Painsley Catholic College

Exam Access Arrangement Policy 2025/2026

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam. At Painsley Catholic College we will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested that demonstrate an educational need and a recommendation for a reasonable adjustment to be made to meet the pupil's needs and the type of access arrangements that are appropriate. Exam access arrangements reflect the support that is given to a pupil who has an identified educational need within the classroom, in internal assessments and mock examinations.

Access Arrangements are pre-examination adjustments for candidates based on evidence of need. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and modified question papers. In this way, Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Painsley Catholic College Exam Access Arrangements policy is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and 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. How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner.

Duty to make a reasonable adjustment

The duty for an awarding body to make a reasonable adjustment will apply where assessment arrangements would put a disabled candidate at a substantial disadvantage in comparison with a candidate who is not disabled. In such circumstances, the awarding body is required to take reasonable steps to avoid that disadvantage. Definition of disability: Section 6 of the Equality Act defines disability as a 'physical or mental impairment which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities'.

Head of Centre:

The Head of Centre is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publications. The Head of Centre ensures appropriately qualified assessor(s) is appointed and that evidence of the qualification of the person appointed is held on file.

SENCo/Assessor of candidates:

• Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements.

• Leads the annual training of centre-based staff supporting EAAs.

• Ensures staff roles, responsibilities and processes in identifying, requesting and implementing EAAs are clearly defined.

• Defines and documents roles, responsibilities and processes in identifying, requesting and implementing EAAs.

• Ensures arrangements put in place for assessments/exams reflect a candidate's normal way of working within the centre.

• Ensures the need for EAAs for a candidate will be considered on a subject by subject basis.

• Works with centre staff to ensure centre-delegated and awarding body approved EAAs are put in place for candidates taking internal and external assessments.

• Provides appropriate evidence to confirm the need of the candidate.

• Follows the guidance in the JCQ AA publication to process approval applications online for GCSE and GCE qualifications.

• Applies for approval using Access Arrangements Online (AOO) including the completion of JCQ Form 8, Form 8RF, Form 9, and a body of evidence to support the application.

• Completes appropriate documentation as required by the JCQ and awarding

body regulations.

• Maintains a file of evidence for each candidate.

• Liaises with the examinations officer regarding modified paper requirements for candidates.

• Ensures the candidate and their guardians/parents are fully involved with the decisions about EAAs and confirms in writing to the parent of the candidate the type of EAAs that have been awarded.

• Confirms with the candidate verbally the type of EAAs that have been awarded.

• Ensures that EAAs are available to all staff and to the examinations officer and are placed on the SEND shared area.

Teaching staff:

The centre teaching staff inform the SENCo of any support that might be needed by a candidate by completing an initial concern form and a Normal Way of working form found on the SEND shared area. Centre teaching staff support on the EAAs process to facilitate access for candidates. This information may be used to complete Form 8 for candidates requiring EAAs as supporting evidence of need.

Access arrangements may include:

1. Supervised rest breaks.

2. Extra time of up to 25%.

3. Extra time of up to 50%.

4. Extra time of over 50%.

5. Reader/Computer reader/ Reader pen.

6. Read aloud.

7. Scribe/Voice Activated software.

8. Word processor.

9. Transcript.

10. Prompter.

11. Language Modifier.

12. Live speaker for pre-recorded examinations components.

13. Communication Professional.

14. Practical Assistant.

15. Alternative accommodation away from the centre may be made for him/her.

16. Other arrangements for candidates with disabilities may include: amplification equipment; Braillers; closed circuit TV; colour naming by the invigilator for candidates who are Colour Blind; Coloured overlays; low vision aid/magnifier; optical character reader scanners; separate invigilation with the centre.

17. Bilingual translation dictionaries with 25% extra time.

18. Listening to music/White noise.

19. Access to a mobile device for medical purposes.

Identifying the need for access arrangements:

Students who may qualify for formal access arrangements during KS4 and 5 are identified early in KS3 (Y7). At this stage needs are identified, rather than formally assessed. Adjustments to Quality First Teaching within lessons are made according to need to enable a student to access their learning and make progress. The students and their exam access arrangement (EAA) will be made known to all teaching and support

staff by being added to each year group's EAA list. Students who have had EAA in KS2 SATs and the information shared with the SENCo at transition to Painsley, will be considered for addition to the EAA list for Year 7.

The EAA lists for each year group are updated regularly and staff informed. The EAA lists are re-distributed to staff at the start of each half-term assessment period and are stored on the SEND shared area. Formal assessments for Access Arrangements take place in Year 9 during the Summer Term or Year 10 during the Autumn Term. Painsley Catholic Academy will make all decisions with regard to access arrangements based upon whether the candidate has a substantial and long-term impairment which has an adverse effect, in conjunction with the access arrangement being the candidate's normal way of working at Painsley with supporting information from teaching and/or support staff.

Assessment:

For those students potentially requiring access arrangements formal assessment and application to JCQ is carried out in Year 9 and / or 10 as standard. Assessments may also be carried out at other points, where necessary. When granted, access arrangements are valid for 26 months. Any student with scores which indicate a substantial impairment and whose teaching staff have completed the appropriate requested paperwork will be considered for access arrangements. The most recent tests are binding and determine any subsequent Access arrangements.

Access arrangements.

Specialist assessments for access arrangements will be carried out by an appropriately qualified assessor. Parents may request an independent assessment. However, the centre may elect to accept or reject a privately commissioned report.

At Painsley, the examination officers, specialist assessor, primary and secondary SENCos and teaching staff all work together to ensure that appropriate access arrangements are put in place for all tests and examinations.

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. If the SENDCo and/or specialist assessor considers that access arrangements cease to be the student's 'normal way of working', they reserve the right to withdraw the permission, and will provide written confirmation to parents/carers.