

# Examinations Policy

## Appendix 3

### Senior School

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2025/ 2026



## Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **Examinations Policy Appendix 3: Policy for the Administration of Access Arrangements**

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## **1. Scope**

School staff involved in the administration of access arrangements are required to have a full working knowledge and understanding of the relevant awarding body and JCQ publications covering access arrangements. These include the JCQ General Regulations (GR), Access Arrangements and Reasonable Adjustments (AARA), Instructions for Conducting Examinations (ICE), Instructions for conducting Non-Examination Assessments

(NEA), and for Cambridge International Examinations (CAIE) Section 1.3 of the Cambridge Handbook (CH).

This policy does not cover specific information relating to the Head of Examination Access Arrangements' role and responsibilities in identifying the needs of candidates, undertaking assessments, administering the assessment process and providing/gathering evidence of need.

This policy should be read in conjunction with:

- *Academic Mentoring (SEND) Policy*

## 2. What are Access Arrangements?

*“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: some arrangements are delegated to centres, others require prior JCQ<sup>CIC</sup> awarding body approval.*

*Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, Readers, Scribes and Braille Question Papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.”*[JCQ website: An Overview]

Access arrangements fall into two distinct categories and are referred to as: Non-delegated and Centre-Delegated Access Arrangements.

The JCQ publication AARA and CH 1.3 set out all available access arrangements. Some arrangements are delegated to centres and most do not require evidence of need to be submitted in a formal on-line application. Arrangements which are delegated to centres include, a Bilingual Dictionary, Colour Naming, a Prompter, Supervised Rest Breaks, and the use of a Word Processor (with the spelling and grammar check disabled). All non-delegated arrangements require evidence of need to be submitted as part of a formal on-line application. These include Extra Time, a Reader, and a Scribe.

## 3. What is the purpose of Access Arrangements?

*“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,”*[AA 4.2]

## 4. When should arrangements be put in place?

The Head of Examination Access Arrangements is to communicate clearly to all stakeholders those Access Arrangements which have been agreed for pupils. Once the Head of Examination Access Arrangements has written to a parent confirming an Access Arrangement has been agreed, then all responsibility for servicing the Arrangement falls to the Examinations Officer.

If the Access Arrangement is complex or is of a type which is unfamiliar to the School or the Examinations Officer then when it is first implemented, the Academic Mentoring Team has a role in liaising with and supporting the Examinations Officer until he or she feels confident in its operationalisation.

Ultimately, all Access Arrangements must be agreed, approved by the awarding body (where approval is required), and in place **before** candidates take an examination/assessment.

***“Access arrangements should always be processed at the start of the course.***

*Candidates will then know what is available and have the access arrangement(s) in place for examinations and controlled assessments/coursework. Arrangements **must** be approved before an examination or assessment.”[AA 4.2]*

*“The SENCO **must** ensure that all relevant staff are aware of any access arrangements which need to be applied for Non-Examination Assessments.”[NEA 7]*

Candidates should be made aware of the arrangements that have been made for them, how these will be applied in their examinations/assessments and any exceptions where the arrangement(s) will not be allowed. An example of an exception could be where a candidate has been approved the use of a reader, the reader would not be allowed to aid the candidate in a paper (or section of a paper) testing reading.

The form used for notifying candidates of an access arrangement(s) can be found at Appendix 1.

## 5. Centre Roles and Responsibilities

All arrangements for GCSE, IGCSE and GCE Examinations, including decisions about those who need additional time, are co-ordinated by the Head of Examination Access Arrangements, in consultation with the Examinations Officer.

The Deputy Head (Academic) makes the final decisions on determining and implementing access arrangements.

The School abides by the rules set down in AA and CH 1.3, which are published annually, when applying access arrangements in internal and external examinations. This policy incorporates the current revised requirements of the JCQ/CAIE Regulations. Access Arrangements are made available to the candidate in the classroom where they represent their normal way of working.

The Head of Examination Access Arrangements is responsible for ensuring that candidates who are eligible for access arrangements have the correct supporting evidence as set out in the JCQ regulations and CH: a recent specialist assessor's report, for example from an Educational Psychologist, IEP if applicable, together with evidence detailing pupils' normal way of working in the classroom. Evidence may also be drawn from pupils' use of access arrangements in previous examinations.

The Head of Examination Access Arrangements collects all relevant evidence in order to undertake the administrative tasks to gain the necessary awarding body approval for access arrangements.

The Examinations Officer is responsible for ordering published modified papers by the awarding body deadline(s) and for tracking access arrangement candidates' information to facilitate examination timetabling, rooming, and invigilation planning.

The Director of Music collaborates with the Head of Examination Access Arrangements with regard to allowances for ABRSM Examinations.

## **6. Consent Forms**

Before an application is made to an awarding body for an access arrangement, the Head of Examination Access Arrangements is required to gain the signed consent of the candidate concerned.

This is done using the form available on the JCQ<sup>CIC</sup> website entitled, Data Protection Notice. JCQ and CAIE inspectors will ask to see these records during the course of a centre inspection/visit. A copy of the form can be found at **Appendix 2**.

It is the responsibility of the SENCO to have available for inspection a paper file or secure online file containing copies of all documentation appertaining to access arrangements that are in date and are being applied to the current examination series.

## 7. JCQ Centre Admin Portal (Formerly Access Arrangements Online)

*Centre Admin Portal* (CAP) is a tool provided to centres by the JCQ member awarding bodies for GCE and GCSE qualifications.

CAP allows centres to submit online applications for approval of access arrangements (including temporary arrangements) where awarding body approval is required. Deadlines for applying must be met. Approved applications are normally valid for a period of 26 months.

CAP also provides the facility to order published modified papers for GCE and GCSE.

A training version of the tool is provided enabling centres to learn how to use CAP, alongside information provided in AA 8.6.

CAP is accessed via any of the awarding body secure extranet sites including e-AQA, Edexcel Online, OCR Interchange and the Eduqas Services. An application for approval is made against the qualification (GCE or GCSE) regardless of the awarding body that offers it.

CAP offers additional functionality to help with examination preparation tasks:

*The system allows more sophisticated centre management of the access arrangements process, allowing centres to plan ahead in advance of the examination series.*

*Where candidates have scribes or practical assistants the cover sheets can be printed from the system, pre-populated with centre and candidate details.*

*The search and export functions can be used to find applications or assist with resource planning. For example, determining the number of readers or scribes required.*

*Where an application for the use of a scribe in GCSE and/or GCE qualifications is processed using Access arrangements online, the centre must generate a pre-populated scribe cover sheet. In such circumstances, the completed scribe cover sheet is the only document which needs to accompany the candidate's script/controlled assessment/coursework." [JCQ Form 2 – Scribe cover sheet]*

To apply for approval for Non-delegated Access Arrangements with CAIE [CH 1.3.5], Preparation Form 1 (available from [cambridgeinternational.org.uk/forms](http://cambridgeinternational.org.uk/forms)) is to be submitted before the published deadline by email to [info@cambridgeinternational.org.uk](mailto:info@cambridgeinternational.org.uk). To apply for Centre Delegated Access Arrangements [CH 1.3.6] use Preparation Form 4. To apply for Modified Papers [CH 1.3.7] use Preparation Form 3.

The CAIE inspector will ask to see a copy of the application form during an inspection visit. Failure to produce one is regarded as malpractice.

Access arrangements approved by CAIE are valid for a particular examination series only.

## 8. Use of Laptop or Word Processor

Where use of a laptop has been granted by the School, the candidate must demonstrate that it represents his or her normal way of working. Laptop use is monitored regularly and candidates should be aware that if they do not make use of this arrangement in their regular working, they will not be permitted to use it in examinations.

*There is not a requirement to process an application using Access Arrangements Online or to record the use of the arrangement. No evidence is needed to support the arrangement. (This also applies where a candidate is using a word processor on a temporary basis as a consequence of a temporary injury.)*[AARA 5.8]

For Public Examinations, every printed examination script generated using a laptop requires a Cover Sheet to be attached to it before it is dispatched. For JCQ member awarding bodies this is Form 4 available from the JCQ website, and for CAIE use Examination Day Form 5 available from [cambridgeinternational.org.uk/forms](http://cambridgeinternational.org.uk/forms).

The School's internal policy governing the use of laptops is printed in Pupil Booklets for every examination series.

It states:

*If you have been awarded the use of a laptop for the examinations it is **your** responsibility to adhere to the following Word Processing Protocol:*

- *You will only have access to Word Pad.*
- *You are not to access spell check.*
- *You are to save your work on the USB key provided throughout the examination by accessing 'File', 'Save'.*
- *Under no circumstances should you try to access any other word processing functions. This may result in you losing your work.*
- *Input text using 12pt font size and double spacing.*
- *Each answer should be clearly labelled with the question's number and any sub-sections to the question.*
- *After the examination has finished a member of the ICT staff will bring to you the word-processed information which you have typed. **You** are then responsible for collating, checking, and signing each individual sheet. Each printed page must be labelled with your name and candidate number.*

The School's overarching policy governing the use of a Laptop or Word Processor can be found at **Appendix 3**.

## 9. Supervised Rest Breaks

*For Supervised Rest Breaks there is not a requirement to process an application using Access Arrangements Online. However, for GCSE and GCE qualifications the SENCO must complete the statement within either Part 1 of Form 8 or Part 1 of Form 9, confirming the need for supervised rest breaks.[AARA 5.1].*

*A single supervised rest break should be no more than 30 minutes in duration. A supervised rest break will often be shorter than this. Candidates **cannot** be given as many supervised rest breaks as they like for as long as they like. The duration of the supervised rest break **must** be determined by the SENCO based on their knowledge of the candidate's needs and the candidate's normal way of working when under timed conditions. [AARA 5.1.2].*

The School's internal policy governing Supervised Rest Breaks, which is printed in Invigilator and Teacher Booklets for every examination series, states:

*Access Arrangements allow certain candidates to take Supervised Rest Breaks during examinations exceeding 30 minutes' duration.*

*Those candidates may take a supervised rest break of a duration to be determined according to the individual picture of need, in discussion with the Head of Academic Mentoring.*

*If the candidate wishes to take a rest break they will raise a hand. The invigilator will confirm with the candidate that they wish to take a rest break. If the pupil is remaining in the examination room, they will turn over their paper and the invigilator will make a note of the start time. The invigilator will maintain oversight to ensure that the candidate is not progressing with their examination, for example, by taking notes. If the candidate is taking a movement break, they will leave the examination room, accompanied by an invigilator for the duration of the break. During this time, examination regulations will be maintained in terms of contact with other individuals or technology.*

*The rest break will end when the candidate is again settled at their desk and the invigilator will note the time on the incident log, adding the time of the rest break so that the finish time for that candidate is extended. If the candidate has remained in the examination room, they will indicate when they wish to resume their examination by holding their hand up for the invigilator's attention. When the invigilator has confirmed with them that they wish to resume, the invigilator will make a note of the time as before.*

The frequency and duration of rest breaks will be determined by the Head of Academic Mentoring based on need. The most typical arrangement is that a pupil will take a rest break approximately every 30 minutes, after the first 30 minutes of the examination has passed, and those rest breaks will last for approximately 3 minutes. The Head of Academic



Mentoring will discuss the use of rest breaks with pupils and, according to their individual profile of need, alterations to the timings may be trialled and agreed.

## 10. 25% Extra Time

*Extra time must not be confused with Supervised Rest Breaks. [AA 5.2].*

The Head of Examination Access Arrangements is responsible for the administration and award of 25% Extra Time in accordance with the guidance given in JCQ AA regulations and will notify the Examinations Officer which candidates have been awarded this arrangement.

The School takes note of the following factors:

- *Extra time will not be permitted in examinations testing the time in which a skill is performed, such as expressive arts, a musical performance, or a sport, where timing is an explicit part of the assessment objective. [AARA 5.2.5]*
- ***Candidates may not require extra time for each subject.** As subjects and the methods of assessment vary, so the demands on the candidate will vary. [AARA 5.2.6]*
- *Extra time may not be appropriate in:*
  - *Practical examinations; or*
  - *Medium level or limited level GCSE controlled assessments where the impairment has a minimal effect on the assessment.*
- *Care **must** be taken within the centre to ensure that candidates (whose normal way of working is to use extra time) are not placed at a disadvantage. [AARA 5.2.6]*
- *Where a candidate has an approved application for 25% extra time, advice should always be sought from the relevant awarding body as to how the extra time is to be applied in a **Listening examination**. [AARA 5.2.7]*

The Head of Examination Access Arrangements closely monitors the Use of Extra Time after every examination series.

The JCQ and Cambridge Inspector will expect to see 'Evidence of Need' during their annual inspections.

## 11. Use of Dictionaries

Candidates with English as an Additional Language (EAL) are permitted to use a dictionary for translation purposes only, in those subjects stipulated by the JCQ and CH Regulations. Use of a dictionary is permitted as an aspect of EAL candidates' normal way of working both in the classroom and in examinations.

Where an EAL pupil qualifies for Extra Time, currently during the first two years of their residency within the United Kingdom, the School ensures that the Regulations of the Examination Board are followed. Extra Time is granted in the classroom and in internal and external examinations, where appropriate. The Head of Examination Access Arrangements is responsible for maintaining the necessary computer records on iSAMS and liaising with the Examinations Officer to ensure that this provision is met.

The School monitors the use of dictionaries and of Extra Time, through regular feedback received from the candidate's teachers.

Where a dictionary is used for examination purposes, the Head of Examination Access Arrangements liaises with the individual candidate to ensure that an unmarked copy is available to them.

## 12. Modified papers

*"Centres must order modified papers in advance of a specific examination series, no later than the published deadline for the series concerned..."*[AARA 6]

Deadlines for ordering modified papers for a particular examination series normally fall well in advance of the entry deadline. **Deadlines must be met.**

Ordering a modified paper does not constitute making an entry – these are two separate processes that must be undertaken by the Examinations Officer.

The Examinations Officer should use JCQ guidance (AA 6) to understand the modifications that are available and follow the flow chart provided to order published modified papers for GCE and GCSE through CAP.

For CAIE, applications are made by email to:

[info@cambridgeinternational.org.uk](mailto:info@cambridgeinternational.org.uk)

using Preparation Form 3 (CH 1.3.7) which is available online:

[cambridgeinternational.org.uk/forms](https://www.cambridgeinternational.org.uk/forms)

CAIE normally respond by giving written permission for question paper packets to be opened up to 90 minutes before the published start time of an examination in order to facilitate the copying and/or the enlargement of a question paper on to the desired colour of paper.

JCQ member bodies send out Non-interactive Electronic Question Papers in PDF format on disks which are specific to a particular qualification.

### 13. Practical Assistant

All applications for a Practical Assistant must be processed using CAP. Applications made to use a Practical Assistant in examinations that test practical skills and/or written examinations will automatically be rejected. In these instances the Head of Examinations Access Arrangements is to make an appeal to the relevant awarding body outlining the tasks the Practical Assistant will carry out in order to demonstrate to the awarding body that the test will not be compromised in anyway.

*A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives.* The role of a practical assistant will be more limited in subjects such as Art and Design, Design and technology, and Music. [AARA 5.14.3]

The Examinations Officer is to ensure that the following actions are carried out:

- Where an application is processed using CAP, e.g. GCSE and GCE qualifications, a pre-populated Practical Assistant cover sheet **must** be printed from the system and **must be placed inside the candidate's script**.
- A cover sheet **must** be **securely** attached to any Non-Examination Assessment completed with the aid of a practical assistant. The work **must** be sent to the moderator **in addition to** the sample requested.
- The cover sheets **must** indicate the level of assistance given by the practical assistant.
- The cover sheet **must** be signed by the Practical Assistant and countersigned by the Head of Centre or Examinations Officer.

In instances where an application for the use of a Practical Assistant is approved, the practical assistant will carry out practical tasks at the instruction of the candidate following the rules published in AA.

The rules for a Practical Assistant can be found at **Appendix 5**.

### Useful examples of permissible assistance:

*A candidate with very poor motor co-ordination may need help in holding a ruler, placing a ruler in the correct place for a line to be drawn or turning the pages of the script. The candidate may also need help when using Mathematical equipment.*

*A candidate with a severe vision impairment may need his or her hand to be guided to the relevant page or section of text in a paper. **Care must be taken not to direct the candidate to the answer.***

*A Blind candidate may require a practical assistant to record the position of points or lines indicated on a tactile graph by means of pins and elastic bands. [AARA 5.14.4]*

## 14. Reasonable Adjustments for GCE A-Level sciences – Endorsement of practical skills

The Head of Examination Access Arrangements is required to work with teaching staff, and where necessary senior leaders, to determine access arrangements which are both appropriate and reasonable in the context of a Practical Endorsement.

The Practical Endorsement in A-Level Biology, Chemistry and Physics is not a timed component and is carried out during normal lesson time. As such there is no need to award extra time and/or supervised rest breaks.

A candidate who has an access arrangement, put in place by the Head of Examination Access Arrangements, which forms part of their normal way of working, may continue to use it in the course of the Practical Endorsement if it is required and does not undermine the assessment. **The only exception being a practical assistant as this does not allow a candidate to show their independent skills/mastery of the practical skills.**

A candidate, who because of his/her disability cannot demonstrate one or more of the competences in the required skills, use of apparatus or techniques, may request an exemption. If agreed, an indication will appear on the candidate's certificate indicating that he/she has been granted an exemption. The candidate should participate in as much of the practical activity as possible to support his/her knowledge and understanding for the indirect assessment of practical skills in the written examination.

Specific examples for the Common Practical Assessment Criteria (CPAC) are detailed below:

CPAC1 requires candidates to *follow written procedures*.

CPAC2 requires candidates to apply *investigative approaches and methods when using instruments and equipment*.

CPAC3 requires candidates to *safely use a range of practical equipment and materials*.

CPAC4 requires candidates to *make and record observations*.

CPAC5 requires candidates to research, reference and *report*.

For CPAC2 and CPAC3, the manipulation of equipment is a skill which is being assessed and is a practical activity which **must** be demonstrated by the candidate. **Therefore, a practical assistant is not permitted to perform such a task on behalf of the candidate.**

## 15. Scribe

Applications for a scribe or speech recognition technology **must** be processed using CAP.

The Head of Examination Access Arrangements is to have clear evidence that a scribe is needed and this must be available at the School for inspection.

The evidence, which is to be written on School headed paper and signed by hand and dated, must:

- Confirm that the candidate has **persistent and significant writing difficulties 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 a scribe;
- Confirm that without the application of a scribe the candidate would be at **a substantial disadvantage** (for example, in cases of severe autism or where the candidate has Social, Mental and Emotional Needs, the removal of a scribe where it has come to reflect the candidate's normal way of working within the centre could lead to a severe adverse reaction);
- **Show the candidate would be at a substantial disadvantage when compared with other, non-disabled candidates undertaking the assessment**;
- Confirm that a scribe is the candidate's normal way of working within the centre **as a direct consequence of their disability**;
- Confirm that the candidate is not sufficiently competent or confident in using a word processor **with the spelling and grammar check or predictive text facility disabled {switched off}**.

The Head of Examination Access Arrangements' detailed information, as above, is to be supported by:

- A letter from CAMHS or a HCPC registered psychologist or a psychiatrist; **or**
- A letter from a hospital consultant; **or**
- A letter from the Local Authority Educational Psychology Service; **or**
- A letter from the Local Authority Sensory Impairment Service; **or**
- A letter from the 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.**

The Examinations Officer is to ensure that the following actions are carried out:

- Where an application is processed using Access arrangements online, e.g. GCSE and GCE qualifications, a pre-populated scribe cover sheet must be printed from the system.
- The cover sheet must indicate whether graphs and diagrams were completed by the candidate or the scribe.
- The cover sheet must be signed by the Scribe and countersigned by the Head of Centre or the Examinations Officer.
- The cover sheet must be placed inside the candidate's completed script when handwritten.
- Where the candidate's completed script has been typed, please refer to the relevant awarding body's instructions as different processing arrangements apply.
- A cover sheet must also be securely attached to any Non-Examination Assessment completed with the aid of a scribe. The work must be sent to the moderator **in addition to** the sample requested.
- The cover sheet must be signed by the Scribe and countersigned by the Head of Centre or Examinations Officer.

Where the School has approval for the use of a scribe, the person acting as the scribe is to follow the rules published in AA. The rules for scribes can be found at **Appendix 6**.

It is essential that candidates are made aware of what a scribe can and cannot do in advance of their first examination, e.g. internal School tests or mock examinations.

The Head of Examination Access Arrangements is to ensure that those acting as a scribe are appropriately trained and are familiar with the rules for Scribes published in AA.

The Examinations Officer is to ensure that invigilators are appropriately trained and are familiar with the rules for Scribes published in AA.

The School, notably the Head of Examination Access Arrangements and Examinations Officer, is to take account of the following factors appertaining to scribes:

- *A scribe will not be permitted to perform tasks which are part of the assessment objectives, which might include application of skills in ICT or graphic design.* [AA 5.7.8]
- *In cases where a candidate is dictating to a scribe for the entire duration of the examination 25% extra time should always be considered. 'The scribe will often require the candidate to repeat his/her dictation whilst he/she catches up and to ensure the candidate's response has been correctly recorded. There **is not** a requirement to process a separate application or show slow processing scores in order to award 25% extra time alongside a scribe. However, the SENCO or the assessor working with the centre **must** explain the need for 25% extra time when using a scribe, for example through Section A of Form 8. When processing an application for a scribe using Access arrangements online the question 'Will the candidate be awarded 25% extra time on account of dictating to a scribe for the entire duration of the examination?' should be answered with a 'Yes'.* [AA 5.7.9]
- Where a temporary injury at the time of the examination gives rise to the need for a scribe the centre must:
  - *Process the arrangement using Access arrangements online;*
  - *Ensure that appropriate documentation is on file to substantiate the arrangement;*
  - *Abide by the regulations in **section 5.7**;*
  - *Ensure that the scribe cover sheet is completed.* [AA 5.7.10]

*The centre is responsible for ensuring that the candidate and scribe cannot be overheard by, or distract, other candidates (this will also apply if the candidate uses speech recognition technology).* [AA 5.7.11]

An aide memoire for Scribes can be found at **Appendix 7**.

## 16. Other EAA, including Reader

Other EAA used by pupils may include, reading pen, read-aloud software (must be stand-alone, non-connected to the internet), ear defenders or in-ear plugs; mobile phone nearby

to monitor epilepsy; snacks and toilet breaks available if needed for diabetic pupils. All of these accommodations must be processed through a Form 8 or a Form 9, with due concern for bringing the pupil's established way of working into the centre for all tests and examinations.

## **17. Temporary or Emergency Access Arrangements**

Temporary/Emergency Access Arrangements exist to accommodate Candidates with a temporary disability who have a requirement for an adjustment to be made to their normal working practices so that they are not disadvantaged in anyway. For example, a candidate who breaks their writing arm just before an examination.

In all instances approval is required before the centre can award the use of an access arrangement. For JCQ member awarding bodies the application should be made by the Examinations Officer immediately using CAP. For CAIE, the Examinations Officer is to telephone or email the awarding body immediately for verbal approval. [CH 1.3.8]

CAIE will discuss the most appropriate arrangement to award and ask the centre to follow this up by sending the appropriate form. The Examinations Officer should state on the form the arrangements that were agreed and send it to the awarding body together with the candidate's medical certificate as soon as possible.

The form Managing Emergency Access Arrangements can be found at **Appendix 8**.

### **Queries**

Queries on this policy appendix should be referred to the Deputy Head (Academic).

### **Review and Verification**

This policy appendix is reviewed annually by the Deputy Head (Academic).

*Continued....*



## Appendix 1

### Access Arrangements: Candidate Notification Form

Candidate name:

Candidate number:

This notification is to inform you:

- of the approved access arrangements and/or reasonable adjustments that have been arranged for your upcoming exams/assessments
- how these arrangements will be applied in your exams/assessments
- of any exceptions where this arrangement will not be allowed (or where different arrangements will be put in place)

You have been provided with **two** copies of this notification.

You should read through the information and if anything is unclear, contact [insert contact details].

Please sign the candidate declaration on both copies; one copy is for you to keep for reference; the other copy should be returned to the Examinations Officer by [insert date].

Arrangement(s)	How this arrangement will be applied

Exceptions	Examination code	Examination title	Exam date	Exam session

*Continued ...*

<div>Candidate declaration</div> <div><i>By signing here, I am confirming that I understand and agree to the arrangements that have been approved for my exams/assessments.</i></div> <div><i>I also confirm I understand how these arrangements will be applied.</i></div> <div>Candidate Signature</div> <div>.....</div> <div>Date</div> <div>.....</div>	<div>Additional notes/comments</div>
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## Appendix 2

### Data Protection Notice

So that we can process your application for access arrangements electronically via the Access arrangements online system we need your consent to share some of your personal data, which may include data relating to your health, medical condition or any disability, with a number of organisations. In some cases, we may need to provide more detailed personal information to support the application for access arrangements being made on your behalf.

These organisations are the Joint Council for Qualifications (JCQ) and the participating awarding bodies (currently AQA, CCEA, OCR, Pearson and Eduqas).

Your application will be processed in line with the common standards, regulations and guidance developed for GCSE and GCE qualifications by the JCQ<sup>ac</sup>.

If you are happy for us to share your data please provide your consent by completing the declaration below. We will not use your data for any other purpose without your consent (unless authorised to do so by law).

#### Declaration

For the purpose of processing my access arrangement application, I consent to the use of my name, date of birth and other relevant data as set out above. I understand that this information will not be used for any other purpose without my consent unless authorised by law.

Signed ..... Date .....

Print Name.....

## Appendix 3

### Policy for the use of a Laptop or Word Processor

The School applies the criteria of the Examination Boards; namely JCQ and CAIE in reaching a decision as to whether a pupil should be permitted to use a laptop to complete his or her work. Principally, the use of one cannot simply be granted to a pupil because he or she prefers to type rather than write, or can work faster on a keyboard, or because he or she uses a laptop at home. The use of a word processor must reflect the pupil's normal way of working within the School and be appropriate to his or her needs.

In order for a child's case for a laptop to be considered, there must be evidence of a specific learning need, a physical disability, a medical condition, or fine motor coordination issues that have a substantial and long-term adverse effect on his or her ability to write legibly. This can be in the form of evidence seen by the school SENCO, an assessment carried out by a suitably qualified specialist, such as an educational psychologist or medical practitioner, or confirmation of a particular physical or medical condition. In addition, there should be clear, observable evidence of need within the context of the classroom and from samples of the pupil's written work.

JCQ requires each school to produce and abide by a laptop policy. The regulator is clear that laptop use should not be permitted solely in response to pupil preference or because a pupil is able to type more quickly than they can write.

At Ibstock, laptop use is considered where the School concludes that a pupil has:

- a diagnosed learning need, medical, psychological or emotional condition for which the use of a word processor represents an appropriate accommodation. E.g. Dyspraxia, hypermobility, some forms of OCD and anxiety.
- illegible handwriting which has not responded to a period of intervention and self-monitoring at home and in class.
- significant problems with planning and organisation when writing by hand which have not responded to a period of intervention.
- a touch-typing speed as fast as handwriting speed in the case of illegible handwriting or faster than handwriting speed in the case of difficulty with the organisation of written text.

In all cases, use is granted on a trial subject-by-subject basis. Laptop use is monitored by teaching staff and the Head of Academic Mentoring.

### Conditions of Use

1. The School accepts no liability for the loss or damage of laptops. Pupils are advised to keep them locked in their lockers when not in use and to be aware of the need to be responsible.

2. Parents are advised to insure laptops or other electronic devices on their Household Insurance.
3. The pupil is responsible for ensuring that the laptop is fully charged before School in order to minimise logistical problems in the classroom.
4. Pupils should develop good working habits with their computer, ensuring that they auto save their work regularly.
5. As a general principle, teachers cannot accept work that is emailed to them. It is therefore the pupil's responsibility to ensure that all classwork and prep is printed out at home and stuck into their exercise books.
6. Spelling and Grammar checkers and Internet Access on the laptop should be disabled.

### **Monitoring Use of Laptop**

Where use of a laptop has been granted, the pupil must demonstrate that it represents his or her normal way of working. Laptop use is monitored regularly and pupils should be aware that if they do not make use of this arrangement in their regular working, they will not be permitted to use it in examinations.

*See also: Examinations Policy, Appendix 4: Word Processor Policy*

## Appendix 4

### Monitoring Use of Extra Time Form (for reference – obsolete from 2025)

We are required by JCQ to monitor the use of Access Arrangements in internal examinations. During the period of extra time that is granted to pupils, they are required to write in a different coloured ink. I should be grateful if you would complete the pro-forma below for all pupils in your classes for whom this applies. In addition, please put their original examination paper in the box in the SCR after making a copy for the pupil.

Please email the completed form to the Head of Examination Access Arrangements.

Name	Tutor Group	Year Group	Subject	Teacher

Question	Answer
Is it evident from the examination paper that the pupil made use of extra time? (YES/NO)	
For what did the pupil use his/her extra time? (for example: it enabled her to answer the last two questions; he checked over his work and corrected mistakes; she added in small details throughout the paper)	
Estimate of the raw marks gained during extra time	
Total raw marks gained by the pupil	
Total raw marks for the paper	
Any other comments you feel are useful:	

Signed: .....

Date: .....

## Appendix 5

### Rules – the use of a Practical Assistant

A Practical Assistant:

- **must** perform practical tasks **as specifically approved by the awarding body** and according to the candidate's instructions, unless the skill to be performed is the focus of the assessment, (in which case the practical assistant will not be permitted) or the procedure would be unsafe;
- **must** immediately refer any problems in communication during the assessment to the invigilator or examinations officer;
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** ensure the safety of the candidate and those around him/her;
- **must not** give factual help to the candidate or indicate when the task is complete;
- **must not** advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- **may** ask the candidate to repeat instructions where these are not clear.



## Appendix 6

### Rules – the use of a Scribe

#### A Scribe:

- **must write or type** accurately, and at a reasonable speed, what the candidate has said;
- **must** draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, **unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper;**
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate;
- **must** write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate;
- **must** immediately refer any problems in communication during the examination to the invigilator or examinations officer;
- **must not** give factual help to the candidate or indicate when the answer is complete;
- **must not** advise the candidate on which questions to do, when to move on to the next question, or the order in which questions should be answered;
- **may**, at the candidate's request, read back what has been recorded.

## Appendix 7

### Memory aid for a Scribe

- I am here to write/type for you in your examination
- I must write/type exactly what you say
- I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me
- I can't draw for you in a Design examination
- If we have problems communicating, I must tell the invigilator
- I can't give you any help with answers
- I can't suggest when an answer is finished
- I can't tell you which questions to choose
- I can't tell you when to move onto the next question
- I can't tell you which questions to do first
- I can read back what I have written/typed, but only if you ask me
- I can change what I have written/typed, but only if you ask me
- If you are allowed rest breaks, I can't write/type in those breaks

## Appendix 8

### Managing Emergency Access Arrangements Form

Candidate name:

Candidate number:

This form is a record of actions around emergency/temporary access arrangements put in place for this candidate during the exams period and confirms follow-up activity, where applicable.

#### Pre-exam(s) – Access arrangements

Description of candidate situation and required arrangements

Does the arrangement (or any of the arrangements) require awarding body approval?

Yes / No

If **Yes**, complete table below:

Areas affected by temporary condition/situation	Access arrangements required by the candidate	Documentation
<input type="checkbox"/> Writing <input type="checkbox"/> Vision <input type="checkbox"/> Mobility <input type="checkbox"/> Fatigue <input type="checkbox"/> Processing of answers <input type="checkbox"/> Hearing <input type="checkbox"/> Other	<input type="checkbox"/> Examination on coloured/enlarged paper <input type="checkbox"/> Extra time – 25% <input type="checkbox"/> Extra time – up to 50% <input type="checkbox"/> Practical assistant for practical assessments <input type="checkbox"/> Practical assistant for written papers <input type="checkbox"/> Reader/computer reader <input type="checkbox"/> Scribe/speech recognition technology <input type="checkbox"/> Other	<input type="checkbox"/> CAP approval printed <input type="checkbox"/> Data protection notice signed when able <input type="checkbox"/> Appropriate documentation held on file to support or evidence the need for the arrangement where required <input type="checkbox"/> Cover sheet(s) provided where applicable

*Continued...*

## Post exam(s) – Special consideration

*“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.”* [JCQ [A guide to the special consideration process](#)]

Information provided by the invigilator/other centre staff/examination room incident log etc. will determine if an application for special consideration is appropriate, in addition to the temporary access arrangement(s) provided above. Evidence to support the special consideration application, where made online, will be held on file until after the publication of results.

**Follow up actions taken/comments** if applicable

Signature of Examinations Officer completing form .....

Date .....