SENCo (or equivalent role)	Adrian Samuel
Other staff (if applicable)	

This policy is reviewed and updated annually to ensure that access arrangements process at Ivanhoe School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AA refer to the JCQ documents General Regulations for Approved Centres, Instructions for conducting examinations and Access Arrangements and Reasonable Adjustments.

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

## Introduction

(AA Definitions)

### 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’.

The centre must ensure that approved adjustments can be delivered to candidates.

### Purpose of the policy

The purpose of this policy is to confirm that Ivanhoe 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)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as in Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments (GR 5.4)

## 1. General principles

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

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. (AA 4.2)

The principles for Ivanhoe School 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 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 (AA 4.2)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)
- Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)
- Arrangements must always be approved before an examination or assessment (AA 4.2)
- The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements/reasonable adjustments and the conduct of examinations are covered in:

- Access Arrangements Policy

## 2. The assessment process

At Ivanhoe School, assessments are carried out by:

- an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

## **Details and qualification(s) of the current assessor(s)**

Vicky Johnson

## **Appointment of assessors**

At the point an assessor is engaged/employed at Ivanhoe School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/ are suitably qualified (AA 7.3, 7.4)

Additional information:

## **Reporting the appointment of assessors**

- Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4) When requested, the evidence will be presented to the JCQ Centre Inspector by:
- Vicky Johnson
- In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within Access arrangements online. (AA 7.4)
- The names of all other assessors, who are assessing candidates studying qualifications as covered by the Access Arrangements and Reasonable Adjustments document must be entered into Access arrangements online to confirm their status (AA 7.4)

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

Ivanhoe School confirms:

- 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)
- Arrangements must be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional (AA 7.5)
- The assessor must carry out tests which are relevant to support the application (AA 7.5)
- A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online (AA 7.3)
- 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)

Additional information:

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

Ivanhoe School confirms:

- Before the candidate's assessment, the person appointed in the centre 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 centre and the assessor must work together to ensure a joined-up and consistent process. (AA 7.5)

Additional information:

## **3. Evidence Gathering for Normal Way of Working**

(AA 4.2, AA 5.8, AA 7.5, AA 8.8)

In line with JCQ regulations, Ivanhoe School ensures that applications for access arrangements, including extra time, are supported by clear, objective evidence demonstrating the candidate's normal way of working. A diagnosis alone is not sufficient. (AA 4.2, AA 5.8)

### **Evidence Required**

Evidence to support applications for extra time (25%–50%) may include: (AA 5.9, AA 7.5, AA 8.8)

Classroom evidence, such as:

- Teacher observations of slow pace of working (AA 5.9)
- Difficulty completing timed tasks or extended written work (AA 5.9)
- Routine use of additional time in lessons (AA 4.2)
- Timed assessments, including:
- End-of-unit tests and internal assessments (AA 5.9, AA 8.8)
- Mock examinations conducted under exam conditions (AA 5.9)
- Evidence of incomplete work within standard time and improved completion when extra time is provided (AA 8.8)
- Teacher comments and records, which must:
- Be task-specific and evidence-based (AA 8.8)
- Clearly explain how the candidate uses additional time (e.g. finishing responses, checking work) (AA 5.9)
- Confirm that extra time reflects usual classroom practice (AA 4.2)
- Specialist reports (where applicable), which:

- Support but do not replace classroom and assessment evidence (AA 7.5)
- Applications for 50% extra time must be supported by particularly strong and consistent evidence across subjects and assessments. (AA 5.12, AA 8.8)

### **Collection and Storage of Evidence (AA 8.6, AA 8.8)**

#### **All evidence is:**

- Collected and reviewed centrally by the SENCo/Access Arrangements Coordinator (AA 4.2)
- Clearly dated, labelled, and linked to specific tasks or assessments (AA 8.8)
- Stored securely in a central access arrangements file or system (AA 8.6)
- Records are retained in line with JCQ requirements and are available for inspection. (AA 8.6, AA 8.8)

## **4. Validity of Assessments and Form 8**

(AA 7.6, AA 5.12)

### **In accordance with JCQ regulations, Ivanhoe School confirms that:**

- Any assessment evidence used to support an application for access arrangements, including Form 8, must be current (AA 7.6).
- Assessments must be completed no more than 26 months prior to the candidate's final examination series (AA 7.6).
- Assessments older than 26 months must not be reused and re-assessment will be required where necessary (AA 7.6).
- Applications for extra time beyond 25% will only be processed where:
- Assessment evidence meets the 26-month validity requirement, and
- There is strong evidence of need and normal way of working (AA 5.12, AA 8.8).

## **5. Privately Commissioned Assessments (AA 7.3)**

Ivanhoe School confirms that:

- Privately commissioned assessments, where the centre has not been involved in the assessment process, cannot be used to process applications via Access Arrangements Online (AAO) (AA 7.3).
- Such reports may be considered as background information only (AA 7.3).

Where a privately commissioned assessment is presented, the centre will determine whether:

- Further evidence of normal way of working should be gathered, and/or
- A centre-led assessment should be arranged in line with JCQ requirements (AA 7.3, AA 7.5).

- The decision to apply for access arrangements remains the responsibility of the centre. (AA 4.2)

## 6. Late Diagnoses and Late Assessment Requests

(AA 4.2, AA 8.1)

Ivanhoe School recognises that some candidates may receive a diagnosis or assessment outcome late in the course.

### Managing Late Diagnoses

Late diagnoses may be processed, provided:

- The candidate meets JCQ criteria (AA 4.2)
- Supporting evidence of normal way of working is available (AA 5.9, AA 8.8)
- Applications are submitted before published JCQ deadlines (AA 8.1)
- In exceptional circumstances, late applications may be submitted where permitted by JCQ regulations (AA 8.1).
- Responsibilities Where Deadlines Have Passed
- If evidence or assessment results are received after the JCQ application deadline:
- The centre cannot guarantee approval for that series (AA 8.1)
- Decisions will be made in line with JCQ guidance and awarding body instructions
- Parents and candidates will be informed where arrangements cannot be implemented due to missed deadlines.

## 7. Practice of Access Arrangements

(AA 4.2, AA 5.8)

In line with JCQ guidance, Ivanhoe School ensures that candidates:

- Have regular opportunities to practise approved access arrangements prior to external examinations (AA 5.8)
- Use arrangements as part of their normal way of working, not solely for final exams (AA 4.2)
- Evidence of Practice May Include:
- Mock examinations completed using the approved arrangement(s) (AA 5.8)
- Internal tests or assessments showing arrangements in use (AA 5.8)
- Lesson-based evidence confirming routine use (AA 4.2)
- Review of Arrangements
- Access arrangements are reviewed:
- At least annually

- When new evidence emerges
- When a candidate's needs change (AA 4.2)
- Documentation
- Records will confirm:
  - When and how arrangements were practised (AA 8.8)
  - That practice occurred before the first external examination (AA 5.8)

## **8. Evidence Retention, Storage and Data Protection**

(AA 8.6, AA 8.8)

- Ivanhoe School maintains continuous inspection readiness.
- Evidence Retained Includes:
  - Completed Form 8
  - Candidate personal data consent forms
  - SENCo and assessor evidence
  - Classroom and assessment evidence demonstrating normal way of working
  - Mock papers and internal assessments showing use of access arrangements (AA 8.8)
- Storage Arrangements:
  - Evidence is stored:
    - Securely, in line with data protection legislation (AA 8.6)
    - Electronically and/or in hard copy
    - Where stored electronically:
      - An individual e-folder is created for each candidate
      - All required documentation is retained in that folder (AA 8.6)
  - Retention Period:
    - Records are retained for the duration specified by JCQ regulations (AA 8.6)
    - Evidence must be available immediately upon request by a JCQ Inspector or awarding body (AA 8.8)

## **9. Delegated vs AAO-Approved Access Arrangements**

(AA 4.2, AA 5)

The centre distinguishes clearly between centre-delegated arrangements and those requiring awarding body approval via AAO.

Centre-Delegated Arrangements (No AAO Approval Required) (AA 4.2)

These include, but are not limited to:

- Supervised rest breaks
- Use of a word processor (within JCQ criteria)
- Alternative rooming arrangements (where justified)
- Separate invigilation (where criteria are met)
- Evidence supporting these arrangements is held on file. (AA 8.8)
- Arrangements Requiring AAO Approval(AA 5)
- These include, but are not limited to:
  - Extra time (25% or 50%)
  - Reader
  - Scribe
  - Modified papers
  - Assistive technology requiring approval

Applications for these arrangements will only be processed where:

- The candidate meets JCQ criteria (AA 5)
- Full supporting evidence is in place (AA 8.8)
- Deadlines are met (AA 8.1)

## **10. Processing access arrangements and adjustments**

### **Arrangements/adjustments requiring awarding body approval**

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

AAO is accessed through the JCQ Centre Admin Portal (CAP) by 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.

Deadlines apply for each examination series for submitting applications for approval using AAO.

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

## Centre delegated arrangements/adjustments

- Centre-delegated arrangements — do not require AAO approval (e.g., supervised rest breaks, word processors within criteria).
- Arrangements requiring approval on AAO — e.g., extra time, reader, scribe, modified papers
- Decisions relating to the approval of centre delegated arrangements/adjustments are made by:
  - Adrian Samuel / Asha Ellis
- Appropriate evidence, where required by the arrangement, is held on file by:
  - Vicky Johnson
  - The use of a word processor

The Word Processing Policy details the criteria Ivanhoe School specifically uses to award and allocate word processors for examinations and assessments.

- Alternative rooming arrangements  
The Access Arrangements Policy details the criteria Ivanhoe School uses to award alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs or 1:1 invigilation.

### Additional information

A decision where an exam candidate may be awarded alternative rooming arrangements within the centre will be made by the SENDCo. General anxiety or nervousness about sitting examinations are not sufficient grounds for alternative rooming arrangements invigilation. 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 (AA 5.16)

In the case of alternative rooming arrangements, the candidate's disability is established within the centre (see Chapter 4, paragraph 4.1.4). It is known to a Form Tutor, a Head of Year, the SENCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

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

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

### Examples of alternative rooming arrangements

- A candidate has a formal diagnosis of a tic disorder. This causes them to grunt as well as sometimes shout out words. The SENCo considers an alternative rooming arrangement to be appropriate based on their established difficulties.

## Modified papers

Modified papers are ordered using AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are prepared for candidates for whom other adjustments are unsuitable. The modification of papers involves additional resources. Therefore centres must provide the awarding bodies with early notification that a candidate will require a modified paper. (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)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before their first examination (AA 6.1)

### **Roles and responsibilities**

When an access arrangement/reasonable adjustment has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2)

Where documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2)

It is the responsibility of:

- Vicky Johnson to collect a candidate's consent (a completed candidate personal data consent form) to record their personal data on-line through AAO
- Vicky Johnson to complete the Data protection confirmation by the examinations officer or SENCo, prior to the processing of the online application
- Asha Ellis to submit applications for approval using AAO
- Asha Ellis, Vicky Johnson, Adrian Samuel
- to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file. This includes a signed candidate personal data consent form, a completed Data protection confirmation by the examinations officer or SENCo, a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AA 8.6)
  - Asha Ellis
- to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
  - Asha Ellis
- to order modified papers

Additional responsibilities:

#### **Changes 2024/2025**

(Changed) Any reference to ALS Lead/SENCo changed to SENCo (or equivalent role).

(Added) New statements under the heading General principles:

The head of centre/senior leadership team will appoint a SENCo, or an equivalent member of staff, who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury. (GR 5.4)

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 (AA 4.2)

(Removed) As it was a duplication of a bullet point that is already shown in another section (Modified papers) the following bullet point has been removed from under the heading General principles:

Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)

(Changed) Heading (From) Appointment of assessors of candidates with learning difficulties (To) Appointment of assessors.

(Amended) Bullet point under heading Appointment of assessors:

(From) A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration, or screenshot of other relevant qualification listing) is kept on file (AA 7.3, 7.4)

(To) Evidence of successful completion of a post-graduate course in individual specialist assessment at or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidence that the assessor(s) is/ are suitably qualified (AA 7.3, 7.4)

(Changed) Heading (From) Reporting the appointment of the assessor(s) (To) Reporting the appointment of assessors.

(Amended) Bullet point under heading Process for the assessment of a candidate's learning difficulties by an assessor:

(From) A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements (AA 7.3)

(To) A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online (AA 7.3)

(Added) Under the heading Arrangements/adjustments requiring awarding body approval: 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..

### **Changes 2025-2026**

(Changed) Head of Centre (From) Alison Allford (To) Jen Steere.

(Changed) SENCo or equivalent role (From) Vicky Johnson (To) Adrian Samuel

(Added) Further explicit explanation of the evidence gathered for Access Arrangements.

(Added) A thorough explanation of the Validity of Assessments and Form 8.

(Added) Clarification on the use of privately commissioned assessments.

(Added) Late Diagnoses and Late Assessment Requests.

(Added) Explanation of the practicing of Access Arrangements.

(Added ) Evidence Retention, Storage and Data Protection.

(Added) Delegated vs AAO-Approved Access Arrangements.

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