



The
Henrietta Barnett
School
FOUNDED IN 1911

External Exams Access Arrangements Policy 2025 2026

Centre name	The Henrietta Barnett School
Centre number	12250
Date policy first created	14/10/2024
Current policy approved by	Denise Walker
Current policy reviewed by	Denise Walker
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Key Staff involved in the policy

Role	Name
Head of centre	Emma MacLeod
Senior leader(s)	Denise Walker Claire Leek
Exams officer	Sherry Nanan
SENCo (or equivalent role)	Nicola Griffin

This policy is reviewed and updated annually to ensure that the access arrangements process at The Henrietta Barnett School is managed in accordance with current requirements and regulations. This policy should be read in conjunction with the following policies:

Special Education Needs and Disabilities Policy, Special Consideration policy and External Exams policy

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.

Introduction

Definitions -

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;

- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Purpose of the Policy

The purpose of this policy is to confirm that The Henrietta Barnett School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
- has a written process in place to not only check the qualification(s) of its assessor(s) who is the SENCo or our external approved assessors, 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 Team will appoint a SENCo (or equivalent member of staff) who will coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, candidates for whom English is an additional language, as well as those with a temporary illness or temporary injury (GR 5.4)

A centre must make decisions on appropriate access arrangements for their candidates. Although professionals from other organisations may give advice, they cannot make the decision for the centre. They will not have a working knowledge of an individual candidate's needs and how their difficulties impact 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 SENCo

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.4)
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The principles for The Henrietta Barnett School to consider 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 (AA 4.2)

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2)

Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate.

The need for access arrangements/reasonable adjustments must be considered on a subject-by-subject basis (AA 4.2)

Access arrangements/reasonable adjustments should be processed at the start of the course (AA 4.2)

Arrangements must always be approved before an examination or assessment (AA 4.2)

The arrangement(s) put in place must reflect the support given to the candidate in the centre (AA 4.2)

The candidate must have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before their first examination (AA 4.2)

The main elements of the process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements / reasonable adjustments and the conduct of examinations are covered as above.

The Assessment Process

At The Henrietta Barnett School, assessments are carried out by:

An appropriately qualified assessor(s) appointed by the Head of Centre in accordance with the JCQ requirements (AA 7.3)

At the point an assessor is engaged / employed at The Henrietta Barnett School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3)
- Evidence of successful completion of a post-graduate course in individual specialist assessment or equivalent to Level 7 or a printout of a screenshot of HCPC or SASC registration is held on file for inspection purposes to evidenced that the assessor(s) is / are suitably qualified (AA 7.3, 7.4)

Additional Information

Reporting the appointment of assessors

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4)

When requested, the evidence will be presented to the JCQ Centre Inspector by:

In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist teacher assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within *Access arrangements online*. (AA 7.4)

The names of all other assessors, who are assessing candidates studying qualifications as covered by the *Access Arrangements and Reasonable Adjustments* document must be entered into *Access arrangements online* to confirm their status (AA 7.4)

Process for the Assessment of a Candidate's Learning Difficulties by An Assessor

The Henrietta Barnett School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Arrangements will be made for the candidate to be assessed by the centre's appointed assessor (AA 7.5)
- Assessors will personally conduct the assessments. They will not sign off assessments carried out by another professional (AA 7.5)
- The assessor will carry out tests which are relevant to support the application (AA 7.5)

A privately commissioned assessment, where the centre has not been involved, cannot be used to award access arrangements and cannot be used to process an application using *Access arrangements online* (AA 7.3)

Relevant staff 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 (AA 7.3)

Additional Information

Picture of Need / Normal Way of Working

The Henrietta Barnett School confirms:

Before the candidate's assessment, the person appointed in the centre will provide the assessor with background information, i.e. a picture of need that has been painted as required in Part 1 of Form 8. The centre and the assessor will work together to ensure a joined-up and consistent process. (AA 7.5)

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.

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

Centre Delegated arrangements / adjustments

Decisions relating to the approval of centre delegated arrangements / adjustments can be made where there is appropriate evidence held on file. This could include:

The Use of a Word Processor – see the Word Processor Policy

Alternative Rooming Arrangements – see Separate Invigilation Policy

Supervised Rest Breaks –

The SENCo will complete Part 1 of Form 8 or Part 1 of Form 9 confirming the need for supervised rest breaks. (Form 8 is for those who have learning difficulty that awards 25% extra time). The SENCo will confirm the nature of the candidate's impairment and that supervised rest breaks reflect their normal way of working. This evidence will be ready for a JCQ Inspector. In addition the candidate's difficulties **must be established within the centre** and known to a Form Tutor, Head of Year, SENCo, Exams officer and senior member of staff.

A single supervised rest break will be no longer than 30 minutes in duration; they will often be shorter than this. Candidates will not be given as many supervised rest breaks as they like for as long as they like.

Supervised rest breaks will not normally be required within the first 10 minutes of an examination but may be thereafter.

The duration of the rest break **must** be determined by the SENCo based on their knowledge of the candidate's needs and the candidates normal way of working when placed under timed conditions.

Before an examination it will be helpful to consider the approximate duration of the supervised rest break to ensure sufficient staff are available to facilitate this.

In summary:

Rest Breaks are granted on the timetabled length of the exam.

Rest Breaks may not be taken in the first 10 minutes of any exam.

Students may not have access to question papers/answer booklets during a Rest Break – this is a JCQ regulation.

SEnCo meets with candidates to discuss possible length and use of RB

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 practice 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)

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

It is the responsibility of the Exams Officer:

- to collect a candidate's consent (a completed *candidate personal data consent form*) to record their personal data on-line through AAO
- to complete the *Data protection confirmation by the examinations officer or SENCo*, prior to the processing of the online application
- 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. This includes a signed *candidate personal data consent form*, a completed *Data protection confirmation by the examinations officer or SENCo*, a copy of the candidate's approved application, appropriate evidence of need (where required) and evidence of the assessor's qualification (where required) (AA 8.6)
- 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
- to train invigilators and other personnel in delivering access arrangements
- to organise rooming for access arrangements candidates as required
- to ensure deadlines are met for submitting applications for approval for each examination series

It is the responsibility of the SENCo to:

- provide evidence of a candidate's access arrangement
- ensure candidates are assessed in light of the picture of need, normal way of working and relevant background information
- ensure the proposed access arrangement does not disadvantage or advantage the candidate
- ensure specialist qualifications are up to date and available for inspection
- Complete Form 8s as required by JCQ
- Keep a record of evidence
- Inform parents and students of student need and access arrangements in place
- Inform subject teachers of candidates with SEN and any special arrangements that individual candidates will need during the course and in assessments and exams.

This policy will be reviewed annually.

Last review October 2025

Next Review October 2026