



Lumen Academy

Embrace

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Access Arrangement Policy

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Document History

Version	Status		Date	Author	Summary Changes
V1			Sep 24	M Sethi	
V2			Oct 25	M Sethi	SENCO/PRINCIPAL has been replaced by the Principal
V3			Sep 26	M Sethi	Updated all JCO updates

Statement of intent

At Lumen academy, we are fully committed to ensuring that education is accessible to all. We recognise that some pupils may require support and additional arrangements to be able to access and undertake exams without being disadvantaged. This policy outlines the school's procedures for identifying and applying for access arrangements before an exam and the reasonable adjustments that will be put in place as required.

Access arrangements are agreed before an assessment. They allow candidates with specific needs, e.g. SEND or temporary injuries, to access the assessment and demonstrate what they can do without changing the demands of the assessment. Access arrangements are the main way through which the school will make reasonable adjustments, in line with its duties under the Equality Act 2010.

A duty to make reasonable adjustments is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service. The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE and Department of Health and Social Care ‘SEND code of practice: 0 to 25 years’
- DfE ‘Supporting pupils at school with medical conditions’
- Equality Act 2010
- JCQ Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments’

This policy operates in conjunction with the following school policies:

- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Records Management Policy
- SEND Policy

2. Roles and responsibilities

The principal will be responsible for:

- Reviewing this policy alongside the SENCO/PRINCIPAL, governing board and exam officer.
- Ensuring exam arrangements are compliant with the Equality Act 2010 and no pupil is discriminated against.
- Ensuring that access arrangements and reasonable adjustments are based on firm evidence of a barrier to assessment, and adhere to JCQ guidelines and those of the relevant exam board.
- Ensuring a person appointed to facilitate an access arrangement or reasonable adjustment, e.g. a Communication Professional or scribe, is a responsible adult, appropriately trained and fully understands the rules of the arrangements.
- Ensuring that a SENCO/PRINCIPAL is appointed to coordinate the access arrangements process within the school.
- Ensuring that the SENCO/PRINCIPAL and the appointed assessor undertake regular CPD, such as attending the annual update course on these regulations.

The SENCO/PRINCIPAL will be responsible for:

- Reviewing this policy alongside the principal, governing board and exam officer.
- Leading on the process for identifying and securing access arrangements and reasonable adjustments.
- Working with teaching and support staff and exams office personnel to ensure approved arrangements are in place for all exams.
- Working with teaching staff to identify the most appropriate published format of modified papers to enable the candidate(s) to access exams.

- Working with specialist advisory teachers, educational psychologists and medical professionals where appropriate.
- Ensuring that the proposed access arrangement or reasonable adjustment does not unfairly disadvantage or advantage the candidate.
- Working with the school's appointed assessor to ensure a consistent, joined-up process which allows for the SENCO/PRINCIPAL to discuss an individual candidate's case with the assessor before making a final decision.
- Ensuring that they make the appropriate arrangements and decisions for their candidates maintaining their responsibility to make the decision based on the working knowledge of an individual candidate's needs and how their difficulties impact in the classroom and/or in timed assessments, whilst taking into consideration JCQ regulations.
- Ensuring that online applications are only processed where they are supported by the school and the candidate meets the published criteria for the arrangement(s) with full supporting evidence in place.
- Assessing the need of candidates and processing applications accordingly.

Teaching staff will be responsible for:

- Supporting the SENCO/PRINCIPAL in identifying, determining and implementing appropriate access arrangements and reasonable adjustments.

In addition, the principal, SLT and SENCO/PRINCIPAL will familiarise themselves with JCQ's 'Adjustments for candidates with disabilities and learning difficulties: Access Arrangements and Reasonable Adjustments' guidance each academic year.

3. Identifying pupils' needs

Pupils with SEND or a temporary impairment or injury may have several additional needs requiring a range of adjustments which will fall into the following categories:

- Cognition and learning needs, e.g. Dyslexia.
- Communication and interaction needs, e.g. Autism Spectrum Disorder.
- Sensory and physical needs, e.g. Multi-sensory Impairment.
- Social, emotional and mental health needs, e.g. Attention Deficit Disorder.

Where a candidate has communication and interaction needs as English is not their first language, the candidate must have an impairment in their first language which has a substantial and long-term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

Pupil's needs will be identified and accommodated for in line with the school's SEND Policy. The principal will ensure effective screening and monitoring systems are in place to enable the SENCO/PRINCIPAL to gather an appropriately detailed idea of a pupil's needs and normal way of working during Years 7 to 9. Teaching and support staff will be made aware of the referral procedure to the SENCO/PRINCIPAL where they have concerns about a pupil's development.

Internal school tests and mock exams will be used to help identify pupils who need to be assessed for access arrangements and reasonable adjustments. Where a pupil experiences a problem during an exam, the SENCO/PRINCIPAL will consider if an assessment is necessary.

Arrangements in place for an exam will reflect the candidate's normal way of working and the support normally provided for them in school, e.g. in the classroom, when working in small groups for reading and writing, support lessons, intervention strategies, and in internal tests and mock exams. This will not be the case where there is a late diagnosis of a disability, or late manifestation of an impairment or a temporary injury or impairment; however, the evidence of need will still be required to the same standard as early applications.

Pupil's needs will be assessed by an assessor with the necessary qualifications appointed by the principal, in line with JCQ requirements.

The SENCO/PRINCIPAL will recognise that access arrangements and reasonable adjustments may differ for a pupil depending on each assessment's specification, and arrangements will be considered on a subject-by-subject basis.

4. Applying for access arrangements

The JCQ's form 8 will be used for candidates with learning difficulties who are not subject to a current EHCP or statement of SEN to collate evidence for the need to have 25 percent extra time or a scribe.

The JCQ's form 9 will be used for candidates with:

- Communication and interaction needs.
- Medical conditions.
- Sensory or physical.
- SEMH needs.
- Speech, language and communication needs.
- Learning difficulties and a current EHCP or statement of SEN.

The form 9 will be used to collate evidence for supervised rest breaks, reading aids, extra time, and access to a mobile phone for medical purposes.

Access arrangements and reasonable adjustments will be applied for by the SENCO/PRINCIPAL in line with the JCQ guidelines for the relevant academic year. These will be applied for at the start of each course, e.g. at the start or during the first year of a two-year GCSE course, based on the school's knowledge of a pupil's needs and normal way of working.

Where there is a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after a course begins, access arrangements will be applied for as soon as is practicable.

The SENCO/PRINCIPAL will complete all necessary paperwork and ensure all applications have regard for the relevant exam board's deadline. Where an application is processed after the deadline, e.g. due to a temporary injury arising after this date, the

SENCO/PRINCIPAL will ensure the appropriate paperwork is on file and available for inspection. Access arrangements and reasonable adjustments will only be put in place for exams where they have been approved.

Applications processed and approved online will be valid for 26 months from the date of processing the application. Access arrangements online will be used for processing applications for certain qualification types as updated on page 12 of the JCQ Access Arrangements and Reasonable Adjustments (2024-2025).

Where the SENCO/PRINCIPAL believes that access arrangements for a pupil are no longer the pupil's normal way of working within this period, e.g. a pupil whose reading has improved to the extent they may no longer meet the exam board criteria for a reader, they will consider whether it is appropriate to withdraw permission for it. Where permission is withdrawn, written confirmation will be sent to the pupil's parents.

A pupil will have the right to not make use of the access arrangement or reasonable adjustment should they not wish to do so. The SENCO/PRINCIPAL will consider removing the access arrangements in cases where a pupil repeatedly chooses not to make use of them.

Candidates will never be charged any fee in relation to an adjustment or aid made to meet the school's duty under the Equality Act 2010.

Access arrangements and reasonable adjustments will not normally be possible where it compromises the assessment objectives of the relevant specification, e.g. a practical assistant will normally not be allowed when practical skills are being tested.

Form 8 will be used to record information about a candidate's access arrangements/ reasonable adjustments and be presented by the SENCO/PRINCIPAL for inspection. The form will only be used for candidates with learning difficulties or where a Language Modifier is required. Where the SENCO/PRINCIPAL is also the school's appointed assessor, the online version of Form 8 may be completed using the Centre Admin Portal. Extra time applications will only be made after the SENCO/PRINCIPAL has considered and thoroughly exhausted the option of supervised rest breaks.

The following arrangements will not need to be processed online:

- Amplification equipment
- Bilingual dictionary
- Braille transcript and brailers
- CCTV
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional for candidates using Sign Language
- Examination on coloured/enlarged paper
- Live speaker for pre-recorded exam components
- Low vision aid/magnifier
- OCR scanners

- Prompter
- Read aloud, including an exam reading pen
- Separate invigilation within the centre
- Supervised rest breaks
- Word processor
- Non-electronic headphones
- Timer on a candidate's desk – a small countdown clock, a small analogue or digital clock, digital timer

Where a case contains individual needs which are not covered by the online system for applications, the SENCO/PRINCIPAL will contact the relevant awarding body at the earliest opportunity to discuss the candidate's needs. A written record will be kept of any discussions.

Supervised Rest Breaks

Part 1 Form 8 will be used to confirm the need for supervised rest breaks for those candidates with learning difficulties who also require 25% extra time and/or a scribe. Specialist evidence is not required for supervised rest breaks.

In respect of a single supervised rest break, it should be no more than 30 minutes in duration. A supervised rest break will often be shorter than this. A candidate cannot be given as many supervised rest breaks for as long as they like and a supervised rest break will not usually be required within the first 10 minutes of an examination. The duration of a supervised rest break must be determined by the SENCO/PRINCIPAL based on their own knowledge of the candidate's needs.

25% Extra Time

25 percent extra time will not be permitted in examinations such as Dance, Drama, a musical performance or a sport, where timing is an explicit part of the assessment objective. However, extra time will be awarded in a timed Art examination where a candidate has a formal diagnosis that has an adverse effect on their physical coordination. For example, the candidate is slower when mixing paints, painting or sketching. This is in rare and exceptional circumstances.

In cases where alternative rooming arrangements are required, 1:1 invigilation will be implemented for candidates who have a serious medical condition or significant behavioural needs that may cause disruption to others in the main examination room.

Timetable variations will be permitted on the day of an examination where a candidate has a disability, in line with regulatory allowances. Where a candidate has a substantial impairment, the use of music or white noise as a supportive measure will be considered where appropriate.

If a candidate requires a question paper on coloured paper or an enlarged version (e.g. A4 to A3), the school will use a PDF version of the paper, taking into account the 60-minute advance release window.

PDF versions of CCEA and OCR question papers will be requested through Access Arrangements Online. The school will not convert a non-interactive PDF into an interactive format under any circumstances.

Privately commissioned reports

Where a parent produces a privately commissioned report on their child's needs without prior consultation with the school, this will not be able to be used to process an application. Where the school is consulted beforehand, the SENCO/PRINCIPAL will provide the parent's chosen assessor with Part 1 of [Form 8](#) from the JCQ. Once a report is submitted to the school as evidence that the pupil requires access arrangements, e.g. extra time, the principal will decide whether to accept it and use it to form part of an application. If it is rejected, the principal will provide a written rationale supporting the decision to the parent.

The SENCO/PRINCIPAL will, however, in all cases, consider whether any privately commissioned report contains information to merit instigating the process of the school assessing the pupil's needs internally. If a parent contacts the school asking for their child's needs to be assessed, the SENCO/PRINCIPAL will decide whether it is appropriate to undertake this.

5. Evidencing applications

The online application process will provide prompts as to the evidence required. Evidence and history of need and provision will be provided by the SENCO/PRINCIPAL as required for each access arrangement applied for. Evidence will be stored for inspection purposes in line with JCQ guidance.

Core evidence required will typically include, but is not limited to the following:

- EHC plans
- Individual Learning Plans (ILPs)
- Fully completed **Form 8** with an assessment carried out by an assessor confirming a learning difficulty
- Where applicable, a qualifying score from a recognised test carried out by a suitably qualified assessor
- Teaching staff testimony about a pupil's difficulties
- Specialist evidence, e.g. a report or letter from a medical consultant
- History of support and provision in place for the pupil in line with the requested access arrangement or reasonable adjustment
- Where a candidate progresses from GCSE to GCE A-level qualifications, with an existing Form 8 in place, a new online application for 25 percent extra time will be processed.

Where a candidate has complex needs, the SENCO/PRINCIPAL will complete Form 9 to:

- Detail the candidate's current difficulties to show how they impact on teaching and learning and performance in examinations, summarising evidence of feedback from teachers and/or support staff.
- Confirm that 25 percent extra time is the candidate's normal way of working

Form 9 will be supported by specialist evidence confirming a candidate's disability.

Where the candidate has been referred to CAMHS or a local NHS Trust by their centre or GP and is on the list to be screened and/or receive a formal diagnosis, the SENCO/PRINCIPAL may in exceptional circumstances use a CAMHS or NHS Trust referral confirmation/acceptance letter. The SENCO/PRINCIPAL, however, will be required to produce a compelling picture of need within Part 1 of Form 9.

Specialist evidence will confirm the candidate's disability. The specialist will not be required to recommend more than 25 percent extra time in their report. The SENCO/PRINCIPAL may accept a medical diagnosis from an appropriate specialist working within the NHS or private practice. Although a specialist can recommend specific access arrangements, it is for the SENCO/PRINCIPAL to determine the arrangements for the candidate's examination.

Where a computer-based assessment tool is used to gather evidence for Part 2 of Form 8, a suitably qualified assessor will be present to oversee the candidate's engagement with the computerised test.

6. Preparing for an assessment

Once an access arrangement has been approved, the school will:

- Inform the pupil's parents in writing.
- Inform the pupil.
- Inform the exam officer and make an access arrangement list available to them.
- Ensure all staff are aware of which pupils have had approved access arrangements.

Where a candidate requires access arrangements or reasonable adjustments before their first assessment, appropriate opportunities to practice using them will be provided.

The school will be particularly mindful of the need to practice prior to an exam where the following are used:

- Computer reader
- Modified enlarged papers
- A scribe
- Speech recognition technology
- Word processor

For internal assessments, teaching staff will inform the SENCO/PRINCIPAL at least [two weeks](#) in advance of the assessment date to allow sufficient time for access arrangements to be prepared.

Pupils will be informed to raise any concerns or questions with the SENCO/PRINCIPAL about their access arrangements before an exam, and what to do if they encounter any issues during an exam.

7. The use of word processors

Pupils who normally work with a word processor will use it in exams where appropriate, or they will use a scribe where necessary, e.g. in maths and science. A word processor will also be used where necessary due to a temporary injury or impairment. Word processors will have the spelling and grammar check disabled or enabled in line with the exam's specifications.

A word processor will be considered for pupils where they have:

- SEN which has a substantial and long-term adverse effect on their ability to write legibly.
- A medical condition.
- A physical disability.
- A sensory impairment
- Planning and organisational problems when writing by hand.
- Poor handwriting.

The above list is not exhaustive; the SENCO/PRINCIPAL will consider if a word processor would benefit a pupil where an additional need is identified. Word processors will only be used where it meets an additional need and will not be permitted simply because a pupil prefers it or can work faster using one. For the use of a word processor with the spelling and grammar switched on, Part 2 of Form 8 will need to show a below average spelling accuracy score with unrecognisable spellings.

The SENCO/PRINCIPAL will prepare and produce a statement for inspection purposes which details the school's criteria for awarding and allocating word processors for exams.

A word processor cover sheet will be completed where required by the relevant awarding body for an exam.

Use of a scribe will be allowed in written papers of GCSE English Language, Literature, Geography, History, Religious Studies and Functional Skills English. For the AQA Entry Level Certificate (ELC) in English, the use of a scribe will not be permitted for the writing tasks.

8. Maintaining records

The SENCO/PRINCIPAL will keep detailed records of all essential information on file for an application. This will include a copy of the candidate's approved application, appropriate evidence of need as required and a signed candidate personal data consent form.

All personal data will be treated confidentially and handled in line with the Data Protection Policy and Records Management Policy.

9. Monitoring and review

This policy will be reviewed by the principal, SENCO/PRINCIPAL, governing board and exam officer on an annual basis.

The scheduled review for this policy is date.

Reviewed By:	Monika Sethi	September 2026
Next Review Date:		September 2027
Approved by Director:		1 st September 2026
Signed:		



Monika Sethi
Principal and Director