The Kimberley School
Access Arrangements Policy
2026/27

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Andrew Park	
Date of next review	September 2027

Key staff involved in the policy

Role	Name(s)
SENCo or equivalent role	Ann Lawrence
SENCo line manager (Senior Leader)	Danny Knapckyz
Head of centre	Andrew Park
Exams Manager / Officer	Helen Bullock
Assessor(s)	Sarah Meakin
Access arrangement facilitator(s)	Sarah Meakin / Ann Lawrence

Contents

Key staff involved in the policy 1
What are access arrangements and reasonable adjustments? 3
Access arrangements 3
Reasonable adjustments 3
Purpose of the policy 3
General principles 4
Equality Policy (Exams) 4
The assessment process 5
The qualification(s) of the current assessor(s) 5
Appointment of assessors 5
Process for the assessment of a candidate's learning difficulties by an assessor 6
Picture of need, confirming normal way of working 7
Processing access arrangements 8
Arrangements/adjustments requiring awarding body approval 8
Centre-delegated arrangements/adjustments 10
Centre-specific criteria for particular arrangements/adjustments 11
Word Processor Policy (Exams) 11
Alternative Rooming Arrangements Policy 12
Appendices 14
Appendix 1 14
Appendix 2 17

What are access arrangements and reasonable adjustments?

Access arrangements

[[1]AARA Definitions]

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 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'.

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 a number of 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. (AARA Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AARA 1.8). The definitions and procedures in AARA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that The Kimberley 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.
General Regulations for Approved Centres

This document is further referred to in this policy as GR

This policy is maintained and held by the SENCo or equivalent role alongside the individual files of each access arrangements candidate. Each file 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. (AARA 4.2)

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

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

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 and implement appropriate arrangements for candidates with learning difficulties or disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury. (GR 5.4)

The principles for the centre to consider are detailed in AARA (section 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 within a FE college, must ensure that the proposed access arrangement reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

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

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.

Applications should be processed at the **start** of or during the first year of a two year course having firmly established a picture of need and normal way of working.

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 adjustments before their first examination.

Equality Policy (Exams)

A large part of the access arrangements/ reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

> The centre's disability policy (exams) is retained by the Exams Officer and is available on the school's website.
>
> **The head of centre/senior leadership team will**... recognise its duties towards disabled candidates, including private candidates, ensuring compliance with all aspects of the Equality Act 2010†, particularly Section 20 (7). This **must** include a duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must no**t charge a disabled candidate any additional fee in relation to the adjustment or aid...
>
> †or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect (GR section 5.4)

This policy further covers the assessment process and related issues in more detail.

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 section 7.3.

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

> The current assessor is Sarah Meakin, who possesses the following qualifications:
>
> • Certificate of Psychometric Testing, Assessment & Access Arrangements (CPT3A). Equivalent to level 7 awarded by Real Training

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)

> The Kimberley School has a written statement of the process of checking the qualifications of centre's assessors and that the assessment process is administered correctly" on file as per Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments. (GR, section 5.4)
>
> The Head Teacher of The Kimberley School will ensure that evidence of the assessor's qualification(s) 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) will be held on file for inspection purposes and be presented to the JCQ Centre Inspector by the Exams Officer. Upon the first meeting with the centre's SENCo, the assessor has her qualifications verified and a photocopy is made and stored in the access arrangements file. (AARA, section 7.3)
>
> The Head Teacher is responsible for checking the qualifications and the appointment of the access assessor. The Head Teacher is responsible for the quality of the AARA process.

The SENCo will ensure the following checks are made when appointing an access arrangement assessor. (AARA, section 7.3 Appointment of assessors of candidates with learning difficulties)

- Check that Assessors qualification meets the requirements detailed in JCQ Access Arrangements and Reasonable Adjustments 7.3
- Assessor to provide original certificate which will be photocopied and held on file.
- References will be taken and confirmed prior Assessors appointment being confirmed.
- Enhanced DBS check will be made and confirmed prior to the Assessor commencing student assessments.
- Will provide assessor with JCQ Access Arrangement & Reasonable Adjustments Booklet 2023-2024
- Confirm Assessor has completed knowledge update for JCQ regulations and Procedures 2023-2024
- Provide the assessor with a copy of this policy

Reporting the appointment of assessors

The SENCo will update Access Arrangements Online when a new Assessor is appointed. AARA, section 7.4 (Reporting the appointment of assessors)

- The SENCo or equivilent role will retain a copy of the Assessors qualification certificate's and relevant training updates on file.
- The Exams Officer will hold a duplicate copy of the Assessor's qualification Certificates and training updates for inspection purposes.
- Assessor's qualification record will be retained for the duration of students he/she assessed access arrangement approval.

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

Where a candidate has learning difficulties and is not subject to a current *Education, Health and Care Plan* or *Statement of Special Educational Needs* that the SENCo is painting a picture of need and demonstrating the candidate's normal way of working and completing Part 1 of Form 8 prior to the candidate being assessed.

AARA sections 7.5 *(Guidelines for the assessment of the candidate's learning difficulties by an assessor)* and 7.6 *(Completing Form 8 – JCQ/AARA/LD, Profile of Learning Difficulties).*

The detail in this document reflects that the correct procedures are followed as in Chapter 7 of the JCQ document *Access Arrangements and Reasonable Adjustments*…
[GR section 5.4]

Note
SENCos 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.
[AARA section 7.3]

The Centre will ensure the following processes are in place when assessing a student's learning difficulties.

- Picture of need built through new intake feeder school liaison as detailed in SEND Policy 4.1
- Reading screening is completed for the year 7 cohort.

- The school uses a graduated response as outlined in “The code of practice 2014”, further detail can be found in SEND Policy.
- Teachers to complete the SEND referral form if they feel that a student needs additional support, which should include relevant samples of the students’ work.
- On receipt of a SEND referral the SENCo will contact students’ other subject teachers to see how the student is accessing learning other subjects. Subject teachers requested to provide samples of work.
- The SENCo will provide the Assessor with background information prior to an assessment taking place. This will include a providing the Assessor with completed part A of Form 8 prior to the candidate being assessed.
- The SENCo and the assessor will work together to ensure a joined up and consistent process.
- The Assessor must personally complete the assessments. They must not sign off assessments being conducted by another professional.
- The Assessor should only use tests which are relevant to support the application.
- The Assessor should only use nationally standardised tests which produce standardised scores. The student’s chronological age must be less that the ceiling of that test.
- The Assessor is required to establish if the results of the tests in literacy and or cognitive abilities present evidence that the candidate has an impairment which substantially affects their performance.
- The Assessor must ensure the student understands the Data Protection Notice and gives consent prior to conducting any tests.
- The Assessor should complete Section C of Form 8 prior to an Access Arrangement application being processed.
- The Assessor must discuss access arrangements with the SENCo. It is the SENCo’s responsibility to request access arrangements JCQ approval.

Picture of need, confirming normal way of working

Before the candidate’s assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process…

An independent assessor must contact the centre and ask for evidence of the candidate’s normal way of working and relevant background information. This must take place before the candidate is assessed. Additionally, the independent assessor **must** be approved by the head of centre to assess the candidate.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor must discuss access arrangements/ reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo…
[AARA 7.5]

The Centre uses the following processes to establish a picture of need and when gathering evidence to demonstrate normal way of working

New intake feeder school liaison as detailed in SEND Policy

Reading screening is completed for the year 7 cohort.

The school uses a graduated response as outlined in “The code of practice 2014”, further detail can be found in SEND Policy.

Teachers to complete the SEND referral form if they feel that a student needs additional support, which should include relevant samples of the students’ work.

On receipt of a SEND referral the SENCo will contact students’ other subject teachers to see how the student is accessing learning other subjects. Subject teachers requested to provide samples of work.

SENCo meets half termly with Department SEND representative supporting a whole school cohesive approach.

Approved access arrangements are put in place for internal school tests, Pre Public Examinations and Examinations.

Following each Pre Public Examination season the usage of exam dispensations will be collated and reviewed.

Individual staff roles and procedures are outlined in The Kimberley School’s exams specific Disability Policy.

All The Kimberley School’s procedures strictly adheres to the regulations set out in the JCQ publications AARA, ICE & GR. e.g.

Before the candidate’s assessment, the Exams Officer will provide the assessor with background information, i.e. a picture of need has been painted as per Section A of Form 8. The EO and the assessor will work together to ensure a joined-up and consistent process.

An independent assessor must contact the centre and ask for evidence of the candidate’s normal way of working and relevant background information. This must take place before the candidate is assessed.

The candidate must be assessed in light of the picture of need and the background information as detailed within Section A of Form 8.

An independent assessor must discuss access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo. (AARA, section 7.5)

The responsibility to request access arrangements specifically lies with the SENCo.

Teaching staff are asked to provide examples of candidates’ work to demonstrate the need that has led to the application of an access arrangement being made. This work is then stored in the student file in the access arrangement folder and made available for inspection AARA, sections 7.5 (Guidelines for the assessment of the candidate’s learning difficulties by an assessor) and 7.6 (Completing Form 8 – JCQ/AARA/LD, Profile of Learning Difficulties) Supplementary Guidance March 2026

Processing access arrangements

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 a shared digital service that enables centres to request and manage pre-agreed adjustments, such as extra time, readers, scribes or modified papers, for students with specific needs, disabilities or temporary injuries in a consistent and efficient way across JCQ member qualifications.

It sits within the JCQ Centre Admin Portal and is used by centres to submit a single application per student, rather than applying separately to each member, helping to streamline administration while supporting regulatory compliance and data protection requirements. (www.jcq.org.uk/about-us/shared-services/#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. (AARA 8.1 Summary)

The Centre uses the following processes to apply for Access Arrangements requiring approval by the awarding body. AARA, section 8 (Processing applications for access arrangements and adjustments), section 6 (Modified papers)

The SENCo/Assistant SENCo to process Access Arrangement applications on Access Arrangements online (AARAO).

Applications should only be made on Access Arrangements Online if the student has given consent (completed data protection notice). When processing from GCSE to GCE qualification the student will need to sign a new Data Protection Notice.

The SENCo will update the Exams Officer when a new Access Arrangement application is approved, confirming the access arrangement the student requires.

The SENCo will provide the Examinations Officer with a print of the Access Arrangements approval from AARAO, the completed JCQ Form 8, signed Data Protection Notice and all relevant supporting Evidence.

The Examinations Officer will file all Access Arrangement Evidence alphabetically by year group in a locked cabinet. These files will be made available for the JCQ inspector on request.

The Examinations Officer will maintain a central record of Access Arrangements for all students in Years 10-13, this will be time stamped in order to track changes/additions made. This will include approval code and expiry date and record of completed Data Protection Notice. The (AARAO) Candidate **Personal data consent from** and the completion of the Data protection confirmation by the examinations officer or SENCo, must be retained for 26 months from the date of the online application being approved.

The Examinations Officer will ensure that the Capita SIMS records students access arrangements and is updated if amendments or additions made.

The SENCo will disseminate Access Arrangement information to Teachers and other relevant centre staff.

The Examination Officer will make applications qualification not included in the AARAO Approval (Cambridge National, OCR qualifications) for students who already have an approved Access Arrangement.

The SENCo will ensure all Access arrangements are made before the published deadline (see Appendix 2) whenever possible at the start of the student's course.

The Examinations Officer will ensure that applications for qualifications not included in AARAO & OCR Nationals) before the published deadline (see Appendix 2) whenever possible at the start of the student's course.

The Examinations Officer will ensure that applications for modified papers are made before the published deadline (see Appendix 2)

The exams officer is responsible for applying for AARAO and keeping detailed records in Candidates individual folders, as outlined below:

The SENCo must keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed data protection notice for inspection by the JCQ Centre Inspection Service." [AARA, section 8.6]

Access arrangements online (AARAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 92 of the AARA. This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AARAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate, regardless of the awarding body is used.

The procedure for applying for access arrangements via AARAO is as follows:

• The SENCo will have identified candidates who would benefit from access arrangements, and have compiled evidence of need and evidence of normal way of working in the access arrangements folder

• Upon completion of a candidate's access arrangement portfolio, the SENCo will meet with the exams officer, who will complete the application via AARAO under supervision. The SENCo will provide answers to necessary questions as part of the application process

• Candidates must be informed that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018.

• The results of completed applications are printed and kept in the candidate's access arrangement portfolio along with the appropriate evidence of need (where required) and a signed data protection notice

• The access arrangements folder is stored in the Exams Officer's office and is available for inspection by the JCQ Centre Inspection Service. This includes all required information.

Centre-delegated arrangements/adjustments

Where a student has got an EHCP, the Exams Officer will make the relevant AARAO and ensure sufficient evidence of Normal Way of Working is kept on file. Form 8 is not required and must not be used.

The Centre uses the following processes to establish a picture of need and when allocating Centre-delegated access arrangements within the centre

For the purpose of this policy Centre delegated access arrangements that may be awarded are listed below (see JCQ Access Arrangements and Reasonable Adjustments Page 92)

- Amplification equipment
- Bilingual Dictionary
- Braille Transcript
- Braillers
- Closed circuit television (CCTV)
- Colour naming by the invigilator for candidates who are colour blind
- Coloured overlays
- Communication Professional
- Examination on coloured/enlarged paper

- Live speaker for pre-recorded examination components
- Low vision aid/magnifier
- Optical Character Reader (OCR) scanners
- Prompter
- Read Aloud (which can be include an examination reading pen).
- Supervised Rest breaks
- Separate Invigilation within centre (please see additional section)
- Word Processor (please see additional section)
- Centre Delegated Access Arrangement will be awarded only to candidates who are entitled as they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking assessment and it is therefore reasonable to provide the arrangement, (JCQ Access Arrangements & Reasonable Adjustments Chapter 4 Pages15-19).
- The Centre Delegated Access Arrangement reflects the candidate's normal way of working in internal school tests and Pre Public examinations.
- The candidate has a Pupil passport in place outlining the candidate's area of need and centre delegated access arrangement.

Centre-delegated access arrangements refer to those which are granted by the centre.

• The centre offers a smaller, quieter examinations venue for candidates who may benefit from it, but do not have needs that require access arrangements with awarding body approval

• Candidates may be provided with this arrangement for reasons such as, but not limited to:

- Having an identified SEND need that would be better served in the quiet venue
- Recent physical injuries or sickness
- Bereavement or other such upsetting that would impact a candidate's performance in the exam
- Behaviour concerns that would necessitate closer supervision of the candidate, and to separate them from the main exam venue in order to minimise potential disruption to the majority of the cohort.

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.

The 'normal way of working' for exam candidates, as directed by the Head of Centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The following list indicates the particular types of candidates which The Kimberley School considers would benefit from using a word processor:

- 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 organisation problems when writing by hand

- poor handwriting

(list is not exhaustive)

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

The only exception to the above where the use of a word processor may be considered for a candidate would be

- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

A word processor cannot be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home. The Kimberley School only allocate the use of a word processor to a candidate where the spelling and grammar check facility/predictive text will be disabled (switched off) to a candidate where it is their normal way of working within our school. Unless for medical reasons (and reflects the students' normal way of working) spell check will be allowed.

Arrangements for the use of word processors at the time of the assessment

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.

WordPad is the software installed on word processors used for examination purposes. Word processors will be in good working order at the time of the examination. Candidates may use their answer booklet in addition to the word processor if they wish to do so. Candidates are advised to save their work at least every 10 minutes, type in size 12 font and to use double spacing. Printing will be carried out after the examination is over, and the candidate must be present to verify that the work printed is his/her own. Candidates must ensure that their centre number, candidate number and unit code are typed or handwritten on each page. Form 4 JCQ /WP word processor cover sheet will be completed and attached to the candidate's script to verify where (and if) any questions have been answered in the answer booklet.

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved separate invigilation within the centre 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 section 5.16]

The Centre uses the following processes to establish a picture of need and when allocating separate invigilation within the centre

- Separate invigilation awarded only to candidates who are entitled as they are disabled within the meaning of the Equality Act. The candidate is at a substantial disadvantage when compared to other non-disabled candidates undertaking assessment and it is therefore reasonable to provide the arrangement. (JCQ Access Arrangements & Reasonable Adjustments sections 5.16 and 4.14). (The only exception to this would be a temporary illness, a temporary injury or other temporary indisposition which is clearly evidenced.)
- The candidate's difficulties are established within the centre (see Chapter 4, paragraph 4.1.4, page 16). 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.
- Head of House/ Raising Achievement Manager/SENCo/ Assistant SENCo will provide a statement outlining the candidates' area of need and if the student is externally supported ie CAMHS,
- Separate invigilation must reflect the candidate's normal and current way of working in internal school tests and mock examinations as a consequence of a **long-term** medical condition or **long-term** social, emotional and mental health needs. (AARA 5.16)
  The SENCo will gather evidence and compile a portfolio for any candidate who may require separate 1:1 invigilation, and then liaise with the Exams Officer to determine an appropriate venue within the centre, likely to be an empty classroom. The Exams Officer is then responsible for ensuring that the venue is appropriately prepared for separate invigilation, in accordance with JCQ regulations on the matter.
- The SENCo and the Exams Officer will liaise to appoint an appropriately qualified member of the SEND team or an invigilator for the separate invigilation. Both the SENCo and the Exams Officer will train the invigilator both to usual invigilation standard and to the individualised needs of the candidate, with the details recorded in the invigilator training log.
- **Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre.** (AARA, section 5.16)

The decision will be 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
- whether a candidate has been awarded a Reader and/or a scribe.

1:1 invigilation and the use of an alternative room with one to one invigilation would only 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. (AARA 5.16)

Appendices

Appendix 1

2026-27

Access Arrangements Policy

The Kimberley School Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments', applicable from 1st September 2023 to 31st August 2024. These are the regulations with which the school must comply, and this policy will outline how we do this.

Rationale for Access Arrangements

- Access Arrangements are intended to facilitate students with the required knowledge, understanding and skills, who are unable to demonstrate these in an assessment due to a difficulty or disability, to access the exam without changing the demands of the assessment.
- The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled (within the definition of the Equality Act 2010) would be at a substantial disadvantage in comparison to someone who is not disabled.
- Access Arrangements are intended to increase access to assessments, but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment.
- Access Arrangements are not intended to give an unfair advantage.
- Access Arrangements may vary between subjects because different subjects and methods of assessments may have different demands.
- Access Arrangements should reflect a student's normal way of working, unless such arrangements would compromise the integrity of the assessment.

Access Arrangements encompass a wide range of provisions which may include: being allowed to sit examinations in a smaller room, supervised rest breaks, use of colour overlays, prompter, extra time, reader, scribe, use of a word processor, practical assistant, etc. An Access Arrangement may be unique to an individual and therefore not appear in a standard list.

Identifying the need for Access Arrangements

Stage 1: Early Screening Students who may qualify for formal Access Arrangements during KS4 are preferably identified early in KS3 (Y7). At this stage needs are screened and identified, rather than formally assessed. Adjustments to teaching within lessons are made according to need to enable a student to access their learning and make progress. All staff are involved in monitoring these adjustments.

Stage 2: Formal Testing Formal assessments take place during Y9. Screening and ongoing monitoring determines the level of specific assessment required. These assessments are delivered in accordance with the JCQ guidelines. Permission to allow Access Arrangements expires after 26 months, after which the student may need to be re-tested, depending on which arrangement(s) they have. Access Arrangements are always determined by the most recent testing.

N.B. Private assessments by Educational Psychologists are increasingly popular amongst parents, which may discriminate against those unable to afford a private assessment. Access Arrangements **cannot** be applied for on the basis of a privately commissioned assessment, unless the assessor has received information about the student's current difficulties and support offered in school before the assessment is carried out. Medical letters will prompt an investigation, but **not** override the evidence seen in school.

Stage 3: Formal Application for Access Arrangements. The outcomes of the assessments are recorded and summarised on JCQ Form 8 Section C by the assessor. Completed forms are then passed to the Access Arrangements Coordinator as evidence for online submission. The online submission is carried out by the Access Arrangements Coordinator. Feedback is instant and permission for the Access Arrangement will be recorded and held by the school. The student and parents will be notified in writing.

Stage 4: Ensuring Access Arrangements are the student's 'normal way of working'. Where formal Access Arrangements are awarded, the Access Arrangements Coordinator, in collaboration with colleagues and students, will monitor and ensure that they continue to be normal working practice for the student. This means that appropriate Access Arrangements should be taken into consideration in everyday teaching and formally applied in any internal or external assessments. If a student chooses continually not to use the agreed access arrangements either because their needs change or they do not feel it aids their learning or achievement, then access arrangements can be removed. It is the responsibility of the SEND team to ensure that all required information is collated and accessible to the Exams Officer and wider staff body. The Access Arrangements Coordinator will ensure that all paperwork required by JCQ is in order and includes a data protection form signed by the student.

Staff Roles and Responsibilities Relating to Access Arrangements

Examinations Officer:

- To ensure that the agreed Access Arrangement provisions are in place for exams and are communicated to the invigilators.
- To ensure the agreed Access Arrangement provision is updated in the school's exam software.
- To manage any on the day questions and queries regarding Access Arrangement provision.
- Deal with any emergencies, such as accidents or medical conditions, on the day of the exam (in conjunction with the SEND department).
- To ensure students are roomed suitably for their Access Arrangement and to ensure zero disruption for other students also sitting exams.

Access Arrangements Coordinator:

- To encourage a 'whole centre' approach to Access Arrangements but to lead on the whole process within his/her centre.
- To ensure that they, together with the head of centre, members of the senior leadership team and the Access Arrangements Assessor(s) are familiar with the entire contents of the latest JCQ guidelines and regulations.
- To determine, apply for and implement appropriate Access Arrangements with the support and help of teaching staff and members of the senior leadership team.
- The Access Arrangements Assessor will assess candidates, process applications online and hold the evidence for inspection purposes for GCSE/GCE qualifications.
- To work with students at KS3 to do basic assessments, give strategies and build a picture of need and provision.
- To administer standardised tests after gathering evidence from teachers, student interviews and classroom observations.
- To assist the Access Arrangements Coordinator in the decision-making process about Access Arrangements.

Teaching Staff:

- To provide relevant information/evidence of the candidate's persistent and significant difficulties.
- To show how the candidate's disability/difficulty has impacted on teaching and learning in the classroom. Provide evidence of this for the Access Arrangements Coordinator.
- Detail the candidate's normal way of working within the centre, the support given and how this relates to the proposed arrangement. For example, teaching staff must record any support regularly provided in the classroom.
- To ensure that the correct Access Arrangements are in place for controlled assessments.

Support offered to students with Access Arrangements

- Students with Access Arrangements in place take part in small group sessions to show them how to effectively use these arrangements.

- Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam, and how much support the adult is allowed to give.
- Students with extra time are given sessions with a teaching assistant on how to use the additional time allowance effectively. They are then encouraged to apply the techniques and strategies given to them in internal exams and assessments.
- All teachers are given access to the list of students with Access Arrangements, and they are asked to give the Learning Support Leader or Access Arrangements Coordinator at least two weeks' notice before they carry out any 'in class' assessments with students, so that support can be provided for students who require it during the tests/exams.
- In the event that a student does not wish to make use of their Access Arrangement in any given exam, they will be required to sign a form to indicate that they were aware that the Access Arrangement was available to them, but it was their choice not to use it.

Exceptional Circumstances Temporary Arrangements Temporary Access Arrangements

May be required for a student suffering from unforeseen illness or injury. In these cases, the school must be informed at the earliest possible opportunity, and a letter from a GP, consultant or other professional detailing the problem and any arrangement deemed necessary should be obtained as soon as possible. The school will make every effort to accommodate these arrangements.

Alternative Accommodation

On very rare occasions, a candidate may need to sit an examination at a residential address or at a hospital due to a severe medical condition or profound psychological condition which prevents them from taking examinations within the centre. In this situation, the school will ensure that JCQ guidelines are followed with regard to conduct, procedures and staffing. We must be satisfied that the candidate is well enough to take the examination and there must be appropriate evidence of need held on file.

Special Consideration

A post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment. The candidate will have been fully prepared for the exams, but due to some unforeseen circumstance could not demonstrate what they knew.

Appendix 2

November Series

Key dates – GCSE November 2026 examination series

KEY DATE	DESCRIPTION	QUALIFICATION	CATEGORY
AUTUMN TERM 2026/27			
01/09/2026	Final date for awarding bodies to make basedata available	GCSE	Entries
20/09/2026	Final date for ordering modified papers using Access arrangements online (AAO)	GCSE	Access arrangements
01/10/2026	Final date to submit Form JCQ/CCA – centre consortium arrangements for GCSE English Language, Spoken Language Endorsement using Centre Admin Portal (CAP)	GCSE	Centre assessment
04/10/2026	Final date for entries	GCSE	Entries
04/10/2026	Final date for requesting transferred candidate arrangements using Centre Admin Portal (CAP)		Exam preparation
01/11/2026	Final date to process applications for access arrangements using Access arrangements online (AAO)	GCSE	Access arrangements
02/11/2026	Date of first examination on common timetable	GCSE	Exam time
02/11/2026	First date for submitting special consideration requests to awarding bodies	GCSE	Exam time
05/11/2026	Final date for submitting GCSE English Language, Spoken Language Endorsement grades	GCSE	Centre assessment
11/11/2026	Date of final examination on common timetable	GCSE	Exam time
18/11/2026	Final date for submitting special consideration requests to awarding bodies	GCSE	Exam time
SPRING TERM 2026/27			
12/01/2027	Restricted release of results to centres only	GCSE	Results
13/01/2027	Release of results to candidates	GCSE	Results
18/02/2027	Final date for clerical checks, reviews of marking, reviews of moderation or other results enquiries (e.g. Missing and Incomplete Results)	GCSE	Post-result services

Cont… Summer Series