Examinations Access Policy

Status	**Statutory**
Date last approved by LGB	**25/11/2025**
Responsible Person	**Mrs A Herron**
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Last Amended Date	**November 2025**

What are Exam Access Arrangements?

Access Arrangements are pre-examination adjustments for candidates based on <u>evidence of need and normal way of working</u>.

The Joint Council for Qualifications (JCQ) publishes the regulation and guidance that all centres must comply with when applying for access arrangements.

Access Arrangements fall into two distinct categories:

- some access arrangements are centre delegated arrangements which means that the examination centre (school) can decide an EAA without applying through Access Arrangements Online (AAO). Centre delegated arrangements must still be based on evidence of need and normal way of working
- other access arrangements require prior approval from the JCQ by applying through AAO

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 disabled candidate/learner. <u>An adjustment may not be considered reasonable if it is not evidenced as normal working practice for an individual.</u>

Identifying the need for access arrangements within Sutton Academy

Students who may qualify for formal Access Arrangements during KS4 and 5 are identified early in KS3 (in most instances Y7). At this stage needs are screened and identified, rather than formally assessed. Screening and monitoring takes the form of: teacher assessment, reviews of interventions, EP reports, mock exam analysis and invigilator's log, biannual NGRT -Literacy Screening, Numeracy Screening and CATs. Adjustments to quality first teaching within lessons are then made, according to need, to enable a student to access their learning and make progress (in-line with the SEN Code of Practice 2014). All staff are involved in monitoring the adjustments.

Formal assessments for Access Arrangements take place, as per JCQ regulations, <u>during Year 9</u> at the earliest. Historic screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidance, by the in-house specialist assessor. Formal Access arrangements expire after 26 Months, after this period the student may be re-tested. The most recent testing is binding and determines any subsequent Access Arrangements (AA).

Where formal AA are determined and agreed these become part of 'normal practice'. This means that appropriate AA should be taken into consideration through Quality First teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements, either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed by the centre (SENCo and/or Principal).

Access Arrangements for examinations

Centre delegated arrangements	Arrangements requiring JCQ approval
Supervised rest breaks*	25% extra time
Read aloud / examination reader pen	Computer reader/ reader
Word processor	Scribe/ Speech recognition technology
Prompter	Language modifier
Coloured overlays	Practical assistant
Examinations on coloured / enlarged paper	Bilingual dictionary with 25% extra time
Fidget Toys / stress balls	Extra time between 26% and 50%
Non electronic ear defenders / ear plugs	Extra time over 50%
Alternative rooming arrangements	Access to a mobile phone for medical purposes
Bilingual dictionary	Remote invigilation through the use of technology
Squared paper for visual spatial difficulties	Timetable variation requiring overnight supervision
Low vision aid	Timetable variation on the day of the exam
Live speaker	Listening to white noise
Amplification equipment	
Colour naming by the invigilator	
Optical character reader (OCR)	
Braille transcript	
Sign Language Professional	
Alternative site for conducting examinations **	
Blank sheet of paper for doodling	
Timer on candidates desk	

* evidence is required for JCQ inspection purposes by completing the statement within either part 1 of form 8 or part 1 of form 9 confirming the need for rest breaks
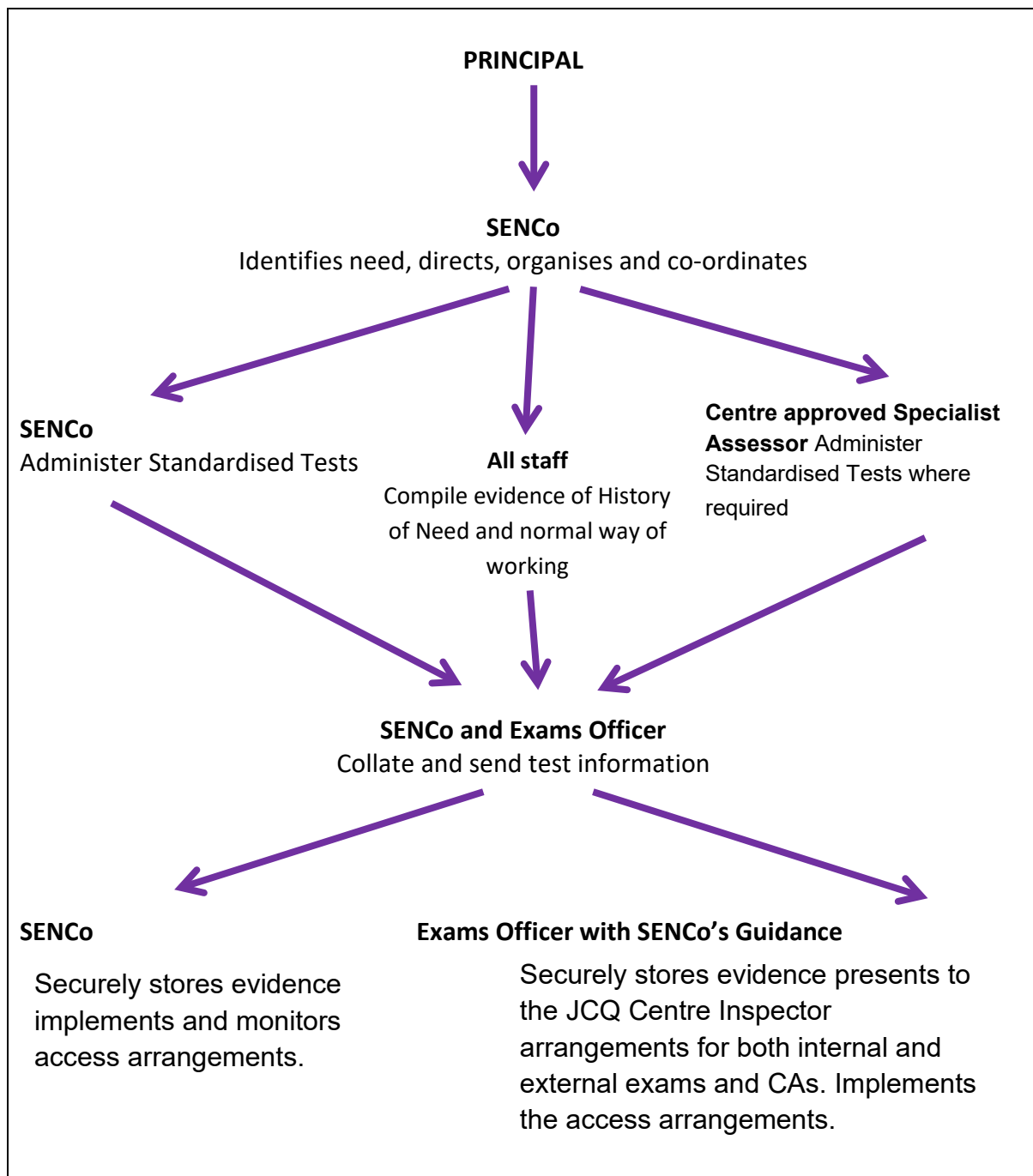
** the examinations officer must submit an online alternative site form using the Centre Admin Portal (CAP)

Responsibility

It is essential that the SENCo, Assistant SENCo, Examinations Officer and all relevant staff work in collaboration to ensure that a clear process is in place, that timely applications for Examination access Arrangements are made and that the planning of EAAs in all examinations is in place.

At The Sutton Academy the Assistant SENCo takes the position of specialist assessor to support applications for EAA and holds the relevant qualifications (Certificate in Psychometric Testing, Assessment and Access Arrangements - CPT3A). The SENCo and Assistant SENCo can direct appropriate staff (with relevant qualifications) to be part of the assessment process.

Some advanced screening, those that do not require CCET qualifications, can be administered by teachers and TAs/support staff. Advanced screening, to build a picture of need, can and will be completed by other suitably qualified members of the Academy's staff. This gives a profile and can help to determine more specific assessment requirements, before the formal assessments, Form 8 / Form 9 and JCQ Access Arrangements On-Line are completed.

PRINCIPAL

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SENCo
Identifies need, directs, organises and co-ordinates

SENCo
Administer Standardised Tests

All staff
Compile evidence of History of Need and normal way of working

Centre approved Specialist Assessor Administer Standardised Tests where required

SENCo and Exams Officer
Collate and send test information

SENCo

Securely stores evidence implements and monitors access arrangements.

Exams Officer with SENCo's Guidance

Securely stores evidence presents to the JCQ Centre Inspector arrangements for both internal and external exams and CAs. Implements the access arrangements.

PROCEDURE

All students complete CATs, NGRT screening assessments when they arrive at the Academy, then NGRT annually. This data, combined with information gathered during transition, flags students in Y7 who may need intervention and future monitoring. All teaching and TA support staff are involved in this early identification process. Throughout KS3 all staff are responsible for implementing recommended adjustments to QFT and EAA. All staff are involved in the

monitoring of these adjustments. Students who require SEN support will be tracked and monitored by their Key Workers in the SEN team.

Needs of students not identified in Y7 may become apparent at any point during KS3. All staff are responsible for reporting any concerns to the SENCo who can then arrange for further screening to be carried out. For example if a student requires a significant amount of differentiation to access work, reduced quantities to keep up with the rest of their class, additional time to complete work in line with their peers, and/or printed notes and resources not distributed to the rest of the class.

Formal Access Arrangement testing

Formal assessments are conducted, at the earliest, in the summer term of Y9, and at the latest in the autumn term that the exam course starts (Y10 and Y12) – the deadline for applications to JCQ for May/June 2026 exam series is 21st March 2026 (modified papers: 31st January 2026). Students qualifying for these formal assessments are determined by specified indicators following screening.

Students with an EHCP would automatically qualify for a need matched Access Arrangements Screening. However, having SEN Support status (K) will not mean a student automatically qualifies to be assessed.

Access arrangements timeline
(NWOW = Normal way of working)

Timeline	Teacher Activity	Frequency	SENCo Activity	Frequency
Year 6 to Year 7 Transition			During the transition process ask primary schools for a list of any students that received Examination Access Arrangements in their Key Stage 2 SATs	Once during Year 6 transition.
Year 7 & Year 8	Record whether students use / need the arrangements during core exams. Teachers should refer any students they have concerns about to the SENDCo.	Following core exams. When the concern arises.	Cross reference Key Stage 2 arrangements with CATs scores. Share information with teachers to enable them to provide reasonable adjustments where appropriate. Collate evidence of normal way of working (NWoW) from teachers.	Start of year Termly
Year 9	Record whether students use / need the arrangements during core exams. Teachers should refer any students they have concerns	Following core exams. When the concern arises.	Share updated information based on Year 7 & 8. Collate evidence of NWoW from teachers. Form 8 Part 1 should be completed	Start of Year 9 Termly

			for all students that need JCQ approval and specialist assessment. Ensure all students that require testing are assessed. Following testing Form 8 Part 2 and 3 should be completed and finalised ready for the start of Key Stage 4. For centre delegated arrangements and students with EHCPs, Form 9s should be completed.	By the end of Year 9.
	about to the SENDCo.			
Year 10 & Year 11	Know which students in their class have access arrangements in place. Record whether students use / need the arrangements during core exams. Teachers should refer any students they have concerns about to the SENDCo.	Before all core exams. Submit to SENCo following core exams. When the concern arises.	Share Access Arrangements list with teachers. Collate evidence of NWoW from teachers. Collate evidence of NWoW from Mock Examinations.	

	Invigilators should record Access Arrangement use during mock exams.	After each mock examination series.		
Post 16			Form 8s should be sent to Post 16 provider.	When requested
Year 12 & Year 13	Know which students in their class have access arrangements in place. Record whether students use / need the arrangements during core exams. Teachers should refer any students they have concerns about to the SENDCo. Invigilators should record Access Arrangement use during mock exams.	Before all core exams. Submit to SENDCo after each subject exam. When the concern arises. After each mock exam series.	Applications for post 16 qualifications should be made at the start of Year 12 using documentation from Key Stage 4 or previous setting. Share Access Arrangements list with teachers. Collate evidence of NWoW from teachers. Collate evidence of NWoW from Mock Examinations.	Start of Year 12 Start of Year 12 After each subject exam Following all mock exams