

Egerton Rothesay School

Exam Access Arrangement Policy 2025-26

Introduction

This Examination Access Arrangement Policy explains the procedures taken to ensure inclusion throughout Egerton Rothesay School (ERS) for all students who have learning needs, including those with formally diagnosed Special Educational Needs and Disabilities (SEND). The policy is an integral part of our teaching and learning philosophy, which seeks to create a learning environment where every individual student may fulfill his or her full potential. This policy should be read in conjunction with the school SEN policy.

Access Arrangements

Exam Access Arrangements (EAA) 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'.

Access arrangements must not disadvantage or advantage the candidate and must be approved before an examination or assessment.

The arrangements that are put in place for the candidate, must reflect the support given to the candidate in the school and the candidate must have had opportunities to practice using the arrangements before his/her first examination.

Access Arrangements fall into two categories: some arrangements are delegated to Centres while others require prior approval from the Joint Council for Qualifications (JCQ).

Definitions

Disability: 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'. Statutory guidance on the Equality Act 2010 is available from:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Special Educational Needs: A candidate has *special educational needs* as defined in the SEND code of practice: 0 to 25 years if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Further guidance available from:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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/learner;
- 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.

A reasonable adjustment for a particular person may be unique to that individual alone and may not be included in the list of available access arrangements (see below)

The Exam Access Arrangements which are available: -

- 25% extra time
- 26 – 50% extra time
- Computer Reader/Reader
- Scribe/Speech Recognition Technology
- Language Modifier (LM)
- Word Processor
- Prompter
- Practical assistant
- Supervised rest breaks
- Separate room
- Modified papers (e.g. coloured/enlarged paper)
- Bilingual dictionaries
- Other arrangements for candidates with disabilities

All of the above EAA have to be a student's normal way of working with evidence provided and available for the JCQ inspector on request.

Identifying the need for exam access arrangements at ERS

Timeline towards being awarded an Exam Access Arrangement (EAA)

Year	Action
POPLAR Year 6	The junior school will provide the Access Arrangement Coordinator with any history of need/provision such as highlighted difficulties from end of year test papers. A teacher observation sheet during assessment would provide that information.
SENIOR SCHOOL Years 7 – 8	Teachers monitor students closely and gather evidence of need for EAA. EAA trialed in tests/exams and needs are documented and forwarded to the Access Arrangement Coordinator. To trial electronic normal way of working forms.
Year 9	Year 9 Summer Term – Collate normal way of working forms (electronic). Part 1 of Form 8/Form 9 completed based on evidence supplied by teachers. Specialist Assessor then tests pupils*. Exams Officer/Access Arrangement Coordinator apply online. Where a candidate with learning difficulties is not subject to a current Education and Health or Care Plan (England) or a current Statement of Special Educational Needs (Northern Ireland) or a current Individual Development Plan (Wales), Form 8 must show a below average spelling accuracy standardized score (a standardised score of 84 or less) with unrecognizable spellings. *Students with a current EHCP do not need to be assessed unless they require a language modifier, or 50% extra time.
Years 10 - 11	Exam Access Arrangements in place and used regularly in both internal and external exams.
Oct of year 11	Final deadline for teachers to submit evidence and requests for EAA. Mock exams are the last chance to trial EAA. Students must use them or lose them.
Summer year 11	Exams completed with correct EAA in place as 'Normal Way of Working' (NWW). Form 9
SIXTH FORM Years 12 - 13	The rolling forward of a Form 8 or Form 9 from year 11 to sixth form can apply where the candidate remains within the same centre or moves to ERS from another centre. Where the candidate changes centre, the original or a PDF of a fully completed Form 8 now Form 9 with evidence of the assessor's qualification must be obtained from the previous school. New consent forms must be signed and dated irrespective of whether or not the candidate has remained at ERS or has transferred here. If the above information is not available, it will be necessary to assess those candidates with a Form 8. Those with an EHCP do not need to be assessed but arrangements will be put in place based upon NWW (once established). Note they will need to be assessed for an LM and/or 50% extra time. The SENCO, or an equivalent member of staff within the centre, must ensure that arrangements remain appropriate, practicable and reasonable if the candidate has remained within the centre, Form 8 or Form 9 must be checked to ensure that all parts of the form have been completed, and that it has been signed and dated, before a new online application is processed.

Staff roles in determining and managing EAA

Head of Centre – Mr A Cairns

- Overall responsibility: The head of centre must ensure that a reasonable adjustment implemented by ERS on behalf of the learner is based on firm evidence. Failure to do so may result in advice or action for the centre through to the implementation of steps to manage centre malpractice. This could ultimately lead to the recall of certificates, removal of qualification approval or removal of centre approval.

Lead SENCo – Mrs J Buckland SENCo - Miss R Abbott

- Ensures a 'whole-centre' approach to exam access arrangements. It is the responsibility of the head of centre, members of the senior leadership team, SEN Governor and the SENCo/specialist assessor within the centre to familiarize themselves with the entire contents of the latest JCQ guidance.
- The SENCo, fully supported by teaching staff and members of the senior leadership team, must lead on the access arrangements process within his/her centre.
- Teaching staff and members of the senior leadership team must support the SENCo in determining and implementing appropriate access arrangements. Staff should approach the SENCo/ AA co-ordinator for up to date information on specific pupils.

Examinations Officer – Deborah Roberts

- Collaborate between Exams Officer, Specialist Assessor and Access Arrangement Coordinator, in processing new and updated applications online.
- To ensure that the agreed EAA provisions are in place for exams and are communicated to all relevant staff including invigilators at the time of internal and external exams.
- To ensure that the agreed EAA provision is updated on Staffweb. Due to the complexity of EAA's from 2022/23 onwards (AA are now awarded in individual subjects rather than a blanket approach). Therefore, it is important that staff approach the Exams Officer for up to date information on specific pupils.
- To manage any on the day questions and queries regarding EAA provision.
- To put in place (in conjunction with the Access Arrangement Coordinator) any on the day provision required - for example medical emergencies.
- To arrange training sessions for Readers, Scribes and other Access Arrangement staff.
- To work closely with the Exams Assistant, who is able to deal with matters arising in the Exams Officer's absence.

Assistant Examinations Officer – Mrs Nishma Shah

- To ensure that students are allocated suitable rooms for their Access Arrangement whilst ensuring whilst ensuring zero disruption for other students sitting exams at the same time.
- To liaise with the cover tutor, to organize provision of staff as required for each exam according to the staffing and rooms sheets provided by the Exams Officer.

Exam Access Arrangement Coordinator/Specialist Assessor – Mrs S Gee

- To work with students in year 9, to do basic assessments, give strategies and build a picture of need and provision. The picture of need must include normal way of working forms, relevant EHCP or medical evidence.
- To review arrangements for pupils at the start of year 12.
- To administer psychometric testing after gathering evidence from teachers and classroom observations.
- To discuss and make decisions with the SENCO about individual EAA applications.
- To review individual cases within years 9-13 following discussion with Head SEN to ensure that all pupils receive the EAA they require to achieve their potential.
- To ensure records are well maintained and accurate, for inspection purposes.
- To liaise with year 6 teachers to complete NWW, to support pupils' picture of need.
- To coordinate training for LSAs as required

Teaching Staff: All

- To complete 'normal way of working' forms, detailing the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom and provide evidence of this for the Access Arrangement Coordinator.
- To provide any support that the candidate regularly receives in the classroom, such as extra time, support with reading, prompting, scribing, rest breaks.
- To ensure that the appropriate EAA is in place for all candidates for internal assessments.

References

JCQ – Joint Council for Qualifications: Access Arrangements and Reasonable Adjustments, 2025-2026

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/>

Policy approved by: Alison Walker (on behalf of Governing Body) Date: November 2025 Next Review (latest) November 2026
