



ACCESS ARRANGEMENTS POLICY

2024/25

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
SENCO and Learning Support Manager	
Date of next review	May 2026

Key staff involved in the policy

Role	Name(s)
SENCo (or equivalent role)	Ms R Calcutt
Assistant Head teacher with responsibility for Exams and Data	Mr P Hardy-Cork
Head of centre	Ms S Japp
Exams officer	Mrs J Howe and Mrs L Copley
Assessor(s)	Mrs C Stainforth
Learning Support Manager	Mrs H Butler

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Purpose of the policy

The purpose of this policy is to confirm that Beverley High 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.

(JCQ's **General Regulations for Approved Centres**, 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by SENCo (or equivalent role) alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the SENCo (or equivalent role) is storing documentation electronically they **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (¹AARA 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current JCQ document 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

¹This publication is further referred to in this policy as AARA

What are access arrangements and reasonable adjustments?

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'. (AARA¹, Definitions)

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; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

The centre **must** ensure that approved adjustments can be delivered to candidates. (AARA¹, Definitions)

General principles

The head of centre/senior leadership team will appoint a SENCo, or an 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)

The principles for the centre to consider are detailed in AARA (4.2). These 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.

The SENCo, or an equivalent member of staff, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

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.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

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

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

Arrangements for a late diagnosis of a disability (a medical condition, a sensory impairment, social, emotional and mental health needs) or late manifestation of an impairment may be processed as the need arises. However, evidence of need is still required to the same standard as if it was an application being processed by the published deadline

Access arrangements online must also be used for candidates with a temporary injury or temporary impairment, such as a broken arm. These arrangements can be processed as the need arises. Appropriate documentation (where required) must be held on file to support any temporary access arrangement made.

Equalities Policy

A large part of the access arrangements fall under reasonable adjustments as described in the Equalities Policy.

There is an Exam Policy held by the Exams office for JCQ inspection purposes.

Equality Objectives are published on the school website, included within the schools Equality Policy

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AARA 7.3.

The qualification(s) of the current assessor(s)

Certificate of Competence in Educational Testing
Certificate of Psychometric Testing Assessment and Access Arrangements (CPT3A)-
Equivalent to Level 7

Appointment of assessors

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AARA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

All assessors must have a thorough understanding of the current edition of the JCQ document Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved; be familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', but rather to help identify access arrangements that might assist the candidate in examinations and assessments and are thus potentially reasonable adjustments); either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties.

The assessor should be employed or contracted by the centre. Alternatively, the assessor is: employed at another centre, e.g. employed by the Local Authority; or an external assessor who has contacted the centre, establishes a working relationship with the centre and is approved by the head of centre.

In accordance with AARA 7.3 (Appointment of assessors), the head of centre ensures that there is evidence of the assessor's qualification(s). This is obtained at the point of engagement/employment and prior to the assessor undertaking any assessment of a candidate.

Evidence of the assessor's qualification(s) is held on file for inspection purposes and will be presented to the JCQ Centre Inspector by the SENCo.

Head of centre satisfies themselves that a professional does have the required level of competence and training. Recommendations from others schools are sought as well as a pre-appointment meeting with the SENCo.

Reporting the appointment of assessors

As per AARA 7.4 (Reporting the appointment of assessors) the SENCo holds copies of certificates on file for inspection purposes, evidence that the assessor(s) is suitably qualified.

Process for the assessment of a candidate's learning difficulties by an assessor

Effective information gathering, screening and monitoring systems during Y7-9 enable the SENCO to provide sufficiently robust evidence of need for an assessor to assess a candidate's learning difficulty.

Information gathering, screening and monitoring include:

- Collating information from feeder/ transition schools;
- Alerts from parents to a potential need;
- Staff referrals/ queries about potential need;
- Whole year screening, supplemented by further diagnostic testing where necessary by the Learning Support Manager and TA lead for Literacy.

Where school tests identify a candidate's need to be assessed for access arrangements/ reasonable adjustments the SENCo arranges for the candidate to be assessed by the centre's appointed assessor, generally in the Summer term of Y9.

For a private candidate, such as a distance learner or a home educated student, the SENCo undertakes the necessary and appropriate steps to gather a picture of need and demonstrate normal ways of working. The centre, where required, must lead on the assessment process.

The candidate must be assessed by the centre's appointed assessor. In some instances, depending on their needs, the candidate may have to be assessed away from the centre, for example at home. The centre must comply with the obligation to identify the need for, request and implement access arrangements.

Before the candidate's assessment, the SENCo provides the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8 (The Form 8 is available on the JCQ website along with a Form 8RF and a Form 9).

The SENCo and the assessor work together to ensure a joined-up and consistent process.

The assessor establishes if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.

The SENCo and assessors working within the centre always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal ways of working within the centre and ultimately assessing the candidate themselves should be instigated.

Readers

For Computer readers/ readers, Centre based evidence from the SENCo confirms the nature of the candidate's impairment and that the use of a computer reader/reader reflects their normal and current way of working within the centre. The SENCo must be satisfied that there is a genuine need for a computer reader/ reader due to the candidate's poor reading skills. A computer reader/reader will be awarded on account of: • cognition and learning needs; • communication and interaction needs; • English being an additional language; • a medical condition formally diagnosed by a registered specialist; • sensory and physical needs; • social, emotional and mental health needs. This information is recorded on the Form 8 in Part1.

Extra time

Assessors personally conduct the assessments. They do not sign off assessments carried out by another professional. The assessor uses tests which are relevant to support the application. Current editions of nationally standardised tests which produce standardised scores must be used, where published.

Currently the assessor does not use a computer-based assessment tool to gather assessment evidence. The candidate's chronological age must be less than the 'ceiling' of the test, unless there is no published test for the candidate's age. Results are given as standardised scores which use a mean of 100 and a standard deviation of 15. (These are standard scores.) Standardised scores of 84 or less are described as 'below average'. Standardised scores of 85-89 are described as 'low average'. Test results for Part 2 of Form 8 are not reported as percentiles, scaled scores, T-scores or age-equivalent scores. Such scores must be converted into standard scores.

The assessor will abide by guidance in AARA section 7.5 regarding assessment for Reading skills (Reading Comprehension, Reading Speed), Writing skills (Spelling accuracy and writing

speed), Cognitive processing/fluency, Other cognitive ability measures. Currently two qualifying scores are required for a student to be eligible for extra time.

The assessors must use Form 8, Part 2, to record the results of their assessment which are relevant to the access arrangements being requested. At the same time, the assessor signs and dates Part 2.

Part 3 of Form 8 is completed by the SENCo once the assessor has completed their testing and confirmed that the candidate has an impairment which substantially affects their performance.

Once the Form 8 has been completed, the centre processes the application using Access Arrangements Online. A fully completed Form 8 (Parts 1, 2 and 3), signed and dated is kept within the centre for inspection purposes.

Picture of need/normal way of working

In Part 1 of the Form 8, the SENCo details the candidate's background and history of support, confirming normal ways of working bringing together:

- any previously granted access arrangements;
- comments and observations across relevant subjects from staff
- intervention strategies (e.g. individual education/learning plans) in place for the candidate;
- pupil premium indicators;
- screening test results;
- use of pupil baseline and tracking data;
- information about any differentiation in the classroom;
- normal way of working in the classroom (where appropriate);
- arrangements made for end of year internal school examinations/mock examinations.

The Centre follows the requirements for the assessment of the candidate's learning difficulties by an assessor and completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties)

Process for candidates with persistent and significant difficulties which substantially impact on teaching and learning

A Form 9 is completed for any candidate who has very persistent and significant difficulties when accessing and processing information, and is disabled within the meaning of the Equality Act 2010. Candidate's needs will be confirmed by a formal diagnosis from a registered specialist such as a clinical paediatrician or a hospital consultant (not a GP).

The SENCo prepares a profile of need for a candidate with persistent and significant difficulties which substantially impact on teaching and learning:

- candidates with communication and interaction needs
- candidates with a medical condition -this would include the use of a mobile phone
- candidates with sensory and/or physical needs
- candidates with social, emotional and mental health needs- this would include those able to listen to music on an MP3 player
- candidates with speech, language and communication needs

- candidates with learning difficulties who are subject to a current EHCP (England).
- candidates with learning difficulties who require a computer reader/reader and/or supervised rest breaks but do not require extra time and/or a scribe

The SENCo confirms that the arrangement reflects the candidate's normal and current way of working in the centre.

This form must be used to collate the evidence and must be kept on file within the Centre by the SENCo for inspection purposes.

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AARA 8 (Processing applications for access arrangements and adjustments) and 6 (Modified papers).

AAO is accessed within the JCQ Centre Admin Portal (CAP) 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.

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. (AARA 8 Summary)

The following arrangements must be applied for online:

- Access to a mobile phone for medical purposes
- Bilingual dictionary with 25% extra time (for some identified qualifications)
- Computer reader/reader
- 25% extra time
- Extra time over 25%
- Practical Assistant
- Remote invigilation
- Scribe/speech recognition technology
- Timetable variation for a candidate with a disability

Applications are submitted at the start of the Key Stage course, whenever possible, by the Exams Officer with the support of the Learning Support Manager.

The SENCo keeps detailed records for inspection purposes, generally in hard copy paper format, of all the essential information on file. This includes:

- a signed candidate personal data consent form. This is completed prior to the processing of the online application, and is retained for 26 months from the date of the online application being approved.;
- a completed Data protection confirmation form by the examinations officer or SENCo;
- a copy of the candidate's approved application;
- appropriate evidence of need (where required);
- evidence of the assessor's qualification (where required).

Paper files are stored in a locked cupboard in the SENCo's office

Candidates are informed of assessment outcomes following assessment. Parents are informed prior to the online application if their child has eligible assessment data.

Parents and candidates would be informed if an application is not approved.

Centre-delegated arrangements/adjustments

Access arrangements are agreed at the start of the Key Stage course, whenever possible, by the SENCo with the support of the Learning Support Manager.

They allow students 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 SENCo keeps on file a hard paper copy of any evidence for the Centre delegated arrangements/ adjustments. The evidence required by the centre to award any access arrangements must meet the JCQ requirements and in all cases be the normal way of working for the candidate unless they have a temporary illness or injury.

The following arrangements do not need to be processed online:

- Alternative rooming arrangements – sitting the examination outside of the main examination hall/room, e.g. a room for a smaller group of candidates (formerly known as separate invigilation)
- Amplification equipment
- Bilingual dictionary
- Braille transcript
- Brailers
- Closed Circuit Television (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
- Fidget toys and stress balls
- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Non-electronic ear defenders/ear plugs/ loops
- Optical Character Reader (OCR) scanners
- Prompter
- Read aloud (which can include an examination reading pen)
- Squared paper for visual spatial difficulties
- Supervised rest breaks
- Word processor (with the spelling and grammar check switched off).

Centre-specific criteria for particular arrangements/adjustments

Word Processor Policy (Exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams

or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

A centre specific statement for criteria to award and allocate word processors for examinations is in place. This was prepared by the SENCo. A copy is held by the Exams team for inspection purposes. See Appendix 1.

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs will be made by the SENCo (or equivalent role).

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AARA 5.16)

Decisions on the awarding of the arrangement are made by: Ms Calcutt (SENCo).

Decisions are based on: Whether the candidate has a substantial and long-term impairment which has an adverse effect; The candidate's normal way of working within the centre; Ensuring the proposed arrangement does not unfairly disadvantage or advantage the candidate.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. Alternative rooming arrangements will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

The candidate has an established difficulty as defined in section 5.16 of the AARA

The candidate's disability is established within the Centre. Documented medical evidence, supporting statements from external professionals or a statement from the Child Protection Coordinator are requested to confirm and evidence a substantial and long-term impairment which has an adverse effect on teaching and learning

Alternative rooming arrangements reflect the candidate's normal and current way of working in internal tests and mock examinations

Where a candidate sits their examinations in a smaller environment away from the main examination room, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements.

Other rooming arrangements for seating candidates in rooms separate to the main cohort may be put in place in other circumstances. As and when applicable, these circumstances include:

Where students are allowed access to a reader, scribe or word processor

1:1 invigilation and the use of an alternative room apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues which would disturb other candidates in the examination room.

Appendix 1

Statement for criteria to award and allocate word processors for examinations

We observe the Joint Council for Qualifications (JCQ) regulations.

Access arrangements are agreed before an assessment. They allow candidates with a specific need, 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 particular 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'.

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.

Centres are allowed to provide a word processor (e.g., laptop, computer) with the spelling and grammar check facility / predictive text disabled (switched off) to a candidate where it is their "normal way of working" within the centre.

Our Policy at Beverley High School

In line with JCQ Regulations, we provide a word processor for use in public exams if it is the pupil's normal way of working within the centre and is appropriate to the pupil's needs.

The "normal way of working within the centre" includes the use of a word processor in the classroom and, if applying from Year 11 upwards, also during internal and mock examinations. This condition does not apply in the case of sudden physical injury (e.g., broken wrist).

"Appropriate to the pupil's needs" means that provision of a word processor is necessary to avoid the candidate being placed at a substantial (rather than minor) disadvantage in the examination as a consequence of persistent and significant difficulties.

The "needs" of a pupil that would therefore typically lead to them being considered for the use of a word processor include:

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

This list is not exhaustive

A word processor cannot be granted to a pupil because:

- The pupil prefers to type rather than write
- The pupil can work faster on a keyboard
- The pupil uses a word processor at home

For external examinations, any request for a word processor must be with the SENCO/ Learning Support Manager no later than 1st December of the year prior to that of the examination is to be taken. This allows for the provision of access arrangements from the perspective of timetabling, equipment, accommodation and staffing, and suitable training and practice for the pupil. This deadline does not apply when there is a temporary physical injury e.g., broken wrist.

When a pupil has been allocated a word processor for examinations, SENCO/ Learning Support Manager will advise the Examinations Team and subject teachers through the Confidential Master Context sheet.

In line with JCQ regulations, the Centre is responsible for determining suitable access arrangements for pupils. Recommendations in privately commissioned reports will not automatically be accepted and the final decision is made by the Centre. In any case, any such recommendations must be received by the SENCO/ Learning Support Manager no later than 1st December of the year prior to when the examination is to be taken.

To be accepted for the use of a word processor all candidates must meet the criteria outlined above.

Candidates who have been granted use of a word processor in examinations are provided with one in essay-based subjects. NB Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet as the candidate avoids the difficulty of visually tracking between the question paper and computer screen (unless the impairment/ disability means the candidate cannot physically write).

A candidate must not use their own word processor in an exam. We as a Centre will plan for candidates to be provided an individual, 'exam ready' word processor.

An awarding body may require a word processor cover sheet to be completed



Ms R. Calcutt

Assistant Head for Inclusion (SENCO)

Exam Access Arrangements – Guide for Parents and Staff

What are Access Arrangements?

- Access arrangements allow students with specific needs, such as special educational needs and disabilities to access an exam.
- They allow students to show what they know and can do without changing the demands of the exam.

How are these decided?

- The school must decide which access arrangements a student has for their exams.
- Teachers must give evidence to show that an access arrangement is needed. The school will record how effective the arrangement is in the classroom, in internal tests or in mock exams.
- If a student has learning difficulties, the school's appointed assessor must conduct the assessment to determine the need for access arrangements such as 25% extra time.
- Specialists (for example, a medical consultant, a psychiatrist) are responsible for providing a formal diagnosis. They are not responsible for decisions about access arrangements.

Clarity around the criteria for our main Centre Delegated Arrangements

Supervised Rest Breaks

Supervised rest breaks can be given to a candidate

- Where it is their normal way of working within the centre. (lessons and assessments)
- Where 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.
- The candidate's difficulties must be established within the centre and known to their Head of Year, the SENCo and/or a senior member of staff with pastoral responsibilities

Alternative Roomings - a smaller room with fewer students

- In the case of alternative rooming arrangements, the candidate's disability is established within the centre, it is known to their 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.
- Evidence of need would also be found through the following: EHCP, ASC /ADHD diagnosis, sensory processing report, SAPTs involvement, CAMHS or counselling lead stating the level of need or Educational Psychology.
- *Nervousness, low-level anxiety or being worried about examinations are not sufficient grounds for separate invigilation within the centre.*

1:1 invigilation and the use of an alternative room

- This would apply where the candidate has a serious medical condition such as frequent seizures, Tourette's or significant behavioural issues, which would disturb other candidates in the examination room.
- It is a very rare exception and a student would have a history of a high level of need throughout school and have used 1:1 invigilation as a normal way of working. There would be written evidence of the need for alternative rooming and school observations of disturbing other candidates.

Prompts

- A prompter may be permitted where a candidate has a substantial and long-term adverse impairment resulting in persistent distractibility or significant difficulty in concentrating. For example, the candidate: has little or no sense of time (e.g. candidates with ADHD or ASD); or persistently loses concentration; or is affected by an Obsessive-Compulsive Disorder which leads them to keep rewording an answer rather than moving on to other questions.
- It must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Read Aloud

- Where a candidate is reading difficult text, they may work more effectively if they can hear themselves read.
- This must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Use of an Examination Reading Pen

- The use of an examination reading pen, provided by the centre, might benefit those candidates who wish to work independently. It may increase the independence of candidates who need a reader for accuracy rather than comprehension.
- This must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Use of Non-electronic ear defenders/ear plugs or Non-electronic headphones

- The candidate must have an identified substantial and long-term impairment which has an adverse effect.
- This must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Use of Coloured overlays / coloured paper

- The candidate must have an identified substantial and long-term impairment which has an adverse effect.
- This must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Colour naming by the invigilator for candidates who are colour blind

- The candidate must have been identified as colour blind and information provided to the school.
- This must be the normal way of working within the centre (lessons and assessments) and the candidate must be known to the SEND team.

Word Processor

- This is covered by a separate policy

Other centre-delegated arrangements may be put in place by the SENCO if the candidate's level of need requires it.

Clarity around the criteria for our main Online Approved Access Arrangements

Extra Time

- The candidate may have complex needs or learning difficulties. An assessment may be required with the centre-approved assessors and specific standardised score criteria have to be met.
- Evidence is needed from teaching staff stating the candidate's current difficulties and how they impact teaching and learning and performance in examinations as well as the support and adjustments that are in place for the candidate in the classroom, tests and examinations.

Reader

- SENCO must be satisfied that there is a genuine need for a reader due to the candidate's poor reading skills.
- This must be the normal way of working within the centre (lessons and assessments).