



Linwood School

Access Arrangements (Exams)

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

Policy owner	Lee Rockingham Sarah Hawkins
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Approved by	Lee Rockingham
Ratified by Governors if applicable	N/A
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Equality Impact Assessed by if applicable	N/A

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.....	3
Purpose of the Access Arrangement (Exams) Document.....	3
General principles	4
Assessment process	5
Picture of need/normal way of working	5
Processing access arrangements and adjustments	6
Linwood Process	6
Centre delegated arrangements/adjustments	7
Appendix 1.....	9
Appendix 2.....	13
Appendix 3.....	14

Introduction

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 would not then be deemed 'reasonable'.

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

Purpose of the Access Arrangement (Exams) Document

The purpose of this document is to confirm that Linwood School has a written record which clearly shows the centre is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4) and 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)

General principles

The head of centre/senior leadership team will appoint a SENCo, 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).

Lee Rockingham Assistant Head Teacher is the appointed SENCo equivalent member of staff for Linwood School.

Linwood School makes decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for Linwood School as they will not have a working knowledge of an individual candidate's needs and how their difficulties impact them 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 Linwood School 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 SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- 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.
- 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.

Assessment process

- Linwood students all have a current Education, Health and Care Plan. Lee Rockingham (acting as SENCo) must substantiate the documentation with a picture of need. This must be completed using JCQ Form 9.

Picture of need/normal way of working

Linwood 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. The centre and the assessor must work together to ensure a joined-up and consistent process.

Linwood process to show normal way of working

- At Linwood school teachers will complete a Normal Way of Working document (NWOW) section 1, which details the normal way of working for the candidate and list any access arrangements required by the candidate in assessments and examinations. (Appendix 1). This should be completed by the end of the first term and reviewed annually.
- For students requiring 25% extra time comments and observations from teaching staff in relevant subjects as to why candidate needs 25% extra time and how they use the 25% extra time awarded must be provided. At Linwood this is collected in the Exam Feedback form (appendix 2) which **must** be used when baselining candidates, practice assessments and mock examinations.
- Supporting documentation is collected and sample sent to exams office. This must include practice/mock papers for students requiring 25% extra time. For GCSEs a **minimum** of three practice GCSE papers (at least one from each subject sitting). Level 1 & Level 2 Functional Skills a **minimum** one paper for each unit. The Linwood Exam Feedback Form (Appendix 2) must be attached to papers sent to the exam's office.
- The NWOW document is reviewed by the Phase Leader and phase leader completed section 2.
- This document is stored on file with the exam's office with any supporting documentation. Supporting documentation for extra time **must** include a sample of internal school tests/mocks showing the application of 25% extra time and Linwood Exam Feedback Form.

Form 9

JCQ Form 9, titled "Profile of need," is a document used by the Joint Council for Qualifications (JCQ) in the UK to record evidence for exam access arrangements for a candidate. It is completed by a school or college's Special Educational Needs Coordinator (SENCo) and outlines the specific needs of a candidate with a disability or learning difficulty.

The form is primarily for documenting a candidate's ongoing requirement for access arrangements, which are pre-exam adjustments based on evidence of need and their normal way of working. It serves as a record for the centre and supports applications made to the awarding bodies.

The Form 9 is required for all external application of access arrangements.

The teacher should be completing the Form 9 and this will be reviewed by the Phase Leader. Lee Rockingham as SENCo will review and sign the Form 9

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. These are communicated by the exams officer.

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.

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. Documentation required: -

- Completed Normal Way of Working Form (NWOW)
- Supporting documentation (candidates with 25% extra time **must** include a sample of internal school tests/mocks showing the application of 25% extra time with The Linwood Exam Feedback Form).
- Students EHCP
- Pearson Completed & Signed Centre Delegated Access Arrangement Form – (Functional Skills Assessment only)
- JCQ Form 9 Completed & Signed by Lee Rockingham (acting as SENCo)

Linwood Process

- Teacher/Phase leader review students access requirements and complete required documentation (NWOW, Sample assessments, Linwood Exam Feedback Form, Form 9, Pearson Centre Delegated AA form (If required)).
- Documentation is sent to Exam Office.
- Sarah Hawkins Exams/Data Manager will collate documentation, ensuring all documentation has been included and forward to Lee Rockingham SENCo for review and sign off
- Sarah Hawkins Exams/Data Manager will process access arrangement requests through AAO,
- Approval will be communicated to teacher/phase leaders and access arrangement confirmation form issued to student (Appendix 3).
- Copy of candidate approved application and supporting documentation is stored securely in the Access Arrangement Onedrive and a copy of the Form 9 and approved application uploaded to students Arbor record.
- Spreadsheet of student access arrangement are updated which includes expiry dates so review of students access arrangements are completed before expiry.

Centre delegated arrangements/adjustments

Decisions relating to the approval of centre delegated arrangements/adjustments are made by teacher and phase leaders. Details of access arrangements required are notified to the exams office .

- A NWOW form and any supporting documentation which has been approved by Phase Leader/Senco is provided.
- SENCo gives final approval of any centre delegated access arrangements/adjustments
- The Exams office record details of all candidates approved centre delegated arrangements/adjustments.
- The exam office prepare any Exam Centre documentation for SENCo to authorise.
- The exam office submits any exam centre forms and keep all records.
- Appropriate evidence, where required by the arrangement, is held on file by the exams office.

The use of a word processor

The policy can be found J:\POLICIES\Examinations - policy & procedure

Alternative rooming arrangements

The Alternative rooming policy can be found J:\POLICIES\Examinations - policy & procedure

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) This is available from the exams office.

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

It is the responsibility of Sarah Hawkins - Exam/Data Manager acting as Access Arrangement Coordinator.

- To confirm candidate is informed prior to application that an application for access arrangements will be processed using Access Arrangements online, complying with the UK GDPR and the Data Protection Act 2018.
- to submit applications for approval using AAO
- to keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file., a copy of the candidate's approved application, appropriate evidence of need (where required), evidence of the assessor's qualification (where required) (AA 8.6), Form 9 where required, **copy of practice/past papers required for 25% extra time where required**, candidates EHCP
- to submit applications for approval directly to an awarding body for any qualification that does not fall within the scope of AAO
- to order modified papers

Appendix 1

Evidence of Need / Normal Way Of Working (NWOW)

Section 1

Candidate		Teacher	
Subject		Functional Skills / ELC / GCSE / GCE A Level	
Specific Diagnosis			

Teacher Questionnaire: Access Arrangements

Does the candidate have a secure grasp of the subject content and do you believe s/he is competent in their skills and knowledge of the subject?

Yes/No

Describe how the specific difficulty impacts upon the candidate's access to learning in your class.

Each subject teacher must contribute

What do you do specifically to support the candidate, i.e. how are you supporting his/her individual needs?

Each subject teacher must contribute

What arrangements do you feel the candidate needs to access exams and not be put at substantial disadvantage from demonstrating his/her full potential?

Each subject teacher must contribute

Why do you believe the candidate requires this arrangement?

Each subject teacher must contribute

Provide specific examples of the candidate's normal way of working in the classroom. Tick all that apply:			
Needs/uses extra time for task completion		Regularly uses word processor	
Uses coloured overlays		Needs/uses extra time to re-read passage/question	
Uses coloured paper to reduce glare		Needs/Uses extra time to interpret information and highlight information	
Uses the help of a TA for reading		Needs/uses extra time for checking and editing work	
Struggles to copy from board – uses handouts		Understands better when able to read aloud	
Uses visualisation for aiding memory		Needs regular prompts to stay on task	
Uses extra time for over-learning		Always needs time to “wake up” in the morning	
Needs regular breaks		Performs better at certain times of day	
Needs appropriate seating in class to avoid distractions		Needs/uses extra time to complete written task due to slow writing	
Needs enlarged notes/handouts		Needs extra time to process information when given instructions in class	
Uses visual handouts, preferably pictorial/graphic		Is impulsive – needs someone to prompt to slow down	
Uses pre-prepared charts/tables/frames		Handwriting is illegible – needs to use laptop for legibility	
Uses key vocabulary aids		Misses details when reading text – needs time to read slowly and carefully	
Needs to listen to music/white noise		Needs blank sheet of paper for doodling for concentration difficulties	
Needs memory aids for written organisation and planning			
Other, please specify:			

Signature

Date

Forward to relevant senior leader for next stage of process

Section 2

Phase Leaders/Assistant Head authorisation

I confirm I have read “**JCQ Access Arrangements & Reasonable Adjustments**” and that an application for Access Arrangements should be made for the following:

25% extra time	☐	> 25% extra time	☐	Read Aloud (pen)	☐
Scribe	☐	Prompter	☐	Laptop (word processor)	☐
Supervised Rest Breaks	☐	Practical Assistant	☐	Transcript	☐
Reader	☐	Coloured overlays	☐	Braille	☐
Modified question papers (inc Braille)	☐			Live speaker for pre-recorded components	☐
Braille of non-secure assessment material	☐			Exam on coloured/enlarged paper	☐
Speech Recognition technology	☐			Colour naming by the invigilator	☐
Bilingual dictionary	☐	Other:	☐		

Please complete relevant questionnaires on following pages in order for Exams Officer, on your behalf, to make application online

25% extra time

	Indicate Y or N
(2474) Does the candidate have learning difficulties in his/her first language which have a substantial and long term adverse effect on his/her speed of working?	☐
(2475) Does the candidate have a long term physical disability which has a substantial and long term adverse effect on his/her speed of working?	☐
(2476) Does the candidate have a medical condition (including ADHD or ASD) which has a substantial and adverse effect on his/her speed of working? (The candidate's medical condition is not minor or trivial.)	☐
(2477) Does the candidate have a sensory impairment, i.e. a visual impairment, a hearing impairment or a multi-sensory impairment, which has a substantial and long term adverse effect on his/her speed of working?	☐
Does medical evidence exist to substantiate the candidate's condition?	☐
Has the SENCo considered and thoroughly exhausted the option of supervised rest breaks?	☐
Does the SENCo consider 25% extra time, and not supervised rest breaks, to be an appropriate and reasonable adjustment?	☐

Extra time over 25% (complete section above as well)

What is the maximum (%) amount of extra time required by the candidate?	
Is the candidate using a Braille or modified enlarged paper?	☐
Does the candidate have multiple physical disabilities which very substantially hinder his/her speed of working?	☐
Does the candidates have a serious medical condition (including ADHD or ASD) which very substantially hinders he/her speed of working?	☐
Does the candidate have very substantially below average processing skills as a consequence of learning difficulties?	☐
Is candidate using a word processor?	☐
Is candidate a very slow typist when answering exam questions, i.e. when he/she is trying to think of what exactly to type, and the use of a word processor is thus appropriate to their needs?	☐

Validation

What is the candidate's standardised score for speed of reading comprehension (if known)?	
What is the candidate's standardised score for speed of writing (if known)?	
What is the candidate's standardised score for speed of cognitive processing (if known)?	

What is the candidate's standardised score for speed of reading (if known)?	
Does evidence exist to substantiate the candidate's condition?	
Is the candidate fit enough to take an extended exam?	

Reader/computer reader and/or Scribe/speech recognition technology

(2468) Does the candidate have a physical disability or a medical or psychological condition (including ADHD or ASD) which has a substantial and long term adverse effect on his/her writing/reading?	
(2469) Does the candidate have a report from an assessor no earlier than the start of Year 9, i.e. Section C of Form 8, confirming substantial and long term writing/reading difficulties in his/her first language?	
(2470) Is the use of a /reader/computer reader and/or scribe/speech recognition technology the candidate's normal way of working within the centre which is supported by clear evidence of need as per the JCQ regulations?	
(2471) Does the candidate have a sensory impairment, i.e. a visual impairment, a hearing impairment or a multi-sensory impairment, which has a substantial and long term adverse effect on his/her writing/reading?	
(2472) Will the candidate be awarded 25% extra time on account of his/her disability and/or dictating to a scribe for the entire duration of the examination?	
(2473) Does the candidate have an EHCP or statement of special educational needs relating to secondary education confirming substantial and long term reading/writing difficulties in his/her first language?	

I have completed the following:

Statement confirming Evidence of Need including:

Confirmation candidate has **persistent and significant difficulties in accessing [need] and is disabled within the meaning of the Equality Act 2010**

includes evidence of candidate's current difficulties and how they **substantially** impact on teaching and learning in the classroom

Show the involvement of teaching staff in determining the need

Confirm that with application the candidate would be at a **substantial disadvantage**

Confirm normal way of working (NWOW)

Signature

Date

Forward all documents to Exams Officer by: 1 October (November Series)

13 October (January Series)

18 January (Summer Series)

Appendix 2

Please complete this questionnaire whilst marking the exam script and return it as soon as possible to the Exams office. Your comments are essential for making an application for access arrangements in exams.

Student Name:		Date of Exam:	
Subject:		Paper:	
To be completed by the invigilator		Please circle	
Invigilator's name:	25% ET	Rest break	prompter
Tick which access arrangement was used:	reader	scribe	laptop
How did the candidate appear throughout the exam?	Calm and on task	anxious	Other – please specify
Did the candidate use extra time?	Yes	No	Partially
Write observations of how 25% extra time was used:	Completing Paper	Making amendments	Checking Questions
Did the candidate use any other arrangement?	Yes	No	Partially

To be completed by Subject Teacher (marking the paper)			
Did the candidate use the extra time?			Yes/No
Provide details of the number of <u>marks/percentage/grade</u> before extra time			
Provide details of the number of <u>marks/percentage/grade</u> for the <u>whole paper</u> (normal time and extra time)			
Comment upon the quality of answers and evidence of use of extra time: (e.g. through changing colour pen)			
The use of supervised rest breaks has been trialled and exhausted through classroom tasks, internal texts and/or mock examinations. Comment on why supervised rest breaks without 25% extra time not suitable for candidate.			Yes/No
Comment upon the use of other arrangements:			
Any other comments/suggestions regarding future exam arrangements for this candidate?			
Completed by:		Date:	

Appendix 3



Access Arrangements Candidate Notification

Candidate

Candidate
Number

This notification is to inform you:

- * of the approved access arrangements and/or reasonable adjustments that have been arranged for your upcoming exams/assessments
- * how these arrangements will be applied in your exams/assessments
- * of any exceptions where this arrangements will not be allowed (or where different arrangements will be put in place)

To comply with the UK GDPR and the Data Protection Act 2018, where your arrangement(s) required awarding body approval, as a reminder you were informed that an application for access arrangements would be processed to the awarding body online.

Arrangement(s)	How this arrangement will be applied
25% extra time	You have been approved for 25% extra time. The invigilator will write down for you the start and finish time of each exams. The invigilator will also tell you the start and finish time of each exam.
Prompter	You are able to be assisted by a prompter who can keep you focused on the need to answer a question and then move on to answering the next question.
Reader	Before the start of each exam, your Reader will remind you of their role (see attached). As you will be in a separate room to other candidates, the invigilator will also be your reader. Reader access arrangements are also used if only occasional word may need to be read. If this is the case you will be in the main invigilation room.
Supervised rest breaks	You will be allowed to take supervised rest breaks. During the rest breaks you will not have access to the question paper/answer booklet. If you need to leave the examination room, the invigilator will accompany you.
Use of a Word Processor	You will be allowed the use of a word processor with the spelling and grammar check/predictive text disabled. It is permissible for you to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
Permission to listen music in exams	Permission to listen pre-selected music in examination. Devise will be provided by centre and music playlist checked and downloaded by exams team.

Exceptions / Notification	Exam code & title	Date of exam	Exam session
A reader cannot be used in Reading Assessment	Person Edexcel Functional Skills	On Demand	

You will have practiced using this arrangement/these arrangements in any internal tests/assessments and/or mock exams you have taken before your external exams/assessments take place.

You have been provided with two copies of this notification. You should read through the information and if anything is unclear, contact Sarah Hawkins Exams/Data Manager.
Please sign the candidate declaration on both copies - one copy is for you to keep for reference - the other copy should be returned to the exams office.

Candidate confirmation

By signing here, I am confirming I understand and agree to the arrangement(s) that have been approved for my exams/assessments.

I also confirm I understand how the arrangement(s) will be applied and any exception(s) that applies/apply:

..... Date:

You have the right to appeal your access arrangements. Please speak to your class teacher in the first instance