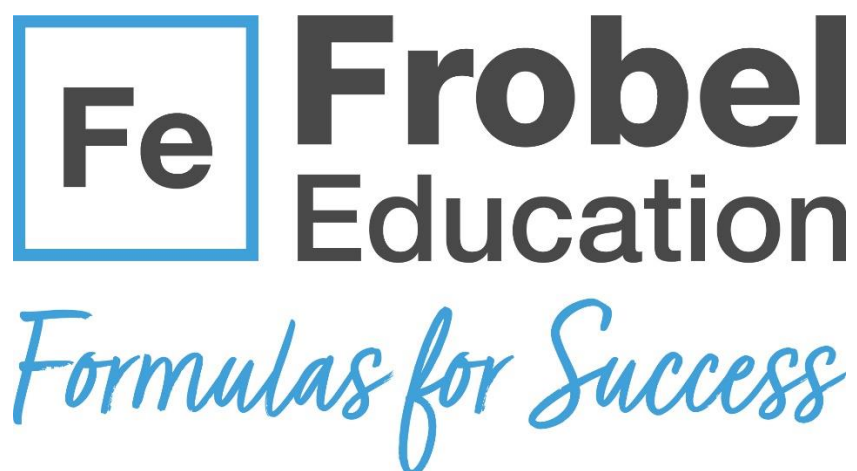


Access Arrangements Policy (Exams)



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Reviewed by: Executive Board

Contents

Purpose of this Policy.....	2
Definitions of Access Arrangements and Reasonable Adjustments	2
Access Arrangements	2
Reasonable Adjustments	2
General Principles	3
Equalities Policy (Exams).....	4
The Assessment Process	4
Process for the Assessment of a Candidate's Learning Difficulties by an Assessor	4
Processing Access Arrangements and Adjustments	5
Arrangements/Adjustments Requiring Awarding Body Approval	5
Centre-delegated Arrangements/Adjustments	6
Centre-specific Criteria for Particular Arrangements/Adjustments	6
Word Processor Policy (Exams)	6
Alternative Rooming Arrangements	6

Purpose of this Policy

This purpose of this policy is to confirm that Frobel Education has a written record which clearly shows the centre is following the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

This policy is maintained and held by 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.

This policy is reviewed annually reviewed to ensure that processes are carried out in accordance with the current JCQ document [Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications](#), hereafter referred to in this policy as AARA.

Definitions of 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'.

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'.

Frobel Education must ensure that approved adjustments can be delivered to candidates.

General Principles

The Head of Centre will appoint a SENCo, or an equivalent member of staff, to coordinate the access arrangements process within the centre and determine appropriate arrangements for candidates with learning difficulties and disabilities, those for whom English is an additional language and those with a temporary illness or temporary injury.

The principles for the centre to consider are detailed in AARA. 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.
- 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 adjustment(s) before their first examination.

It should be noted that due to resource and capacity limitations, priority for candidates with access arrangements is given to those candidates that attend Frobeld Education for tuition over any private candidates.

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

The Assessment Process

Assessments are carried out by an Assessor appointed by the Head of Centre. The Assessor is appropriately qualified as required by JCQ regulations in AARA.

Mr Lahcen Lebetiou is our current assessor.

Qualifications: SFJ Awards IQ Level 7 Organisation

Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)

At the point an Assessor is engaged 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.

The Head of Centre will check the qualifications of the Assessor to confirm that they are both genuine and suitable and will ensure that evidence of the Assessor's qualification(s) is obtained at the point of engagement and prior to the Assessor undertaking any assessment of a candidate.

Evidence of the Assessor's qualifications will be kept on file for inspection purposes.

Process for the Assessment of a Candidate's Learning Difficulties by an Assessor

For any assessment, the 'Guidelines for the Assessment of the Candidate's Learning Difficulties by an Assessor' in Section 7.5 and 'Completing Form 8 – JCQ/AA/LD, Profile of Learning Difficulties' in Section 7.6 of AARA are adhered to. This includes the following guidelines:

- The SENCo (or equivalent role) must arrange for the candidate to be assessed by Frobeld Education's appointed Assessor.
- Before the candidate's assessment, the SENCo (or equivalent role) 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 (or equivalent role) and the Assessor must work together to ensure a joined up and consistent process.

- Part 1 of Form 8 is a pen portrait of the candidate's needs. It allows the SENCo (or equivalent role) to 'paint a holistic picture of need', confirming normal way of working and bringing together:
 - any previously granted access arrangements;
 - comments and observations across relevant subjects from tutors and support 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;
 - observing the candidate in the classroom to see their style of learning;
 - normal way of working in the classroom (where appropriate);
 - arrangements made for end of year internal examinations/mock examinations;
 - review of the candidate's workbooks, checking their spellings, legibility of writing and whether classroom tasks have been completed.
- If very little information is available, for example for candidates who do not attend tuition at Frobel Education, a selection from the following can be used by the SENCo to paint a picture of need within Part 1 of Form 8, for example:
 - screening test results;
 - the candidate's self reported difficulties;
 - comments and observations from teaching staff and support staff (i.e. Learning Support Assistants, Teaching Assistants and Communication Support Workers) who have noted the candidate's difficulties;
 - comments in school reports and/or pupil tracking data;
 - information relayed by telephone, with notes taken, or a photocopy of Form 8 where a candidate has moved, for example, from an 11 to 16 school to an FE College.

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. Full reference is made to AARA Section 8 'Processing Applications for Access Arrangements and Adjustments' and AARA Section 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 are only processed where they are supported by Frobel Education and the candidate meets the published criteria for the arrangement(s) with the full supporting evidence in place.

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

The SENCo (or equivalent role) must keep detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file, including:

- a copy of the candidate's approved application;
- appropriate evidence of need (where appropriate);
- Evidence of the Assessor's qualification (where required).

Centre-delegated Arrangements/Adjustments

A record is kept of all arrangements/adjustments that have been granted by Frobel Education alongside appropriate evidence of need.

Centre-specific Criteria for Particular Arrangements/Adjustments

Word Processor Policy (Exams)

An exam candidate may be approved for 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 Frobel Centre.

Further information can be found in the Word Processor Policy (Exams).

Alternative Rooming Arrangements

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 or 1:1 invigilation, 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 and current way of working in tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation.

The use of an alternative room with one-to-one invigilation must only apply where the candidate has a serious medical condition, such as frequent seizures, Tourette's or significant behaviour issues which would disturb other candidates in the examination room (AARA 5.16).