



The Langton  
GRAMMAR SCHOOL  
FOR BOYS

# ACCESS ARRANGEMENTS POLICY

## 2025/26

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
John Straton / Nicky Hatton	
Date of next review	September 2026

## Key staff involved in the policy

Role	Name(s)
ALS lead/SENCo SEND Manager/Access Arrangement Co-ordinator	<b>Samantha Harvey</b> <b>Nicky Hatton</b>
ALS lead/SENCo line manager (Senior leader)	<b>Charlotte Speed- Assistant Head Teacher-SENCo</b>
Head of centre	<b>Ken Moffat</b>
Senior Leaders	<b>Leticia Santana/ Joe Eagle</b>
Assessor(s)	<b>Janina Barnes</b> <b>Arlene Wake-Canterbury Dyslexia Centre</b>
Access arrangement facilitator(s)	<b>Linda Spratt- KS5 Senior LSA</b>

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## What are access arrangements and reasonable adjustments?

### Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities, or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'. (<sup>1</sup>AA, Definitions)

### Reasonable adjustments

The Equality Act 2010\* requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on several factors which will include, but are not limited to:

- the needs of the disabled candidate;
- the effectiveness of the adjustment;
- the cost of the adjustment; **and**
- the likely impact of the adjustment upon the candidate and other candidates.

An adjustment will not be approved if it:

- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. (<sup>1</sup>AA, Definitions)

\*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see [AA 1.8](#)). The definitions and procedures in [AA](#) relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

## Purpose of the policy

The purpose of this policy is to confirm that Simon Langton Grammar School for Boys 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.

(JCQ's **General Regulations for Approved Centres**, section 5.4)

This publication is further referred to in this policy as GR

This policy is maintained and held by the ALS lead/SENCo alongside the individual files/e-folders of each access arrangements candidate. Each file/e-folder contains detailed records of all the essential information that is required to be held according to the regulations.

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. (<sup>1</sup>AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'.

<sup>1</sup>This publication is further referred to in this policy as AA

## General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidate.

The SENCo, or an equivalent member of staff within a FE college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.

The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.

The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.

## Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

A copy of the Equalities Policy is kept in the Policies folder in the Exams Office. A copy can also be requested by emailing [exams@thelangton.kent.sch.uk](mailto:exams@thelangton.kent.sch.uk)

An extract from the policy is below:

**The head of centre/senior leadership team will...** recognise 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, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service 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 (GR, section 5.4)

The Access Arrangements Policy further covers the assessment process and related issues in more detail.

## The Assessment Processes

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in AA, section 7.3.

### The qualification(s) of the current assessor(s)

**Janina Barnes- CPT3A**

**Arlene Wake- SpLD APC**

### Appointment of assessors of candidates with learning difficulties

At the point, an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in AA. This process is carried out prior to the assessor undertaking any assessment of a candidate.

### Checking the qualification(s) of the assessor(s)

#### **Process to check qualification of the centre's assessor(s):**

At The Langton, the SENCo or Access Arrangements Co-Ordinator ensures that copies of the qualifications are held on file for all assessors who have produced diagnostic assessments for our students. This enables us to ensure that the correct procedures are being followed.

The majority of our students use the same assessors, who we have an established working relationship with, however if a student seeks a new report from an unknown assessor, we will contact the assessor and ask them to supply us with a copy of their practising certificate.

Our in-house assessor, who is employed by the school, is required to as part of her CPD to ensure she attends the annual JCQ update training at the start of the new academic year.

At the beginning of each year, we check that all the certificates we hold on file are valid and still in date. If an up-to-date certificate is required, we will contact them for a new copy.

The certificates are stored in a file, in the lockable exam access arrangement cabinet, which is easy to access if required when inspected.

### Reporting the appointment of the assessor(s)

Certificates held by the assessors can be found in the GCSE/GCE lockable exam access arrangement cabinet, within the SEND office.

### Process for the assessment of a candidate's learning difficulties by an assessor

- The SENCo/ Access Arrangements Co-Ordinator arranges for the candidate to be assessed by the centre's appointed assessor.
- Before the candidate's assessment, the SENCo/ Access Arrangements Co-Ordinator completes part 1 of Form 8, and will share this with the assessor, i.e. a picture of need is painted as required in Part 1 of Form 8. The SENCo/ Access Arrangements Co-Ordinator and the assessor collaborate to ensure a joined-up and consistent process.
- The assessor is required to establish if the results of tests in literacy and/or cognitive abilities present evidence that the candidate has an impairment which affects their performance.
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional.
- The assessor must carry out tests which are relevant to support the application.

- Current editions of nationally standardised tests which produce standardised scores must be used, where published. The SENCo ensures that old tests are replaced with new editions.
- The candidate's chronological age must be less than the 'ceiling' of the test, unless there is no published test for the candidate's age.
- Results are given as standardised scores which use a mean of 100 and a standard deviation of 15.

### Picture of need/normal way of working

Before the candidate's assessment, the SENCo/ Access Arrangements Co-Ordinator **must** provide the assessor with background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo/ Access Arrangements Co-Ordinator and the assessor **must** work together to ensure a joined-up and consistent process... (AA, section 7.5)

Form 8 is being used to record information about a candidate's access arrangements/reasonable adjustments and can be presented by the SENCo/ Access Arrangements Co-Ordinator for inspection. The candidate's name is recorded on every page of Form 8 and which we store in a hard copy format. The form is only used for candidates with learning difficulties or where a Language Modifier is required.

A Form 8, with Part 2 completed no earlier than the start of Year 9 for GCSE qualifications, may roll forward to GCE AS and/or A-level qualifications where a candidate requires: • 25% extra time; and/or • a scribe

The SENCo/ Access Arrangements Co-Ordinator ensures that Part 1 of Form 8 is completed prior to the assessment. All three questions are addressed within Part 1 of Form 8.

## Processing access arrangements and adjustments

### Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. (Refer to AA, chapter 8 (Processing applications for access arrangements and adjustments) and chapter 6 (Modified papers)).

AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The SENCo/ **Access** Arrangements Co-Ordinator keeps detailed records for inspection purposes, in hard copy paper format, of all the essential information is on file. This includes a signed candidate personal data consent form; a completed *Data protection confirmation by the examinations officer or SENCo* form; a copy of the candidate's approved application; appropriate evidence of need (where required); form 8, form 9, form 8RF, EHCP or letter of specialist stating the candidate's diagnosis (where required); evidence of the assessor's qualification (where required).

The Candidate's **Personal data consent form** and the **Data protection confirmation by the SENCo**, is completed prior to the processing of the online application. This consent form is retained for 26 months from the date of the online application being approved.

To ensure all required essential information is included before processing the application, a front cover checklist is completed, for each candidate.

Our centre applies for the candidate's access arrangements at the beginning of the school year of their external exams. Most of our applications are automatically approved at the time of application, a printed copy of approval is stored within the candidate's file.

Applications for any access arrangements, that are likely to be declined and require a referral to exam boards, are prioritised to ensure that they meet the earlier deadlines set by JCQ or allow a longer wait for the approval by the exam boards. For example, modified papers, over 25% extra time, timetable variation requiring overnight supervision for a candidate with a disability.

Once the application has been made and has been approved, a hard copy is printed and stored within the candidate's exam access file.

### Centre-delegated arrangements/adjustments

The centre-delegated arrangements include Supervised Rest Breaks, laptop, alternative rooming arrangements, exam reader pen, coloured overlay or reading ruler, examinations on coloured paper, non-electronic ear defenders.

The SENCo/ Access Arrangements Co-Ordinator grants Supervised Rest Breaks to candidates with an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act) and a genuine need for the arrangement. Supervised rest breaks might be awarded on account of cognition and learning needs; communication and interaction needs; a medical condition; sensory and physical needs; social, emotional, and mental health needs. Supervised Rest Breaks will be the candidate's normal way of working within the centre. The SENCo/ Access Arrangements Co-Ordinator completes a Form 9 for each candidate.

The school has a word processor policy for laptop use. This is shown below.

All other exam access arrangements as listed above are considered and granted carefully in collaboration with the SENCo/ Access Arrangements Co-Ordinator, the candidate, the candidate's teachers and if required the parents' and/ or a specialist's input. The access

arrangement is put in place after a period of trial and once it is the candidate's normal way of working.

To ensure that all the required evidence to show the picture of need and any required essential information is in place, the SENCo/ Access Arrangements Co-Ordinator produces and completes a cover sheet for each student. This includes a tick list of required evidence and actions.

## **Centre-specific criteria for particular arrangements/adjustments**

### **Word Processor Policy (Exams)**

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

#### **Procedure Statement for Using a Word Processor for Examinations**

##### **Laptop Use Statement**

At The Langton we feel that the use of technology to support students' learning is a necessary step towards inclusion and removing barriers to education. Assistive technology, in the form of a laptop, is a useful tool for our students who have difficulties including SpLD and medical conditions.

Students are not allowed to use a laptop simply because they 'prefer' this means of recording. We ensure the reasons behind its implementation are well understood and the transition to moving across to this means of recording is well explored and supported. It is important that laptop use is embedded as a student's normal way of working.

##### **Expectation**

Students will begin with a trial of laptop use to ensure that as a school we are confident it is the right route to supporting their education. Once it has become their normal way of working both inside and outside of the classroom in each subject, the school will approve this arrangement. All mocks/internal examinations would need to be undertaken on the laptop and evidence of laptop use as normal way of working held on file.

As a school, we are unable to provide laptops for day-to-day life, it is the student's responsibility to ensure they have a laptop for lessons to show it as their normal way of working. Students can use school computers in the library and computer rooms to complete homework tasks if needed. The school will provide the laptops for all formal examinations (GCSE & A Level).

At all points we communicate with parents about the implementation of a laptop so that they can facilitate its safe and proper implementation and use. This includes the safe handling and storage of a device and similarly, the requirements to maintain high levels of organisation through the regular printing of work.

When students are in Post 16 education, we allow them to take a greater level of responsibility and require less parental engagement as we feel they are developing into independent learners. All students in KS3 and KS4 are required to sign a safe laptop use agreement, in collaboration with their parents, prior to the use of a laptop in school and for examinations. In this agreement they sign that they will abide by a number of expectations surrounding appropriate laptop use within this setting. Information relating to this agreement can be made available as required.

##### **Laptop recommendation**

Laptop use can be recommended through several routes within the Faculty of Support:

- Encouraged after a school level screen

- Recommended in a full diagnostic assessment (privately sourced)
- Recommended for those attending 1-1 and small group literacy sessions
- Recommended by the teachers
- Recommended by those supported by SLTS, VI or HI specialists or other medical professionals

### **Laptop Approval**

Reasons for approved laptop use in examination at SLBS can include:

- An assessment or screening, formalising a below average speed of handwriting (<85) or a speed of handwriting highlighted as a 'concern' (85 or 90) as they are likely to struggle to keep up with the pace of the lessons within a grammar setting and could be considerably slower than most of their peers with written output.
- Regular pains in their writing hand, which causes them to take breaks during longer written tasks (that has been observed during lessons or assessment) whose rest breaks are observed as frequent and impacting on output. This can, but not solely, relate to those with Hypermobility/Dyspraxia.
- Students with handwriting difficulties or illegible handwriting that is likely to cause difficulties with legibility for examiners.
- Those with a diagnosed medical condition in which laptop is recommended by medical professionals as a supportive tool.
- A recommendation to support those with poor organisational skills and for whom structuring longer written pieces can be difficult, such as those with SpLD.
- A recommendation for those with poor literacy skills due to the benefits associated with supporting weak processing, supporting planning, ability to restructure and change formats, SPaG support (not in examinations) etc.

## **Alternative Rooming Arrangements Policy**

A decision where an exam candidate may be alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) will be made by the ALS lead/SENCo/ Access Arrangements Co-Ordinator.

The decision will be based on:

- whether the candidate has a substantial and long-term impairment which has an adverse effect **and**
- the candidate's normal way of working within the centre (AA, section 5.16)

In the case of alternative rooming arrangements, the candidate's disability is **established within the centre**. It is known to a Form Tutor, a Head of Year, the SENCo/ Access Arrangements Co-Ordinator or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Alternative rooming arrangements reflect the candidate's normal and current way of working in internal school tests and mock examinations.

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

Some few candidates require a particular seating arrangement, e.g. next to the door or at the back of the exam hall due to their medical needs or a diagnosed impairment. This is facilitated through an LSA within the centre (who has an established working relationship with the candidate) in cooperation with the exam officer who ensure that the candidates needs are being met.