



## Access Arrangements Policy

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<b>Statutory Policy</b>	No
<b>Review Cycle</b>	Annually
<b>Last Review</b>	March 2026
<b>Next review</b>	March 2027

<b>Date of Review</b>	<b>Section/Subheading</b>	<b>Details of changes</b>
November 2024	N/A	No changes made
March 2026	Introduction	Three separate paragraphs condensed into three more concise bullet points (1.1, 1.2, 1.3)
	Aims	Paragraph condensed into more concise information (2.1, 2.2)
	Assessment and Testing	Information split into three subsections (3, 4, 5). Specific standardised scores added (3.5) Changes made in line with updated JCQ regulations included (3.3) Evidence required for extra time made explicit (3.6)
	Additional regulations for Access Arrangements in KS5	Information condensed (6.1, 6.2, 6.3)
	Access Arrangements in KS3	Information condensed (7.1)
	Provisions for students with Access Arrangements in public exams	Changed to 'Exam Arrangements' (8.1, 8.2, 8.3, 8.4)
	Deadlines	Added to this policy as a new section
	Further Enquires	SENDCo's contact information removed



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## 1. Introduction

- 1.1. 'Access arrangements' are agreed adjustments that enable candidates with Special Educational Needs and Disabilities (SEND), or temporary injuries to demonstrate their knowledge in exams without changing the demands of the assessment.
- 1.2. They are the main way awarding bodies meet their duties under the Equality Act 2010 to make reasonable adjustments. The Access Arrangements policy is in line with and bound to Joint Council for Qualifications (JCQ) statutory regulations.
- 1.3. At Stoke Newington School and Sixth Form (SNS), we aim to provide fair, inclusive, and workable arrangements within a mainstream setting. Referrals for access arrangements must come through teaching staff; we do not accept self, or parent/carer referrals.

## 2. Aims

- 2.1. The aims of this policy are to:
  - Remove barriers to assessment where possible, preventing substantial disadvantage.
  - Maintain the integrity of the exam.
  - Ensure no unfair advantage or disadvantage.
- 2.2. The Access Arrangements team will oversee all decisions in line with JCQ regulations.

## 3. Assessment and Testing

- 3.1. In line with JCQ regulations, formal assessments must be conducted within 26 months of the start of a candidates' exam series. As such, the Access Arrangements Team will only begin to assess and begin dialogue from Year 9 onwards.
- 3.2. The Access Arrangements team will undertake a deep dive on the candidate which will include an analysis of:
  - Progress Checks
  - Reading Age scores
  - Cognitive Ability Test (CAT)s data
  - SEND needs
  - Professional reports
- 3.3. From September 2025, before formal testing is administered, there must be teacher evidence of classroom difficulties, mock exam performance, and normal way of working, in a minimum of 3 subjects.
- 3.4. Where there is sufficient evidence that the candidate may be at a 'substantial disadvantage', based on the robust analysis of data and history of need, the access arrangements team will agree to formally assess.
- 3.5. For 25% extra time, candidates must show:
  - Two scores  $\leq 84$ , OR
  - One score  $\leq 84$  and one between 85–89



3.6. In addition, there must be:

- Teacher observations, and
- A minimum of 3 pieces of evidence from mock exams/internal tests showing use and need of extra time.

3.7. Comments from parents are not accepted as evidence.

3.8. Private assessments/reports cannot be submitted; testing must be done by the school's assessors.

3.9. Specialists (for example, a medical consultant or a psychiatrist) are responsible for providing a formal diagnosis. They are not responsible for decisions about access arrangements.

#### **4. Diagnosed needs**

4.1. A diagnosis does not automatically qualify a candidate for access arrangements or reasonable adjustments. The rationale to explain why students with these needs do not automatically qualify is because whilst they have a diagnosis they may not necessarily be 'at a substantial disadvantage in comparison to a candidate who is not disabled.'

4.2. Where a candidate has a diagnosed medical need, ASC and/or ADHD, rest breaks **must** be trialed before awarding extra time.

4.3. Where a candidate has a diagnosis of autism and/or ADHD, there will be no formal testing as no scores are needed as evidence. A **Form 9** will be completed.

#### **5. Medical and Psychological Needs**

5.1. Applications must be supported by evidence from recognised specialists (e.g. CAMHS, consultant, psychologist, SaLT).

5.2. GP letters are not accepted.

5.3. Needs must be known to the school and established over time.

5.4. Requests must be made at least 30 days before an exam.

#### **6. Key Stage 5 (Sixth Form)**

6.1. Previous arrangements from GCSEs must be evidenced. A valid Form 8 can roll forward to A-levels if criteria are still met, but applications must be re-submitted.

6.2. Additional evidence (teacher comments, mock exams) is required at re-submission.

6.3. Referrals in KS5 are rare and must show persistent difficulties over time.

#### **7. Key Stage 3**

7.1. Support may be provided in assessments (e.g. extra time, reader pen) as part of inclusive practice, but this does **not guarantee formal arrangements** at KS4.

#### **8. Exam Arrangements**

8.1. Main Hall

- Extra time (25%)



- Rest breaks
- Reader pens
- Enlarged papers.

#### 8.2. Separate Rooms

- Reader
- Scribe
- Word processor, or
- Approved separate invigilation.

#### 8.3. Supervised Rest Breaks

JCQ now recommends these as often more appropriate than 25% extra time, especially for candidates with anxiety, ADHD, ASD, medical or mental health needs. Breaks must be trialled and recorded before applying for extra time.

#### 8.4. Word Processors

Allowed without application if it is the candidate's normal way of working. Centres must publish a Word Processor Policy. They cannot be granted just for preference or speed.

### 9. Deadlines - JCQ 2025/26

#### 9.1. November 2025 Exams

- Modified papers – 20<sup>th</sup> September 2025
- All other arrangements – 1<sup>st</sup> November 2025

#### 9.2. January 2026 Exams

- Modified papers – 4<sup>th</sup> October 2025
- All other arrangements – 21<sup>st</sup> October 2025

#### 9.3. June 2026 Exams

- Modified papers – 31<sup>st</sup> January 2026
- All other arrangements – 21<sup>st</sup> March 2026

9.4. Late applications only accepted for new diagnoses, temporary injuries, or conditions arising after deadlines.

### 10. Further Enquiries

10.1. Contact to the Access Arrangements Team can be made via [access@sns.hackney.sch.uk](mailto:access@sns.hackney.sch.uk)