



LAURUS
TRUST

Assessments and Examinations Access Arrangement Policy

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Rationale

The purpose of this policy supports and facilitates the Laurus Trust's aim to create a learning environment in which every student succeeds and meets their aspirational goals and fulfils their potential, making it a 'level playing field' for all. The policy explains the actions taken to ensure inclusion throughout the school for all students with barriers to teaching and learning, including those with Special Educational Needs and Disabilities (SEND) and Medical Needs.

Each secondary school and sixth form college in the Laurus Trust, where students take formal examinations is known as a 'centre'. The Laurus Trust has a written record which clearly shows the centre is "leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements..." in accordance with the Joint Council for Qualifications (JCQ^{cic} General Regulations for Approved Centres, section 5.4)

The JCQ^{cic} is a membership organisation comprising the eight largest providers of qualifications in the UK (AQA, OCR, WJEC, Edexcel, NCC Education, CIE, ICAAE). The JCQ^{cic} acts as a single voice, providing guidance and regulations on delivering examinations.

This policy has been approved by the Trustees of the Laurus Trust. It is evaluated annually to ensure that processes are carried out in accordance with the current edition of the JCQ^{cic} publication 'Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments'.

What are Access Arrangements and Reasonable adjustments?

Access Arrangements are actions taken to remove the disadvantages to a student accessing an examination caused by physical, learning, sensory or psychological difficulties, without creating any unfair advantage or compromising the integrity of an assessment. The Laurus Trust strictly adhere to the JCQ^{cic} guidelines, 'Access Arrangements and Reasonable Adjustments' and 'Equality Act 2010'

The Equality Act 2010 requires all providers of qualifications (Awarding Bodies) to make reasonable adjustments where a candidate who is disabled within the meaning of the Act would be at a substantial disadvantage in comparison to someone who is not disabled. **JCQ^{cic} state 'that a candidate with a disability or difficulty which has a substantial and long-term effect on performance in examinations may qualify for 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 may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

Available access arrangements and reasonable adjustments in the Laurus Trust

Access Arrangements fall into two categories: Centre based decisions and JCQ^{cic} online approved applications; **all arrangements require substantial evidence for JCQ^{cic} inspection.** Arrangements must reflect the individual student's normal way of working in the classroom with substantial evidence from teaching and support staff, and if necessary, psychometric testing in school meeting the JCQ^{cic} criteria.

A reasonable adjustment may be unique to an individual and may not be included in the list of available access arrangements included in this policy. All students have individual needs, and therefore, the SENDCo and psychometric assessor will gather the relevant evidence, following the JCQ^{cic} regulations to decide the most appropriate adjustment/s.

Detailed Access Arrangements and Criteria

Access arrangements & reasonable adjustment	Description	Who is this for?	Evidence required for JCQ ^{cic} approval
<p>Computer reader</p> <p>A computer reader is allowed for all examinations</p> <p>This arrangement supports the preparation for adulthood and the workplace.</p>	<p>This is the use of Text to Speech software. Students have access to a computer and headphones and can use the software to read a PDF exam paper.</p> <p>Computer readers are not recommended for Modern Foreign Languages exams as they read words with inaccurate pronunciation.</p>	<p>A student with a disability and/or learning difficulty which leads to persistent and significant reading difficulties.</p>	<ul style="list-style-type: none"> • Literacy screening results from KS3 to indicate difficulties with decoding and speed of reading/fluency. • Psychometric testing results as appropriate • KASH progress reports showing progress is not in line with age-related expectations • Use of laptop/PC in the classroom and/or request support for reading and internal assessments. • Referral form completed by teaching and support staff.
<p>Human reader</p> <p><i>A human reader would not be permitted for components that assess reading (GCSE English language, History, Geography & Religious Studies) A computer reader is allowed for these subjects.</i></p> <p>This arrangement is a rare situation, used typically by</p>	<p>This is a responsible, trained adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper to the candidate or the candidate may request only some words to be read.</p> <p>The student must request reading support in the exam.</p> <p>A reader will not be allowed if a candidate's literacy difficulties are primarily caused by</p>	<p>A student with a disability and/or or learning difficulty which leads to persistent and significant reading difficulties.</p>	<ul style="list-style-type: none"> • The student requires a high level of 1:1 adult reading support in the classroom. • Literacy screening results from KS3 to indicate difficulties with decoding and speed of reading/fluency. • Psychometric testing results as appropriate. • KASH progress reports showing progress is not in line with age-related expectations

<p>student with visual impairments or physical needs.</p>	<p>English language not being their first language. It is not allowed for Modern Foreign Languages.</p>		<ul style="list-style-type: none"> • Student requests regular support for reading and internal assessments. • Referral form completed by teaching and support staff.
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Access arrangements & reasonable adjustment	Description	Who is this for?	Evidence required for JCQ ^{cic} approval	
Additional Time			Two routes for JCQ ^{cic} online approval (with all relevant paperwork completed for JCQ ^{cic} inspection and kept on file):	
<p>Up to 25% extra time</p> <p><i>'The SENCo should have explored and trialled the option of supervised rest breaks through timed internal tests and/or mock examinations before making an application for up to 25% extra time' (p31)</i></p> <p><i>25% Extra Time for practical examinations (eg. Art, Food, Sport) is a rare arrangement and would only be given for those with a physical and/or sensory need, and not a learning related need. This has to be approved through the appeals process to individual exam boards.</i></p>	<p>Student may be entitled to an allowance of up to 25% extra time of the time allowed on an examination paper.</p> <p><i>The centre complies with the Awarding Bodies guidelines for giving extra time in exams- Following general mathematical conventions when it comes to rounding. If the decimal is 0.4 or below it is rounded down and if it is 0.5 or above it is rounded up.</i></p> <p><i>For example: 25% of 45 minutes is 11.25 minutes following conventional rounding this is rounded down to 11minutes.</i></p>	<p>Student has a learning difficulty which affects two different areas of speed of working:</p> <ul style="list-style-type: none"> • <i>reading and writing</i> • <i>reading and cognitive processing</i> • <i>writing and cognitive processing</i> • <i>two different areas of cognitive processing</i> 	<p>Student with an EHCP* / Physical Disability/ Medical Condition / Sensory Impairment (visual/hearing)</p> <p>Specialist evidence confirming need with evidence of student's normal and current way of working in the classroom.</p> <p><i>* Students with current EHCPs will be awarded access arrangements based on the information contained within their documentation, and is their normal way of working.</i></p>	<p>Student with a learning difficulty</p> <p>Students' results from psychometric testing completed by qualified assessor in the Laurus Trust with evidence of student's normal and current way of working in the classroom.</p>

<p>Up to 26%-50% extra time or 51%-100%</p> <p><i>The SENCo should have explored and trialled the option of up to 25% extra time in assessments and mocks before making an application for more than 25% extra time.</i></p>	<p>Student may be entitled to an allowance between 26%-50% or 51%-100%.</p> <p><u>This may be granted in extraordinary circumstances.</u></p>	<p>For students with significant difficulties who are at a very substantial disadvantage due to their needs.</p>	<p>Specialist evidence confirming disability and that the student would be at a very substantial disadvantage.</p> <p>Student with an EHCP (Indicates this in the plan) or Physical Disability (Medical evidence) or Visual impairment (Hearing and Vision specialist service)</p> <p><u>with</u> evidence of student's normal and current way of working in the classroom requiring more than 25% extra time in assessments/ mocks</p>	<p>Student with a learning difficulty Psychometric testing completed by a qualified psychometric assessor in the Laurus Trust.</p> <p>Student's scores showing difficulty in two different areas of speed of working, with two very substantially below average standardised scores</p> <p><u>with</u> evidence of student's normal and current way of working in the classroom requiring more than 25% extra time in assessments/ mocks.</p>
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Access arrangements & reasonable adjustment	Description	Who is this for?	Evidence required for JCQ ^{cic} approval	
<p>Word processor</p> <p>This is not recommended in Mathematics examinations as our experience shows that it is disadvantageous to students, as there is:</p> <ul style="list-style-type: none"> • <i>An inability to use the computer for formatting and symbols</i> • <i>An inability to show workings for their answers</i> • <i>Difficulty switching between images and reading</i> • <i>Lack of extended written answers being required</i> <p>This is also not their normal way of working</p>	<p>The student can use a word processor with spelling and grammar check switched off.</p> <p>See Word Processor Policy on school website.</p>	<p>Student's handwriting is illegible or grammatically incomprehensible with unrecognisable spellings.</p> <p>Student with a medical condition and/or physical disability which has an impact on their handwriting skills.</p> <p>The quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.</p>	<p>Student's handwriting is illegible or grammatically incomprehensible and that the use of word processor allows the student to express their knowledge and understanding</p> <ul style="list-style-type: none"> • This arrangement must reflect their current and normal way of working in the classroom and for assessments • Examples of extended writing from subject teachers • Standardised scores of writing speed and evidence of illegibility • The student must have an average typing speed (typing assessment will be required) • Student is familiar with not using spelling and grammar check. - students need to do their own SPAG • To be familiar with using the approved computer software for exams 	
<p>Word processor with spelling/grammar switched on or a Human Scribe</p> <p>Spelling, Punctuation & Grammar (SPaG) marks are deducted from overall grade in the following subjects if the student does not dictate them</p>	<p>A trained adult types or writes a student's dictated answers to the questions.</p>	<p>Student's handwriting is illegible or grammatically incomprehensible.</p> <p>Student with a medical condition and/or physical disability which has an impact on their handwriting skills.</p> <p>The quality of language significantly improves as a result of using a word processor due to problems with</p>	<p>Word processor (Spelling and Grammar switched on)</p> <p><i>If the student meets the criteria for a scribe, the use of a word processor will be offered initially.</i></p> <p>Student with an EHCP (indicated on their plan)</p>	<p>Human Scribe</p> <p><i>This will be offered if a word processor is not appropriate, and the student cannot produce written work by any other means.</i></p>

<p>to the scribe:</p> <ul style="list-style-type: none"> • GCSE English Literature (4 marks) • English language (16 marks) • History, Geography and Religious Studies (4% of overall grade) <p>Only students who dictate their punctuation and spell out every word are eligible for all SPaG marks.</p> <p>The student can dictate punctuation and grammar but will lose spelling marks.</p> <p>For GCSE Modern Foreign languages, a student would have to dictate letter by letter.</p>		<p>planning and organisation when writing by hand.</p>	<p>or Physical Disability (medical evidence) or Visual & Hearing Impairment (Hearing and Vision specialist service) or A student with learning difficulties (Psychometric testing results of writing and spelling is required)</p> <p><u>with</u> evidence of student's normal and current way of working in the classroom</p>	<p>Student with an EHCP (indicates this in the plan) or Physical Disability (Medical evidence) or Visual & Hearing Impairment (Hearing and Vision specialist service) or A student with learning difficulties (Psychometric testing results of writing and spelling is required)</p> <p><u>with</u> evidence of student's normal and current way of working in the classroom</p>
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Access arrangements & reasonable adjustment	Description	Who is this for?	Evidence required for JCQ ^{cic} approval
Prompter	A trained adult can prompt the student to refocus and remind them to move onto the next question.	<p>This is an appropriate arrangement for a student with difficulties with attention and focus including those with a diagnosis of ADHD/ADD/ASC.</p> <p>For a student with a substantial and long-term adverse impairment with persistent distractibility or a significant difficulty in attention and concentration.</p>	<p>The decision will be based on: whether the candidate has a substantial and long-term impairment which has an adverse effect <u>and</u> is supported by up-to-date information. The student's difficulties must be well established. They must be known to relevant staff – including SEND staff and those with pastoral responsibilities.</p> <p>This arrangement should be supported by the Student Focused SEND Plan and/or be their normal way of working in the classroom and assessments.</p>
Alternative rooming arrangement	The student takes the examination in an alternative room from the main examination room, due to exceptional and long-term needs	For students with appropriate access arrangements.	The decision will be based on whether the candidate has a substantial and long-term impairment which has an adverse effect <u>and</u> is supported by up-to-date information. The candidate's difficulties must be well established. They must be known to relevant staff – including SEND staff and those with pastoral responsibilities.
Separate room: 1-1 or 2-1	The student takes the examination in an alternative room from the main examination room on a 1-1 basis with an invigilator and/or LSA.	<p>Students who require specific arrangements that must be provided on a 1-1 basis e.g. a student with a physical disability granted a scribe.</p> <p>Or</p>	<p>This may be granted in extraordinary circumstances to manage a very substantial impairment.</p> <p>The student's difficulties must be well established with relevant staff – SENCO, Senior Leadership</p>

	<p>For students with specific arrangements, two staff may be required to facilitate the exam.</p>	<p>The student has a long-term medical condition, a long-term psychological condition, or long-term social, emotional and mental health needs (JCQ^{cic}) that has an adverse effect when they sit internal tests and mock examinations in the main examination hall/room.</p> <p>Or</p> <p>A student with an EHCP stating the need for separate invigilation is necessary.</p>	<p>Team, Head of Year, and those with pastoral responsibilities.</p> <p>Separate invigilation must reflect the candidate's current and normal way of working, with substantial evidence to support the request.</p> <p>Evidence that the student has been given reasonable adjustments i.e. seating arrangement, other access arrangements (e.g. supervised rest breaks) or a smaller examination room instead of the main hall before considering separate invigilation.</p> <p>JCQ^{cic} do not accept GP letters requesting separate invigilation (see 'Exceptional Circumstances', p14)</p>
<p>Supervised rest/ movement/ medical breaks</p>	<p>Students are permitted to pause for a short break (5 minutes) during the exam and the time taken is added to the end (5 minutes each 30 minutes)</p> <p>Student will need to turn their exam paper over on their desk. They are permitted to stay at their desk or stand outside the room with a trained invigilator.</p>	<p>This is an appropriate arrangement for a student with difficulties with attention and focus including those with a diagnosis of ADHD/ADD/ASC.</p> <p>For a student with a substantial and long-term difficulty with their social, emotional, mental health.</p> <p>For a student with a medical condition.</p>	<p>The decision will be based on: whether the candidate has a substantial and long-term impairment which has an adverse effect <u>and</u> is supported by up-to-date information. The candidate's difficulties must be well established. They must be known to relevant staff – including SEND staff and those with pastoral responsibilities.</p> <p>This arrangement should be supported by the student's Student Focused Plan and/or be their normal way of working in the classroom and assessments.</p>
<p>Bilingual translation dictionaries (with up to 25% extra</p>	<p>The student is given up to 25% extra time <u>with</u> the use of a Bilingual translation dictionary.</p>	<p>For students who have English as an additional language <u>and</u> meet the JCQ criteria.</p>	<p>The Psychometric assessor in the Laurus Trust must determine the needs of the candidate with background evidence.</p>

<p>time to use the dictionary)</p>	<p>The bilingual dictionary must be held with the exam officer to ensure no unauthorised information e.g. notes/ revision is enclosed.</p>	<p>This arrangement only applies for students who have been in the country for less than three years and have had no English taught to them in their home country.</p>	<p>The student's normal way of working is to use a bilingual translation dictionary in the classroom.</p> <p>JCQ^{cic} do not accept google translate and the use of a mobile phone.</p>
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Access arrangements & reasonable adjustment	Description	Who is this for?	Evidence required for JCQ ^{cic} approval
Coloured overlays	The use of a coloured overlay in examinations.	Student with a visual processing difficulty.	<p>This arrangement must reflect the student's normal way of working in class with evidence that the student uses a coloured overlay for classwork and assessments.</p> <p>This arrangement should be supported by the student's Student Focused Plan.</p> <p>Before this arrangement is put in place, it is advisory for the student to seek further advice from a professional, to determine the need for an overlay.</p>
Coloured examination papers	Examination papers on coloured paper.	Student with a visual processing difficulty.	<p>The school requires medical evidence from an Orthoptist, trained in diagnosing visual processing difficulties, with the recommendation of coloured examination papers.</p> <p>This arrangement should be supported by the student's Student Focused Plan and/or be their normal way of working in the classroom and assessments.</p>
Modified papers	Specially prepared papers, e.g. enlarged to a specific font size and/or on larger size paper.	For a student with a visual impairment.	The psychometric assessor will receive recommendations from a qualified teacher of Visual Impairment from sensory services/ Hearing and Vision specialist Service.
Practical assistant	Student requires a trained adult to support them with practical tasks to manage their substantial impairment.	Student with a physical disability who is unable to complete practical tasks part of the assessment, e.g. using maths equipment.	<p>This arrangement must reflect the student's normal way of working in class with substantial evidence from staff and medical professionals.</p> <p>This arrangement must be approved by AAO</p>

			<p>(Access Arrangements Online) with all relevant paperwork completed for JCQ inspection.</p> <p>Each request is on a case-by-case basis, with psychometric assessor consulting the JCQ^{cic} guidelines for this arrangement.</p>
<p>Mobile phone for medical purposes</p> <p>Student can use their supervised rest breaks to access their mobile phone and/or medical equipment.</p> <p>(See 'Students with a Medical Condition' p16)</p>	<p>For a student to have access to their mobile phone in their examination based on medical grounds.</p>	<p>Student with diabetes or any other chronic health condition or student who manage their hearing aid/s with their mobile phone.</p>	<p>The psychometric assessor will use the student's Individual Health Plan with evidence from teaching staff/ first aider that the student uses their mobile phone as normal practice to monitor their health/hearing.</p>
<p>Concentration aid</p> <p>The SENCo will provide a suitable concentration aid for the student to avoid distraction for other students as per their normal way of working. Some schools would refer to these as fidget toys or similar.</p>	<p>For a student to have a concentration aid to support focus and attention for the length of the exam.</p>	<p>This is an appropriate arrangement for a student with difficulties with attention and focus including those with a diagnosis of ADHD/ADD/ASC.</p> <p>For a student with a substantial and long-term adverse impairment with persistent distractibility or a significant difficulty in attention and concentration.</p>	<p>The decision will be based on: whether the candidate has a substantial and long-term impairment which has an adverse effect in school <u>and</u> is supported by up-to-date information. The candidate's difficulties must be well established. They must be known to relevant staff – including SEND staff and those with pastoral responsibilities.</p> <p>This arrangement should be supported by the student's Student Focused Plan and/or be their normal way of working in the classroom and assessments.</p>
<p>Ear plugs/Loop Ear plugs/ Noise cancelling headphones</p>	<p>For a student to wear ear plugs/noise cancelling headphones in examinations.</p>	<p>Student has noise sensitivity issues.</p>	<p>The decision will be based on: whether the candidate has a substantial and long-term impairment which has an adverse effect in school <u>and</u> is supported by up-to-date information. The candidate's difficulties must be well</p>

			<p>established. They must be known to relevant staff – including SEND staff and those with pastoral responsibilities.</p> <p>This arrangement should be supported by the student’s School Focused Plan and/or be their normal way of working in the classroom and assessments.</p>
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Exceptional Circumstances

Separate invigilation

There is an exceptionally high demand for separate invigilation, and we require medical evidence of need from a consultant or specialist; this must be dated within one year of the exam to be taken. The JCQ^{cic} regulations state that they **do not accept a letter from a GP requesting this arrangement**. Unless it is for a serious, acute and/or chronic medical or psychological condition, we cannot provide Separate Invigilation. General anxiety, low mood, stress indicators or other common conditions or factors will generally not provide adequate evidence. Following submission of this evidence, the SENCo and Examinations Officer will make a final decision considering the student's normal way of working in school for assessments.

For further information see [Understanding the requirements for separate invigilation - JCQ Joint Council for Qualifications](#)

Emergency applications

This may be considered on an account of a temporary injury, impairment, a new diagnosis of a disability or further information to an existing application after the JCQ^{cic} published deadline. Any application processed after the published deadline may be subject to scrutiny by the JCQ^{cic} inspection.

Temporary Arrangements

Temporary Arrangements may be required by students suffering from injury or illness. Students with an illness or injury, that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant, or other professional giving a brief outline of their condition. The SENCO, Exams officer and Psychometric assessor will decide the most appropriate arrangement for them to complete their examinations. For example, a right-handed student whose right arm is broken may need a scribe.

Alternative Accommodation

In extremely rare cases, a candidate may need to sit an examination at an alternative site due to their medical condition or social, mental and emotional needs e.g another centre or student's home. If student's exams are required to take place at another centre, the two centres' examination officers will arrange the candidate's completion of examinations. If a student's home is the only option for the student to complete their examinations, the 'centre' will have to ensure that the JCQ^{cic} guidelines are

followed regarding conduct, procedures and staffing if required including appropriate evidence on file to support the agreed access arrangements. This request must be approved by the relevant Awarding bodies and arrangements are made by the examination officer and Senior Leadership Team.

Students with a Medical Condition

For students with diabetes or any other chronic health condition who may need access to their mobile phone. Adjustments may include:

- Taking their blood sugar monitor and insulin treatment into the exam.
- Supervised rest breaks/ medical breaks.
- Taking drinks and snacks into the exam to prevent or treat a hypoglycaemia or hyperglycaemia state.

Students with diabetes, or other medical conditions who need access to their mobile phone or finger prick kit will be seated in the alternative examination room instead of the main hall. The alternative room has close access to a first aider and toilets, for accessibility.

The mobile phone may be placed on:

- A spare empty desk in front of the student or nearby.
- Invigilator's desk

The Internet must be switched off and on flight mode. At the time of writing, the JCQ^{cic} approve the use of the DEXCOM app for the monitoring of a medical condition only. This does not include permission for a family member/carer to access the application due to the app having to be on flight mode throughout the examination.

Identifying the need for Access Arrangements

Students who have persistent and significant difficulties that substantially impact on teaching and learning will be identified by teaching and support staff, who will complete the access arrangements referral process (see Exam Access Arrangements Processes chart in Appendix 1). A referral form is required to be completed by a staff member for the student to be added onto a waiting list for the psychometric assessor to begin the evidence gathering process.

The Laurus Trust employs Psychometric Assessors who work with SENCOs in school to ensure accurate and fair exam access arrangements are in place. The Psychometric Assessors are experienced and skilled staff who are able to determine the best arrangements for individual students. All of them hold a Level 7 postgraduate qualification for completing a range of standardised and approved psychometric assessments.

The school SENDCo, SEND Leads, psychometric assessor and other relevant staff will gather substantial evidence of the student's 'normal way of working' and how they are at a substantial disadvantage in the classroom and in internal assessments. The decision is made of which route for the student, depending on the history of need and SEN documentation.

Please note that the JCQ^{cic} state a diagnosis alone cannot entitle a student to access arrangements unless there is supporting evidence from school.

Students who may require access arrangements: -

- Students who were given access arrangements in KS2 National Curriculum tests* This information will be given to the secondary schools and monitored from Year 7; gathering the evidence needed for a formal application from Year 9.
- Student with additional needs who have a current EHCP (students with current EHCPs will be awarded access arrangements based on the information contained within their documentation).
- Student with learning difficulties with a Student Focused Plan.
- Student with a private diagnostic report, with recommendations that have become their normal way of working in school.
- Student with a medical condition (formally diagnosed by a registered specialist).
- Student with a mental health condition who are well known to staff with pastoral responsibilities, Designated Safeguarding Lead, Head of Year, etc.
- Year 7 and 8 students with below average scores in their Literacy Screening results (Literacy specialists, psychometric assessors, and SEND leads meet in summer term).

- Students who are identified emerging readers through our literacy screening process.
- End of year internal assessments (KASH reports) showing progress is not in line with age related expectations.
- Individual education/ learning plans in place for the student; School Focused Plans (SFP) Behaviour Learning Improvement plans (BLIP) and Individual Health Plans.
- Student is supported by the school's Learning Support Assistants and Specialists (Literacy, Numeracy, SEMH).
- Students discussed as parental meetings with Head of Year, Senior Leadership Team and SEN department and other relevant staff who raise concerns, regarding student showing persistent and significant difficulties that are impacting on their learning and achievement.
- A student transferring from another school during their secondary schooling (current in-school evidence and psychometric testing may be needed).

** For KS2 National Curriculum tests, access arrangements are decided by the Headteacher and Teachers, providing they can demonstrate normal classroom practice for the pupil, with an application and/ or notifying Standards and Testing Agency (STA). This differs for GCSE, BTEC or equivalent formal examinations, under the Awarding Bodies, as secondary schools and sixth form colleges are required to follow the strict criteria set by the JCQ^{cic}. An individual student's application may require psychometric standardised tests with evidence of normal way of working in the current classroom, with the application submitted to Access Arrangements Online (AAO) for approval.*

Examples of the difference of 'up to 25% extra time' for a KS2 and KS3 student

A Year 6 student with dyslexia is awarded up to 25% extra time in their SATS. This reasonable adjustment is the Headteacher/Teacher's decision; completing an application to STA with a statement of normal classroom practice for the student, with no standardised assessments required.

A Year 9 student with dyslexia is awarded up to 25% extra time in their GCSEs, the school requires teaching/ support staff evidence that they are at a substantial disadvantage in the classroom and in assessments. The student is required to complete psychometric standardised tests with a Laurus Trust psychometric assessors, achieving scores that meet the legibility criteria for up to 25% extra time set by the JCQ^{cic}. The relevant paperwork and an application to AAO is required.

Year Group Specific Information

Year 7 & 8 students completing classroom tests and assessments

Access arrangements in KS3 for internal assessments are offered **informally** at this stage; the arrangements made, are subject to change when the student enters Year 9, due to the requirement of specialist evidence or psychometric testing scores with evidence of normal way of working in line with the JCQ^{cic} criteria for formal examinations.

If a student has an EHCP (includes access arrangements), physical disability and/or medical Condition, access arrangements are put in place and reviewed annually.

The psychometric assessor uses teacher evidence of the student's 'normal way of working' in the classroom from Year 7 and 8 to create a 'picture of need' to complete the relevant JCQ^{cic} paperwork. Teachers will begin to refer students for assessments from Year 8 onwards.

Year 9 students completing formal examinations

Year 9 students entered for GCSE Modern Foreign language examinations, who have been identified as requiring access arrangements will begin to meet with the psychometric assessor from the Autumn term. If relevant psychometric testing and/or discussion with the student as to the most appropriate access arrangement/ reasonable adjustment/s to meet their needs will be made. This is discussed and agreed with the SENDCo using various pieces of 'centre' evidence in line with the JCQ^{cic} criteria.

Year 10 & 11 students completing formal examinations

Most students requiring access arrangements should have been made in Year 9, however, if a need has been identified due to current evidence, if relevant psychometric testing and/or discussion with the student as to the most appropriate access arrangement/ reasonable adjustment/s will be made. This is discussed and agreed with the SENDCo using various pieces of 'centre' evidence in line with the JCQ^{cic} criteria.

Students with access arrangements from Year 9 will be reviewed annually by the psychometric assessor and SENDCo.

Identifying need and types of evidence needed for access arrangements for Yr12 &13 students

Sixth Form College students will be identified and referred for consideration for an application for access arrangements in their formal examinations (A Levels/BTEC Level 3 or equivalent) from the following:

- If a Year 12 student has received access arrangements previously in their GCSE/BTEC examinations in a Laurus Trust school or school not in the Trust, the relevant paperwork will be given to the psychometric assessor to gather current evidence to 'review and analyse' the arrangements/adjustments*.
- It is required from the Year 12 student to declare any access arrangements to their Head of Year during enrolment/ transition period.
- It is a requirement that the student has completed at least two terms in KS5 to gather teacher evidence of their 'current' normal way of working in the classroom. Reapplication must be made in Year 12 to cover year 12 and 13 common assessments and examinations. It is possible to roll forward the application, however the student may need to be re-assessed to provide up to date information. The reasonable adjustment previously agreed, may not be implemented if there is insufficient evidence to support a new application. The student may need to be re-accessed with psychometric testing.
- For a new application for A Level or equivalent, where the student has had no previous access arrangements in their GCSEs/BTECs or other qualifications, teaching staff will be required to follow the Laurus Trust referral process.

* Access arrangements in KS4 do not guarantee arrangements in KS5, 'current' normal way of working in KS5 and relevant documentation must be provided and support requested

Deadlines for referrals

KS3 referrals deadline

Year 8 students who are entering GCSE Modern Foreign Language (MFL) examinations in year 9, will need to be referred to the psychometric assessor by June/July of Year 8. This gives time to gather substantial evidence to determine need, decide the assessment route and complete the relevant paperwork. (The application applies for Year MFL, Year 10 and 11 assessments and examinations).

For Year 9 students not taking GCSE Modern Foreign Language (MFL) examinations, they will need to be referred to the psychometric assessor before they enter Year 10 to determine need, decide the assessment route and complete the relevant paperwork. (The application will apply for Year 10 and 11 assessments and examinations).

KS4 referrals deadline

Most students would have been identified as requiring access arrangements as early as KS3, with arrangements put in place for Year 9 GCSE Modern Foreign Languages examinations. Year 10 students, with no existing arrangements, need to be referred at the latest October half term which gives time for the psychometric assessor to gather substantial evidence to determine need and complete, if necessary, psychometric assessments for the student to have EAA for their GCSEs/BTECS. This is also for the student to be able to use their reasonable adjustments in their Yr10 and Year 11 assessments and examinations.

Sixth Form college deadline

Students with existing access arrangements from secondary school should notify their Head of Year on enrolment. For new students at the Laurus Trust, Year 12 students can be referred after completing two terms in Sixth Form, to gather substantial evidence to support referral.

Year 13 students need to be referred at the latest October half term which gives time for the psychometric assessor to gather substantial evidence to determine need and complete, if necessary, psychometric assessments for the student to have EAA for their Year assessments. Applications must be processed and approved, with all relevant evidence and documentation in file before an examination or assessment, no later than the JCQ^{cic} published deadline.

Year Group	Assessment Arrangements
Year 7	Formal exams do not take place. No Access Arrangements in place, despite arrangements from KS2. SEND, Pastoral and teachers establishing normal ways of working. Internal assessment arrangements may be used based on EHCP or Medical information.
Year 8	<p>Formal exams do not take place. No Access Arrangements in place, despite arrangements from KS2. SEND, Pastoral and teachers establishing normal ways of working. Internal assessment arrangements may be used based on EHCP or Medical information.</p> <p>The SEND Department and Teachers make referral by the end of the Summer Term for psychometric assessment/ meetings to begin in Year 9. The psychometric assessor collates all evidence to decide the assessment route.</p>
Year 9	<p>The psychometric assessor meets with all Year 9 students. Testing, decision making and paperwork is completed. Access Arrangements are in place and support for students to use them effectively in their GCSE MFL mock examinations established.</p> <p>Students with new or emerging needs who were not assessed in Year 8 would need to be referred in September/ October for the psychometric assessor to complete the assessment process, and for the student to have access arrangements for GCSE MFL Mocks and future assessments and examinations.</p>
Year 10	Access Arrangements should now be in place. For Year 10 students, with no existing arrangements, they need to be referred at the latest October
Year 11	Access Arrangements should now be in place. For Year 11 students, with no existing arrangements, they need to be referred at the latest October. After this time, emergency applications are considered only
Year 12	For students with access arrangements from secondary school, they should notify their Head of Year at enrolment. For Year 12 students with no prior access arrangements, can be referred after completing two terms in Sixth Form.
Year 13	Access Arrangements should now be in place. Year 13 students should have been referred at the latest July when in Yr12.

Exam Centre Compliance

Evidence Held and Malpractice

This policy is maintained and held securely by the centre alongside the individual files of each individual access arrangement candidate. Each file contained detailed records of all the information that is required to be held according to the regulations, to be available for inspection. The Laurus Trust complies with General Data Protection Regulations (GDPR) to ensure protection of learners' personal data.

What is held on file: -

- Evidence of the assessor's qualifications on file and that the assessor is suitably qualified.
- Personal data consent from examination candidate.
- Data protection confirmation by the examination officer or SENDCo.
- Supportive documentation from Staff to support arrangements.
- Permission from the Awarding bodies for the arrangement(s) - Access Arrangements Online (AAO) for file.
- Completed SENDCo Note, Form 8, Form 8RF and/or Form 9 by a Laurus Trust Psychometric assessor or SENDCo
- If relevant, a record of previous access arrangements that the student has been granted previously school arrangements for Sixth form college. Previous Form 8, File note & assessor certificate.

Centre Inspection

Centres are regularly inspected to ensure they have followed JCQ regulations. The JCQ give no prior notice of inspection, and therefore, evidence for every student that has been awarded access arrangements has to be available. For this reason, the school will keep the student's record of access arrangements with supportive documentation on file complying with GDPR regulations. The consequences of malpractice can be severe. **This may include, a student's marks are deducted due to their unfair disadvantage, disqualification of the student from one or more examinations and the school as an approved examination centre could be jeopardised.**

Examples of Malpractice include:

- *Student(s) being granted Access Arrangements which is not their normal way of working and there is no history of need in school/ insufficient evidence required by the JCQ^{cic}.*
- *Insufficient evidence to support Access Arrangement – Standardised testing not met criteria for arrangement.*

Frequently Asked Questions

How do staff and parents/ carers know if a student has access arrangements?

Teaching and support staff can access the student's School Focused Plan (SFP), BROMCOM (our Management Information System) and a separate Exam Access Arrangement document. The information about results for EAA are kept confidentially in line with school policy and are shared with the SEND department to support teaching strategies and interventions.

Parents/carers will be informed of the outcome at SEND reviews and Parents evenings or a message will be sent home

What if there is an emergency situation?

Access arrangements may be considered on an account of a temporary injury, impairment, a new diagnosis of a disability or further information to an existing application after the JCQ^{cic} published deadline. Any application processed after the published deadline may be subject to scrutiny by the JCQ inspection.

What are special considerations?

A special consideration is a post examination adjustment for a student and is not related to exam access arrangements. This is for students who have temporarily experienced an illness, injury, or some other event outside of their control at the time of the examination/assessments, such as a bereavement. **Any applications made for special consideration by the examination officer** will need to be supported by evidence and approved at the discretion of the Awarding Bodies. See JCQ^{cic} 'a guide to the special consideration process' for further information.

What significance do private assessments have? (Educational Psychologist reports/ Diagnostic Assessment reports/ medical letters)

JCQ^{cic} explain 'Educational Psychologist' reports, a diagnosis of Dyslexia, diagnostic assessment reports are not acceptable for processing and inspection purposes' (JCQ^{cic} Overview of evidence requirements, p1) The Laurus Trust acts in line with the JCQ^{cic} and therefore ensure that **no student is either given an unfair advantage or is disadvantaged by any arrangements put in place.**

Any recommendation regarding exam access arrangements and other adjustments in private

diagnosis reports are at the discretion of the school, who are governed by the Joint Council for Qualifications (JCQ^{cic}) to determine the final decision. **A student with a private diagnostic report will have a Student Focused Plan, which will gather the information stated in the report to inform staff of their identified need and recommendations/ strategies for staff to implement in the classroom. The report is used as part of the evidence required to create a 'picture of need' to support the application process. The JCQ^{cic} do not accept standardised scores from an assessor not employed by the Laurus Trust. A Laurus Trust psychometric assessor will need to assess the student with the psychometric assessments available in school.**

For requests for access arrangements due to a social, emotional and mental health concern of the student, JCQ^{cic} do not accept letters from the GP, but will accept registered specialist such as a clinical paediatrician or a hospital consultant. School will gather the student's normal way of working to determine need for access arrangements.

What if a student receives a diagnosis after the JCQ deadline?

Access arrangements are not able to be given on the sole basis of a privately commissioned assessment or newly diagnosed medical condition, when there is no or insufficient reported difficulties identified by the SEND department and teaching staff.

Our Trust assessments (baseline assessments, screenings, KASH reports) should have identified students as early as KS3. Schools are unable to provide access arrangements without adhering to the strict JCQ^{cic} guidelines. If access arrangements were given without adhering to the guidelines, it would be classed as malpractice (student may be disqualified from all examinations)

In emergency cases, the psychometric assessors will complete a late application directly to the Awarding Bodies for their approval. For example, a student who is newly diagnosed with diabetes and needs access to their mobile phone.

What if a student doesn't want to use their Access Arrangements?

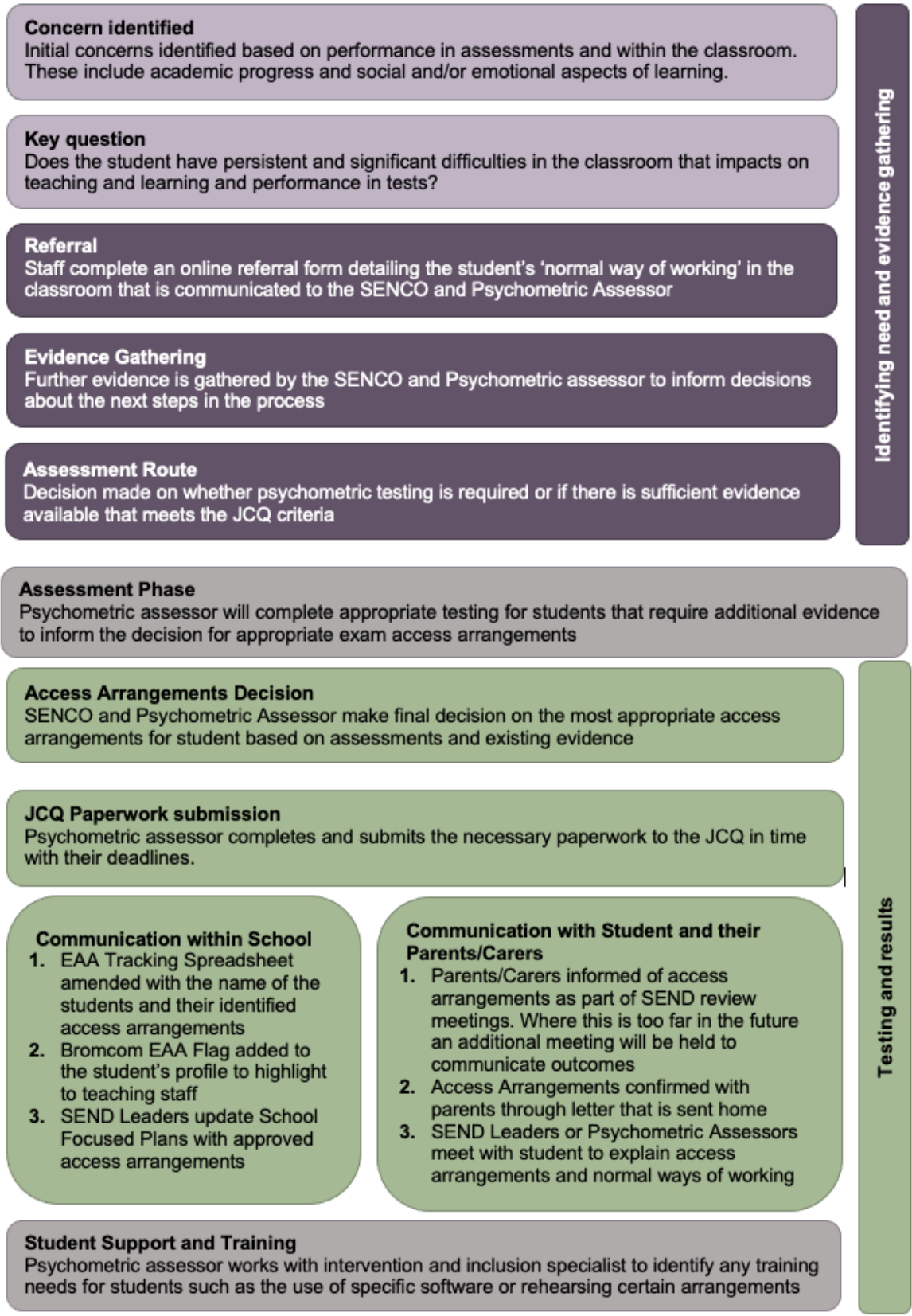
In the event, that the student does not wish to make use of their reasonable adjustment in any given exam, they and their parent/s or carer/s will be required to express this in writing clearly stating for which level of qualification and subjects.

Further information

If you have any further questions about Access Arrangements, please contact the school SENDCo whose contact details can be found on the school website in the SEND information report.

For Further information from the Joint Council for Qualifications (JCQ) website

Appendix 1 – Exam Access Arrangements Processes



Equality Impact Statement

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	<input checked="" type="checkbox"/> Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Sex <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religious belief <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Gender Reassignment
Summary of any issue/proposed changes	As cited on Page 2
Date	23.05.25
<i>Date of next review</i>	October 2026



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