

This policy is reviewed annually to ensure compliance with current regulations.

Purpose of the policy

This document is provided as an exams-specific supplement to the *centre-wide disability/accessibility policy/plan* which details how the centre:

recognises 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, to submit applications for reasonable adjustments through the access arrangements process and to make reasonable adjustments to the services the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre must not 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".

[Quote taken directly from chapter 5.4 of the current JCQ publication General regulations for approved centres 2025-2026]

This publication is further referred to in this policy as GR.

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition is provided on page 17 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties* Access Arrangements and Reasonable Adjustments 2025-2026

This publication is further referred to in this policy as AA.

Identifying The Need For Access Arrangements - Roles and Responsibilities

Head of School/SLT

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the centre.



Exams Equalities Policy (Exams) Reviewed November 2025

- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place.
- Ensures the assessment process is administered in accordance with the regulations.
- To provide a statement in Word Processing policy which details the criteria used to award and allocate word processors for exams.

Head of School / Centre Manager

- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Support the SENDCo in determining the need for and implementing access arrangements.
- Ensures the quality of the access arrangements process within the centre.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Leads on the access arrangements process to facilitate access for candidates.
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre.
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance.
- Ensures the need for access arrangements for a candidate is considered on a subject-by-subject basis.
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification.
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments.
- Provide information to evidence the normal way of working of a candidate.
- Conducts appropriate assessments to identify the need(s) of a candidate.
- Provides appropriate evidence to confirm the need(s) of a candidate.
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body.



- Ensures that the access arrangements/reasonable adjustment approved allow the candidate to access the assessment, but do not result in the candidate gaining an unfair advantage

Teaching Staff

- Inform the SENDCo of any support that might be needed by a candidate.
- Provide information to the SENDCo to evidence the normal way of working of a candidate.

Exams Officer

- Provides a policy on the use of word processors, which includes a statement provided by SLT which details the criteria the centre uses to award and allocate word processors for exams. (WSAPC Word Processing Policy for Exams)

Requesting Access Arrangements - Roles and Responsibilities

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated.
- Follows guidance in AA (chapter 8) to process approval applications for access arrangements for those qualifications included.
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO.
- Ensures that where approval is required the application is processed on time and no later than the awarding body's published deadline
- Ensures that the full supporting evidence is in place before an online application is processed
- Reviews evidence before an online application is processed, ensuring that the candidate does meet the published criteria for the respective arrangement
- Holds all supporting evidence and presents such evidence to a JCQ Centre Inspector upon request
- Ensure that the agreed adjustment has been put in place before the candidate's first examination.
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including (where required) the completion of relevant JCQ forms, such as Form 8 (Application for access arrangements – Profile of learning difficulties), Form 9 (Profile of need), Form 8RF, etc. supplemented by written statements, where required and/or centre based evidence including concise files note(s) on centre headed paper, signed and dated and a body of evidence to be substantiate the candidates normal way



of working within the centre (Form 8 must only be used for candidates with learning difficulties or where a Language modifier is required)

- Ensures the names of all other assessors, who are assessing candidates studying qualifications covered by AAO are entered into AAO to confirm their status.
- Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted.
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place at the start of the course and at the latest by the awarding body deadline.
- Maintains a file/e-folder for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms.
 - appropriate evidence to support the need for the arrangement where required.
 - appropriate evidence to support normal way of working within the centre.
 - in addition, for those qualifications (where approval is required), a printout of the AAO approval and a signed candidate personal data consent form (which provides candidate consent to their personal details being shared)
 - (where applicable) 'Data protection confirmation by the examinations officer or SENCo' completed before an application is processed online

Presents the files when requested by a JCQ Centre Inspector and addresses any queries/questions raised.

- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates.

Exams Officer

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- Liaises with the SENDCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for those qualifications included in the tool; using *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate.



- If the SENCo is unavailable, presents the files/e-folders of access arrangements candidates when requested by a JCQ Centre Inspector and addresses any queries/questions raised

Implementing Access Arrangements And The Conduct Of Exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication *Instructions for conducting examinations* (ICE).

Head of Centre

- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- Is responsible for the centre's emergency evacuation procedures and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated.

Heads of School/Centre Managers

- Supports the SENDCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time.
- Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it.
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested.
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates.
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams.
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams.
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe, or Sign Language Interpreter)



- Liaises with the SENDCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Liaises with the SENDCo to ensure exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates.
- Liaises with the SENDCo regarding rooming of access arrangement candidates.
- Liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams.
- Ensures the facilitator is known by or introduced to the candidate prior to exams.
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation.
- Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams.
- Ensures where a person is appointed to facilitate an access arrangement, the person appointed is not normally the candidate's own subject teacher, Learning Support Assistant or teaching assistant. Where the candidate's own subject teacher, Learning Support Assistant or teaching assistant has to be used, a separate invigilator is always present
- Ensures where a facilitator is allocated to support a candidate under exam conditions that they will not be a friend, peer or private tutor of the candidate.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate.



- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO.

Exams Officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE
- Understands and follows instructions for Invigilation arrangements for candidates with access arrangements in ICE 2025 – 2026.
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room.
- Ensure candidates with access arrangements are identified on exam room seating plans and invigilators are made aware of the arrangements awarded and invigilators informed of those candidates with access arrangement(s) awarded.
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators.
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam.
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers.
- Ensure a record of the content of training given to those facilitating an access arrangement for a candidate under exam conditions is kept and retained on file until the deadline for review of marking has been complete, whichever is later.



Premises Manager/ICT Manager

- Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams.
- Makes available any specialist equipment that may need to be provided or adapted for a candidate.

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated/standardised by the centre and moderated by the awarding body.

However, 'NEA' is not limited to internal assessment as externally marked and/or externally set practical examinations taken at different times across centres are also classified as 'NEA'.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates.
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment.
- Ensures candidates are aware of the access arrangements that are in place for their assessments.
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment.

Teaching Staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.
- Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required.
- Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate.
- Ensure a candidate has had appropriate opportunities to practise using the access arrangement(s) before his/her first exam.
- Ensures cover sheets are completed as required by facilitators.



Internal exams

These are exams or tests which are set and marked within the centre, normally a pre-cursor to external assessments.

Special Educational Needs and Disabilities Coordinator (SENDCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates.

Heads of School/ Centre Managers

- Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required.

Exams Officer

- Provide exam materials that may need to be modified for a candidate.

Teaching Staff

- Support the SENDCo in implementing appropriate access arrangements for candidates.

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate-by-candidate basis, consideration is given to

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

ISSUED	April 2016
ADOPTED BY WSAPC	April 2016
RATIFIED BY GB	6th June 2016
REVIEWED DATE	November 2025
REVIEW DUE	November 2026



Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<i>SENDCo gathers evidence to support the need for the candidate to take exams at home and for supervised rest breaks.</i> <i>Head of School provides written statement for file to confirm the need.</i> <i>Approval confirmed by SENDCo; AAO approval for both arrangements not required.</i> <i>Head of School/Centre Manager discussion with candidate to confirm the arrangements should be put in place.</i> <i>EO submits appropriate 'Alternative site form' for timetabled written exams to awarding body/bodies online using CAP.</i> <i>EO provides candidate with exam timetable and JCQ information for candidates. Head of School/Centre Manager confirms with candidate the information is understood.</i> <i>Head of School/Centre Manager agrees with candidate that prior to each exam will call to confirm fitness to take exam.</i> <i>Head of School/Centre Manager allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials.</i> <i>Invigilator monitors candidate's condition for each exam and records any issues on incident log.</i> <i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam.</i> <i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition.</i> <i>EO discusses with Head of School/Centre Manager if candidate is eligible for special consideration (candidate present but disadvantaged)</i> <i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence.</i>



		<i>Head of School/Centre Manager informs candidate that special consideration has been requested.</i>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<i>SENDCo confirms candidate is disabled within the meaning of the Equality Act 2010</i> <i>Papers checked for those testing reading.</i> <i>Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded.</i> <i>AAO application for approval processed</i> <i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<i>SENDCo gathers evidence to support substantial and long-term adverse impairment.</i> <i>AAO application for approval processed</i> <i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i> <i>Confirms with candidate how and when they will be prompted</i> <i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for alternative room)</i>



A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<i>SENDCo applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed.</i> <i>Supporting evidence, AAO approval, signed candidate personal data consent form and completed Data protection confirmation by the examinations officer or SENCo form kept on file</i> <i>Head of School/Centre Manager provides height adjustable desk in exam room.</i> <i>Head of School/Centre Manager allocates exam room on ground floor near adapted bathroom facilities.</i> <i>Head of School/Centre Manager spaces desks to allow wheelchair access.</i> <i>Head of School/Centre Manager /invigilator seats candidate near exam room door.</i> <i>Head of School/Centre Manager confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room.</i> <i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
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