



Broadway Academy Trust Policies

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Access Arrangements Policy

Approved by: Deep Support/Experience Committee

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1. Introduction

Broadway Academy is committed to providing equal opportunities for all students in line with the SEND Code of Practice 2015, the Equalities Act 2010, and the Joint Council for Qualifications (JCQ) Regulations. Where students have a need, which prevents them from accessing examinations, appropriate provision will be made.

2. Definition and purpose

- 2.1 The purpose of an Access Arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- 2.2 Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories:
 - Arrangements which are delegated to centres
 - Arrangements which require prior JCQ awarding body approval
- 2.3 This policy should be read in conjunction with the following guidance, information and policies:
 - [Accessibility Plan](#)
 - [SEND Information Report](#)
 - [SEN and Disability Policy](#)
 - [Admissions Policy](#)

3. Reasonable Adjustments

- 3.1 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 undertaking an assessment.
- 3.2 A reasonable adjustment for a particular student may be unique to that individual and may not be included in the list of available Access Arrangements.
- 3.3 How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves costs, long timeframes or affects the security or integrity of the assessment.

4. Special Educational Needs

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

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mobility

impairment mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

5. Access Arrangements

Access arrangements include:

- Supervised rest breaks
- Computer reader/Human reader
- Word processor (see Appendix)
- Scribe/Speech recognition technology
- Oral Language Modifier
- Practical assistant
- Sign Language Interpreter
- Modified Papers
- Bilingual translation dictionaries
- Coloured/Enlarged Papers
- Braille Papers
- Separate accommodation
- Use of a reading pen
- Use of fidget toy
- Clock on desk
- Prompter
- Use of headphones/earplugs

5.2 **Supervised rest breaks** must be considered before permission to allocate extra time is requested from JCQ. Rest breaks may be more appropriate than allowing extra time for pupils with certain conditions. Relevant evidence as outlined by JCQ is required before rest breaks can be allowed.

5.3 In order for an application for **extra time** to be approved and so as not to give an unfair advantage to any student, the Academy must:

- confirm that the candidate has persistent and significant difficulties when accessing and processing information and is disabled within the meaning of the Equality Act 2010
- include evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom
- show the involvement of teaching staff in determining the need for 25% extra time
- confirm that without the application of 25% extra time the candidate would be at a substantial disadvantage
- confirm that 25% extra time is the candidate's normal way of working within the centre as a direct consequence of their disability.
Extra time for a Learning Difficulty must be supported by an approved assessment showing below average scores in speed of reading or handwriting or cognitive processing. Extra time related to other impairments or disabilities (including social, emotional or mental health) must be supported by
- a letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist (a GP letter is not sufficient evidence), or

- a letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist (SaLT); or
- a Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability.
- For Cognition and learning difficulties assessments must be completed by a qualified practitioner to evidence the student has significant difficulties in 2 areas of need with standardised scores below 84 or 2 very low scores.

5.4 Scribe - If a word processor (with the spelling and grammar check disabled) is the candidate's normal way of working within the centre and they have met the JCQ criteria for a scribe then it should be used in examinations to encourage independent working and access to marks awarded for spelling, punctuation and grammar.

A scribe should only be used where a candidate cannot use a word processor with the spelling and grammar check disabled or the candidate is not competent in using a word processor.

Appropriate assessments in line with JCQ guidelines must also be carried out by a qualified assessor to evidence the need for a scribe.

5.5 Reader - A candidate may qualify to have a reader in examinations. The reader is not permitted to read text that students will be examined on (extracts, poems, texts in an English Language or Literature paper etc.) and is only permitted to read the examination questions. The reader is not permitted to explain a question to a candidate; they may repeat the question. It may be appropriate for a candidate to be awarded 25% Extra Time when they have a reader as this Access Arrangement can slow down processing and response time.

Word Processor

5.6 The Academy implements and manages the use of word processors as an access arrangement in examinations and assessments, in accordance with the Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments regulations in force for the current academic year. The aim is to ensure that candidates who are entitled to use a word processor are not placed at a substantial disadvantage, while maintaining the integrity of the assessment.

5.7 A word processor refers to: a computer, laptop, or tablet used for the sole purpose of typing responses in examinations.
The device must not give the candidate an unfair advantage over others.

5.8 In line with JCQ regulations, a candidate may be permitted to use a word processor where it reflects their normal way of working and where it is appropriate to their needs, for example where at least one of the following applies:

- a learning difficulty that has a substantial and long-term effect on writing.
- a medical condition, physical disability, or sensory impairment that affects handwriting.
- a significant difficulty with handwriting speed, legibility, spelling, grammar, punctuation, or organisation of written language.

5.9 The use of a word processor is not granted solely because a candidate prefers to type, wishes to improve presentation, or because it is perceived as a quicker method of working.

5.10 Evidence and Approval

- The decision to allow a word processor is made by the SENCo/Access Arrangements Lead
- Appropriate evidence is held on file and available for inspection
- The arrangement reflects the candidate's normal way of working in class and internal assessments
- Where required by JCQ, approval is obtained via Access Arrangements Online (AAO).

6. Fundamental Principles

6.1 Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for Access Arrangements is, therefore, considered on a subject-by subject basis.

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

- in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy intervention strategies;
 - and/or in internal college tests and mock examinations.
- This is commonly referred to as 'normal way of working'.

6.3 The key principle is that the SENCo or the Access Arrangement Assessor working within the centre can show a history of support and provision. The arrangement cannot suddenly be granted to the candidate at the time of their examinations.

6.4 The candidate must have appropriate opportunities to practise using the Access Arrangement(s) before his/her examination. If a candidate has never made use of the arrangement granted to him/her, e.g. 25% extra time or supervised rest breaks, then it is not his/her normal way of working. In these specific circumstances, the arrangement may be rescinded at the Academy's discretion.

7. Deadlines for submitting applications for Access Arrangements

Applications for Access Arrangements must be processed by the published AAO deadline date. This will allow centres to make provision for Access Arrangements from the perspective of timetabling logistics, accommodation and staffing. If a referral to an awarding body becomes necessary, there may not be sufficient time to process the application if it is made after the respective deadline.

8. Core and Supplementary Evidence

All GCE centres will be inspected by a member of the JCQ Centre Inspection Service. Inspectors will expect to see appropriate documentation to substantiate the use of an Access Arrangement processed electronically.

9. Core evidence for candidates with a Learning Difficulty

In order to award access arrangements, the Academy must assess the needs of the candidate based on one of the following documents:

- A statement of Special Educational Needs relating to secondary education, or an Education, Health and Care Plan, which confirms the candidate's disability; or
- An assessment carried out no earlier than the start of Year 9 by a specialist assessor confirming a learning difficulty relating to secondary/further education.
- A completed Form 8 clearly outlining the student's evidence of need
- A completed Form 9 clearly outlining the student's evidence of need
- Any other required documentation required by JCQ

10. Assessment

10.1 Based on evidence and feedback from classroom teachers, students who are eligible for access arrangements will complete a series of psychometric tests (recommended by PATOSS and acceptable to JCQ) that will be administered to determine processing, reading and writing speeds using standardised scores. These must only be completed by a qualified specialist assessor.

10.2 For Literacy and or Processing Difficulty referrals for Access Arrangements the Academy must provide evidence of how a literacy or processing difficulty significantly and persistently impacts on teaching and learning in the classroom. Information is gathered from the student, those who work with the student (teachers and/or support staff), progress grades and screening assessment results. If a picture of need has been established, the student will be referred for assessment to ascertain if there is a need for Access Arrangements in future examinations.

The tests are undertaken purely for educational purposes and in no respect indicate a diagnosis of any underlying Specific Learning Difficulty.

10.3 The tests administered will be for Key Stage 4 examinations and therefore will not be administered before year 9; tests administered before the student enters this academic year cannot be used as evidence for access arrangements.

10.4 Students with existing access arrangements will be re-assessed annually to check that the arrangement is still appropriate to their needs and to provide core evidence to corroborate an application for Access Arrangement(s) for Post 16 courses. This may include a series of psychometric tests (recommended by PATOSS and acceptable to JCQ) administered to determine processing, reading and writing speeds using standardised scores or feedback from staff and students to determine if the Access Arrangement is still suitable.

10.5 The standardised assessment must be complete by the Exam Access Arrangement Assessor (appointed by the Head of Centre), who is qualified to administer the tests, which compare the literacy of an individual student against a standardised set of peer results. Subsequent support and practice in use of appropriate Access Arrangements is offered by the department. (Access Arrangements Assessors have successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment and attend annual CPD (JCQ Examination Access Arrangement - Update/Refresher).

10.6 If the Academy assessor is not available 'Privately Commissioned Assessments' may be completed by an external assessor who prior to assessment has an established relationship with the centre (Academy). This is set out in the Joint Council for Qualifications (JCQ) publication - Access Arrangements and Reasonable Adjustment - see excerpts below:

7.3.6 A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online.

The SENCo must complete at least a 'skeleton' Part 1 of Form 8 prior to the candidate being assessed (Part 2 of Form 8).

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

7.5.3 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 Part 1 of Form 8.

An independent assessor must discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo.

11. Core Evidence for a candidate with a Medical/Health condition

11.1 Supervised rest breaks must always be considered before making a request for extra time, since they may be more appropriate for candidates with a medical condition, a physical disability or a psychological condition.

11.2 In addition to the supplementary evidence collated by the Academy the file note is supported with, for example:

- A letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist; or
- A letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- A letter from a Speech and Language Therapist (SaLT); or

- A Statement of Special Educational Needs relating to the candidate's secondary education, or an Education, Health and Care plan which confirms the candidate's disability.

Please note that a letter from a G.P. is acceptable for supervised rest breaks or request for a small room, though all other Access Arrangements (including extra time) require an up-to-date letter from one of the above.

11.3 Supplementary evidence for all Access Arrangements in all cases, in addition to the core evidence, must paint a picture of the candidate's normal way of working within the centre. So as not to give an unfair advantage, the SENCo or the Specialist Assessor working within the centre must have available evidence which clearly shows that an Access Arrangement is (still) needed for GCSE, Functional Skills, B-tec, AS and A-level examinations: They should:

- confirm that the candidate continues to have persistent and significant difficulties when accessing and processing information and is disabled within the meaning of the Equality Act 2010;
- include evidence of the candidate's current difficulties and how they substantially impact on teaching and learning in the classroom;
- confirm that without the application of extra time/reader/scribe, etc. the candidate would continue to be at a substantial disadvantage when taking GCE AS/A-level examinations compared to other non-disabled candidates;
- confirm that extra time/reader/scribe, etc. continues to be the candidate's normal way of working within the centre as a direct consequence of their disability

12. Special Consideration

12.1 Special Consideration is 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 or assessment. This will be processed by the examination's office.

12.2 Temporary Injury Access Arrangement Online (AAO) is used for a candidate with a temporary injury or impairment, such as a broken arm during the examination period. These arrangements are processed as the need arises. Medical evidence is retained within the department, together with a file note detailing the circumstances, a signed data protection form and a copy of the AAO Approval.

13. Timeline for Awarding Access Arrangements Years 7-11

1. Year 6 Transition - A student's primary school or parent informs the SENCo of any history of need or Access Arrangements implemented in KS2 examinations.
2. KS3 – Teachers monitor students closely and gather any evidence of need for Access Arrangements, feedback regularly gathered by the SENCo/Access Arrangements Assessor. Access Arrangements trialled in tests/exams.
3. Year 9 summer term – Part 1 of Form 8 is initiated as a working document (for students with learning difficulties) based on evidence collected by teachers throughout the previous two terms. The SENCO who is the

qualified Access Arrangements Assessor will then assess the student using standardised tests.

4. Evidence for the detailed file note (for students with a substantial impairment such as a physical disability, sensory impairment or medical condition) is gathered and the file note drawn up. *

**No later than the Autumn term of year 10, the SENCo/Access Arrangements Assessor applies online for indicated Access Arrangements and informs the Examinations Officer and parents.

5. KS4 – Access Arrangements in place and being used as normal way of working for the student.
6. September of Year 11 – Final deadline for teachers to submit evidence and requests for Access Arrangements. These will be emergency recommendations as most access arrangements will be in place by the start of KS4.
7. Summer of Year 11 – Examinations completed with Access Arrangements in place.

Years 12-13

1. Students must declare any Access Arrangements they had at KS4 when they apply to sixth form.
2. For new students, the SENCo/Sixth-Form Student Support Manager/Access Arrangements Assessor will write to feeder school for evidence of Access Arrangements at KS4.
3. Teachers monitor students closely in the autumn term of Year 12 and gather evidence
4. In light of evidence received from teachers and previous schools, the Access Arrangements Assessor carries out any testing necessary during the spring and summer terms and the SENCo applies/reapplies for Access Arrangements if necessary.
5. Trial Access Arrangements are put in place for examinations in January of Year 12. Teachers give feedback from the mocks to the SENCo/Access Arrangements Assessor (did students use them? Were they effective?).
6. If teachers have a body of evidence gathered during Year 12, they should see the SENCo/Access Arrangements Assessor by January of Year 12. Occasionally students can slip through the net, be undiagnosed or struggle with the transition to Level 4 studies. However, Year 12 exams provide a final opportunity to identify any difficulties a student may have.

14. Evidence Held and Malpractice

- 14.1 Schools are regularly inspected to ensure they have followed JCQ regulations – usually during the summer examination season. The Academy is required to hold evidence in its files that can be inspected at short notice. For this reason, the Academy will keep copies of evidence of need, Form 8, letters from outside agencies, record of Access Arrangements used and any Statement of Special Needs or EHCP, together with a data protection notice signed by the student.

- 14.2 The consequences of malpractice can be severe. These may include disqualification of the student from one or more examinations or disqualification of the Academy to act as an exam centre. Examples of malpractice include:
- Students being granted Access Arrangements which are not their normal way of working,
 - Access Arrangements being granted when a student has no history of need or provision
 - Access Arrangements being granted without sufficient evidence
 - No completed Form or Form 9

APPENDIX – Statement for the use of a word processor during exams

Permitted and Prohibited Features

- Standard word processing software (e.g. Microsoft Word).
- Keyboard and mouse or trackpad.

In accordance with JCQ regulations, a word processor must not be used to provide the candidate with an unfair advantage. The following must be disabled or not used:

- Spell check
- Grammar check
- Thesaurus
- Predictive text / word completion
- Auto-correction
- Speech-to-text or text-to-speech software
- Internet access
- Any stored files or notes

Examination Conditions

- The word processor must be cleared of any stored material before the examination.
- The device must be set to prevent access to the internet or other applications.
- The candidate must save their work regularly.
- At the end of the examination, the candidate's work must be printed or securely saved according to centre procedures.
- The printed work must include the candidate's name, candidate number, centre number, and page numbers.
- Candidates must not be given additional time unless this is a separately approved access arrangement, applied for and approved in line with JCQ regulations.
- The word processor may be used only where its use does not compromise the assessment objectives.
- In subjects where spelling, punctuation, and grammar are specifically assessed, marks are awarded in line with the examination board's mark scheme.
- Diagrams, graphs, or mathematical notation may need to be completed by hand unless suitable software is permitted.
- Candidates approved for a word processor must use it regularly in lessons, homework, and internal assessments.
- Teaching staff are responsible for supporting consistent use and informing the SENCo of any concerns.

Invigilators

- Ensure the correct use of the word processor during examinations.
- Report any irregularities immediately.

Malpractice and Irregularities

Any misuse of a word processor, including access to prohibited features or stored information, will be treated as suspected malpractice and reported in line with JCQ procedures.