BEECHEN CLIFF

Examination Access Arrangements Policy 2026-27

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
TDM/JLB -Sept 26	
Date of next review	Sep 2027

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Key staff involved in the policy

Role	**Name(s)**
SENDCo :	JOANNA BLAIR
SENDCo and Exams:	TIMOTHY MARKALL, HEADTEACHER
Officer line managers	ANDREW SEAL, DEPUTY HEADTEACHER
Head of centre:	TIMOTHY MARKALL
Exams Officer:	JENNY COTTERELL
External Assessor(s):	ANNE LOUISE DAVIES
Access arrangement:	none
facilitator(s)	Anne Louise Davies

Purpose of the policy

This document is provided as an exams-specific supplement to the *school's disability/accessibility policy/plan* which details how the centre will

> *"recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates…*
>
> *†or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect"*
>
> [Quote taken directly from section 5.4 (c) of the JCQ publication General regulations for approved centres (GR) 2019/20

This policy details how Beechen Cliff School facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams
- good practice in relation to the Equality Act 2010

Definitions of terms included in the policy

- **The Equality Act 2010 definition of disability**

Section 6 of the Equality Act 2010 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'.

- **Special Educational Needs**

A candidate has 'special educational needs' as defined in the SEND code of practice: 0-25 years.

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long

term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

- **Long Term**

Means the impairment has existed for at least 12 months, or is likely to do so.

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA

Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA

Special Educational Needs and Disability Coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented
- Ensures an appropriately qualified assessor(s) is appointed, evidence of the assessor's qualification(s) is obtained before she assesses candidates and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations and that the correct procedures are followed as per Chapter 7 of AA
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Provides a policy on the use of word processors in exams and assessments
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensure a POLICY is provided which details the criteria the centre uses to award and allocate word processors for exams
- Leads on the access arrangements process to facilitate access for candidates
- JCQ Regulations insist that the SENDCO first considers Rest Breaks in all cases which must be explored and trialled in every case.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate OR directs our Centre's qualified assessor to conduct these assessments on our behalf
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff

- Inform the SENDCo of any support that might be needed by a candidate by completing teacher evidence form which is used to gather information about the learner's needs and 'normal way of working ahead of any assessments for EAA.
- Support the SENDCo in implementing access arrangements

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate

Parents/Carers

Access arrangements may only be requested by the examination centre. The JCQ does not deal with requests from parents or carers. Parents may communicate with the school's SENDCo if they feel their child's needs may need investigation and support.

Privately Commissioned Assessors (commissioned by parents/carers)

Beechen Cliff School will not accept private reports. These may be used to contribute to identification of a child's needs but the school will only use assessments undertaken by the SENDCo or our own Assessor to apply for Exams Access Arrangements.

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- Has detailed understanding of the JCQ publication AA
- Is registered with school as an assessor.

At Beechen Cliff School our assessors are:

Joanna Blair, SENDCo (CCET, Level 7)

Anne Louise Davies, CPT3A number 19872 and British Psychological Society Test User:Educational/Ability/Attainment number 678625 (starting May 2025)

Use of word processors

Word Processor Policy available.

Requesting access arrangements

Referral Procedure for Exam Access Assessment

Candidates who have EAA at KS2 are added to the school's internal EAA spreadsheet and given these arrangements for assessments in school. They are then screened for formal EAA at KS3 and KS4. Although they may have received EAA at KS2, it does not necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a candidate who had Extra Time for KS2 may not qualify for this at KS4 because their speed of working has improved to the extent it does not meet the exam board criteria of a standardised score of 84 or below. Formal assessments for Exam Access Arrangements take place in Year 9, during the Autumn term or when a student first commences our school, if this is after the start of Year 9.

All students in Year 7, 8 and 9 who have a reading age below their actual age are assessed using the NGRT Reading Test and/or the Access Reading Test at least twice annually. These tests can help identify learning difficulties. The Learning Support Team will contact parents where this is the case, complete further testing, and if necessary put an appropriate intervention into place for them to access exam access arrangements as needed. This evidence will form the basis for Section A of the Form 8 required to seek formal access arrangements.

Parents can contact the school to ask for advice about EAA testing if they have concerns with the progress and learning of their child regardless of which year group they are in. Once contact has been made, the Exams Officer and Learning Support Team will investigate their concerns through feedback from the student's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

As with Parent Referrals, teachers can refer a candidate to Learning Support where they have concerns about the learning and progress of a candidate in their class. All of the candidate's 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 candidate for EAA. The Exams Officer and Learning Support Team will then contact the parents if it is appropriate to test the student. Teacher evidence is required to "firmly establish a picture of need" according to JCQ Regulations for Access Arrangements, updated May 2023. This will form part of the pack of evidence alongside the Form 8.

Candidates who are on the SEND register are automatically assessed at the end of Year 9 or start of Year 10, ready to implement/ process any Exams Access Application during Year 10. Evidence of a normal way of working is gathered during formal assessments during year 10 and the autumn term of year 11. Staff are reminded to use formal assessments in Year 9 and 10 as a means of identifying any further pupils who may require testing. All students are tested by 1st February in the same year for which they will sit public examinations. Students who join mid-year with prior Exam Access history will be asked to provide evidence of this from their previous schools. We build our evidence to prove the normal way of working in our school over the academic year in order to either formally test or seek approval with historical data.

A Testing Window in February is used for new students or those identified later then year 9.

Roles and responsibilities

Special Educational Needs and Disability Coordinator (SENDCo)

- SENDCo keeps accurate records of learner's needs over time and, with support from class teachers and, on occasion parents, identifies those may may require access arrangements
- Determines which access arrangements are needed through use of psychometric tests and/or advice from suitably qualified professions such as a CAMHs psychiatrist or paediatrician.
- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a hard copy file for each candidate that will include:
    - **completed JCQ/awarding body application forms and evidence forms**
    - **appropriate evidence to support the need for the arrangement where required**
    - **appropriate evidence to support normal way of working within the centre**
- In addition, for those qualifications listed on page 2/92 of AA (where approval is required), a print out of the AAO approval is held in hard copy and available for inspection when required
- Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the Exams Officer to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
    - Following the appropriate process (AAO for those qualifications listed on page 74 of AA; *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Exams officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- If the SENDCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication Instructions for conducting examinations (ICE).

Head of centre

- Supports the SENDCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special Educational Needs and Disability Coordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Is familiar with the instructions for the latest version of *Invigilation arrangements for candidates with access arrangements* in Instructions for Conducting Exams (ICE)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Monitors, in internal tests/mock exams, the use of arrangements granted to a candidate and where a candidate has never made use of the arrangement, may consider withdrawing the arrangement, provided the candidate will not be placed at a substantial disadvantage
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Communication Professional)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of the content of training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with relevant centre staff to ensure appropriate arrangements, adjustments and

adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with relevant staff to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with relevant staff regarding the facilitation and invigilation of access arrangement candidates
- Liaises with relevant staff regarding rooming of access arrangement candidates
- Liaises with relevant staff to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams

Exams officer

- Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in Instructions for Conducting Exams (ICE 2020-2021)
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates and the role of any facilitator
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Ensures candidates with access arrangements are identified on exam room seating plans
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not, will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the awarding body's published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early so the facilitator (Oral Language Modifier, Live Speaker, Communication Professional **only**) may have access to the question paper 60 minutes prior to the awarding body's published starting time for the exam in order to prepare
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
    - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2/92 of AA
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant centre staff

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated by the centre and externally moderated by the awarding body.

> *"Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."*
>
> [Quote taken from the JCQ publication Instructions for conducting non-examination assessments, Foreword]

Special Educational Needs and Disability Coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Support the gathering of evidence of use of exams access as a 'normal way of working'
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required

Internal exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

Special Educational Needs and Disability Coordinator (SENDCo)

- Liaises with teaching staff and learners to implement appropriate access arrangements

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate ▸ Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment adaptation of the physical environment for access purposes

The table over provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangement Explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks.	SENDCo gathers evidence to support the need for the candidate to take exams at home (sufficient evidence from suitably qualified professionals such as a CAMHs psychiatrist, medical consultant or a paediatrician is required here. A GP letter alone is not sufficient evidence for approval). The use of theSmall Exams Centre will be explored first. Approval confirmed by SENDCo; AAO approval for both arrangements not required.
		Pastoral head discussion with candidate to confirm the arrangements should be put in place EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies onlinethrough CAP An on-line submission must only be made for timetabled written examinations in the following qualifications: EO provides candidate with exam timetable and JCQ information for candidates Pastoral head confirms with candidate the information is understood Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials Invigilator monitors candidate's condition for each exam and records any issues on incident log Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence Pastoral head informs candidate that special consideration has been requested

Persistent and significant difficulties in accessing written text	Reader/computer reader 25%+ extra time Possibly in Small Exam Centre (at Beechen Cliff our Small Exams Centre is usually housed in the library)	Confirms the candidate is disabled within the meaning of the Equality Act 2010 by gathering evidence to support substantial and long term adverse impairment followed by testing to show a standardised assessment score of 84 or below in a suitable psychometric tests. Papers checked for those testing reading Reader or computer reader/examination reading pen in place for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded if two very substantially below average standardised scores of 69 or less exist. Original Form 8 signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO.
Significant difficulty in concentrating	Prompter Separate invigilation within the centre (at Beechen Cliff our Small Exams Centre is usually housed in the library).	*Gathers evidence to support substantial and long term adverse impairment* invigilation *Confirms with candidate how and when they will be* within the *prompted Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)*
	Desk Rooms Facilities Seating arrangements Practical assistant	*Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed* *Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair accessSeats candidate near exam room door Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment*

Private Educational Psychologist Reports

Whilst a privately commissioned assessment carried out without prior consultation with the SENDCo at Beechen Cliff School and without the assessor having obtained Form 8 Part 1 before the assessment cannot be used as evidence for access arrangements and cannot be used to process an application through Access Arrangements Online, such a report may contain useful information for the the assessors in the school.

Therefore, the JCQ recommends that SENDCos and assessors 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 (JCQ p78). At Beechen Cliff School, it is our practice to use any privately commissioned assessments to inform our own evidence gathering and our own assessments.

Candidates with ADHD/ASD or mental health conditions or physical disabilities or sensory impairment

Standardised scores are NOT required for Extra Time or Scribe approval in these cases therefore formal testing does not take place, nor is a Form 8. Note: as with all cases SENDCO must explore and trial rest breaks first.

The evidence required for the JCQ Inspector is as follows:

- Form 9 to confirm normal way of working and evidence from class teachers as to the adverse effect shown if the arrangement is NOT in place
- Letter to confirm the formal diagnosis from CAHMS or Psychiatrist or Psychologist
- OR Letter from registered specialist (Hospital Consultant or Paediatrician)
- OR Letter from Speech and Language Therapist or Occupational Health or Sensory team
- OR EHCP

N.B. The letter from the specialist does NOT need to recommend any particular Reasonable Adjustment or Exam Access Arrangement but must confirm the condition/diagnosis.

Candidates with EHCP

Education, Health and Care Plans, Statements of special educational needs or Individual Development Plans

Where a candidate has a current Education, Health and Care Plan (England), a current Statement of special educational needs (Northern Ireland) or a current Individual Development Plan (Wales), the SENCo must substantiate the documentation with a picture of need. This must be completed using Form 9. (Form 8 is not required and must not be used.)

Alternative Rooming Arrangements

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.

Supervised Rest Breaks

The SENCo is allowed to provide a supervised rest break to a candidate where it is his/her normal way of working within the centre. The SENCo must be satisfied that:

- the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and
- there is a genuine need for the arrangement. Supervised rest breaks will be awarded on account of:
- cognition and learning needs;
- communication and interaction needs;
- a medical condition;
- sensory and physical needs;
- social, emotional and mental health needs.

In addition, the candidate's difficulties must be established within the centre and known to a Form Tutor, a Head of Year, the SENCo and/or a senior member of staff with pastoral responsibilities.

The timing of the examination should be paused and restarted when the candidate is ready to continue. During the supervised rest break the candidate must not have access to the question paper/answer booklet. The purpose of a supervised rest break is for a break from the examination and should not be used as 'thinking time'. If the candidate needs to leave the examination room, an invigilator must accompany the candidate.

Rest breaks can be taken for up to 15 minutes with breaks totalling more than 4 in a single exam session. Longer breaks are permitted for medical needs.

Sixth Form Students

Where a candidate progresses from GCSE to GCE qualifications

When a candidate progresses from GCSE to GCE AS and/or A-level qualifications a new online application for 25% extra time must be processed. An assessment conducted no earlier than the start of Year 9 (Part 2 of Form 8) recommending 25% extra time for GCSE examinations will be valid for GCE AS and A-level examinations. A fully completed Form 8 (Parts 1, 2 and 3), signed and dated, may roll forward from GCSE to GCE qualifications where the candidate meets the current published criteria for 25% extra time, i.e. the 2023/24 JCQ regulations. No further assessment is required.

However, so as not to give an unfair advantage, the SENCo or the assessor working with the centre must have available evidence, which clearly shows that 25% extra time is **still needed** for GCE AS and/or A-level examinations. (This updated centre-based evidence must be completed using Form 8RF and must specifically relate to GCE AS and/or A-level examinations).

The SENCo must:

- confirm that 25% extra time continues to be the candidate's normal way of working within the centre as a direct consequence of their disability within the meaning of the Equality Act 2010;
- provide evidence from teaching staff that the candidate has persistent and significant difficulties, and how these substantially impact on teaching and learning.

The rolling forward of a Form 8 from GCSE to GCE AS and/or A-level qualifications can apply where the candidate remains within the same centre or moves to a different centre. Where the candidate changes centre, the original or a PDF of a fully completed Form 8, together with evidence of the assessor's qualification, must be provided. There is an expectation that SENCos will provide this evidence to assist their counterparts in FE colleges. The SENCo, or an equivalent member of staff within a FE college, must ensure that 25% extra time remains appropriate, practicable and reasonable. The Form 8 must be checked to ensure that all parts of the form have been completed and that it has been signed and dated. The SENCo must check that the candidate meets the current published criteria or 25% extra time, i.e. the 2026/27 JCQ regulations, before a new online application for 25% extra time is processed.

New students in Lower Sixth will be assessed formally and historical evidence to prove "history of need" will be gathered from either parents (medical info) or from their prior secondary school. We require by law to gather their Form 8, test evidence and the qualification of the previous assessor for our files.

A flow chart explaining the assessment procedure can be found in the appendix of this policy; with detail of our Testing Windows.

Appendix A

Testing Windows

Year 9 students: October/November - first phase

Year 10 students: October/November

(those identified as possibly needing additional help during summer Mock exams) Year 12 (new to BCS): February

(gather historical evidence and build our evidence that issue still exists over Autumn/winter)

Year 13 students: October/November

(those identified as possibly needing additional help during summer Mock exam

Appendix B

JCQ paperwork required to apply for access arrangements

For those with Medical needs, ASD, Sensory needs, ADHD and those requiring Rest Breaks due to severe regular anxiety *

- Form 9 completed by our Specialist Assessor detailing specifically the nature of the need and how it affects the child
- medical evidence from a Psychologist/CAHMS/SaLT/ Medical Consultant or higher (not GP) - dated within 3 months of first exam

* anxiety due to exams is expected - this kind of anxiety must be diagnosed by a medical professional and have a persistent and significant effect on the student at regular intervals.

For those student who hold a current EHCP

- Form 9 completed by our Specialist Assessor detailing specifically the nature of the need and how it affects the child
- copy of the EHCP

For those students who require Extra Time, Reader* or Scribe** due to their learning difficulties

- Form 8 completed by our Specialist Assessor detailing specifically the nature of the need and how it affects the child in lessons
- standardised assessments showing scores that fit within the prescribed criteria; i.e; 2 scores for different areas of weakness below 84 or one below and one within the range 85-89

* N.B. for Reader – standardised scores not required but a statement from SENDCO confirming the nature of the impairment and that this is the normal way of working within the centre

** N.B. for scribe the student MUST have a scores below 84 for either spelling or average writing speed

For those students who need to use a Word Processor during exams and internal tests

This arrangement must be either detailed on a Form 8/9 or on a File Note held within our SEND files and be in line with our school's Word Processor Policy