



TOWNLEY  
EST 1937  
GRAMMAR SCHOOL

# EXAM ACCESS ARRANGEMENT POLICY

## 1. Introduction

Our Exam Access Arrangements Policy is a testament to our unwavering commitment to inclusivity. It ensures that all students, including those with formally diagnosed Special Educational Needs and Disabilities (SEND), temporary illnesses or injuries, or English as an Additional Language (EAL), are included in public examinations. This policy is a cornerstone of our school's aim to create a fair and level playing field for all students to achieve their full potential. We want our students with SEND to feel reassured that they have our full support.

## 2. Exam Access Arrangements

These provisions, known as Exam Access Arrangements, are agreed upon before an assessment to ensure students can access and complete exams without disadvantage. They reflect a student's 'normal way of working' within the school environment and are designed to maintain the integrity of the assessment. Access arrangements should be discussed with the SENDCo and/or Exams Officer to ensure a fair and just system for all.

## 3. Reasonable Adjustments under the Equality Act 2010

The Equality Act requires awarding bodies to make "reasonable adjustments" to remove substantial disadvantages faced by disabled candidates compared to those without disabilities. Adjustments might include those listed in the "Available Exam Access Arrangements" section below or others deemed suitable by the school and JCQ. The JCQ website provides further details on reasonable adjustments.

3.1 If there is a recognised need, the following Exam Access Arrangements can be investigated:

- supervised rest breaks
- extra time (subject to JCQ approval)
- reader/computer reader
- scribe
- word processor
- prompter
- live speaker for pre-recorded examination components
- alternative site for exams (subject to JCQ approval)
- bilingual translation dictionaries (subject to JCQ approval)
- modified papers (e.g., enlarged print, Braille)
- visual aid - if a student needs a visual aid, for example, \*coloured papers, evidence from a medical or appropriately qualified professional should be shared with the SENDCo in advance.
- language modifier (subject to JCQ approval)

## 3.2 Coloured papers

\*Students are expected to use their colour overlay when sitting an exam. The Exams Office will not photocopy exam booklets and papers in a different colour.

## 4. Evidence for Access Arrangements

Applications for access arrangements require evidence of need as outlined by JCQ. This may include:

- JCQ Form 8 completed by a qualified assessor and SENDCo or Access Arrangement Administrator within the school
- previous access arrangements from other schools (if applicable)
- subject teacher reports demonstrating difficulties impacting exam performance
- baseline test results (e.g., spelling, writing, reading comprehension)
- reports from outside agencies (e.g., hospitals, doctors)
- Statement of Educational Need (SEN) or Education, Health and Care Plan (EHCP)

## 5. Professional Reports (including medical letters)

The school may consider the recommendations for access arrangements made by specialist medical and education professionals. However, these reports alone will not be sufficient to determine access arrangements. The focus is on a student's 'normal way of working' and 'picture of need' in school observed by teaching staff. The barriers to learning and/or wellbeing should impact their ability to engage with learning activities and timed assessments. The information collated from teaching staff should also indicate that it has been a long-term (6+ months) difficulty impacting the individual student's academic progress and engagement.

## 6. Identifying Students for Access Arrangements

Students might be identified for exam access arrangements through various means:

- previous access arrangements in 11+ tests or when the student completed their GCSEs
- baseline testing in Year 7 and across subject areas throughout an academic year
- teacher referral
- information from previous schools
- support from Pastoral and Inclusion teams

## 7. Testing and Applying

The SENCo, Mr Naas Swart, is the school's Appointed Assessor and plays a crucial role in identifying students for exam access arrangements. Upon identification, he will investigate the need for access arrangements, which may involve further assessments with parental consent. JCQ Form 8 will be completed for recommended access arrangements and used for the online application through the JCQ platform. Parents will be informed throughout the process.

## **8. Monitoring and Deadlines**

Approved access arrangements become part of a student's normal way of working within the school. The SENCo monitors their use. Deadlines for referral to initiate an investigation for access arrangements are:

- Year 11: October half term
- Sixth Form: July of Year 12 (provided evidence is collected beforehand)

### 8.1 Deadlines for testing students who may need access arrangements

- Years 11 and 13: January of each academic year. However, establishing a normal way of working for each student as soon as possible is essential. We therefore aim to reach an outcome of any investigation into the need for access arrangements as soon as possible.

## **9. Further Information**

Joint Council for Qualifications (JCQ) website: <https://www.jcq.org.uk/>

SENDCo and Appointed Assessor contact: [nswart@townleygrammar.org.uk](mailto:nswart@townleygrammar.org.uk)

Exams Officer contact: [examinations@townleygrammar.org.uk](mailto:examinations@townleygrammar.org.uk)