

# Access Arrangements Policy 2024/25

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## Version History

Version	Date	Revisions
1.0	September 2023	
2.0	March 2024	Placed on standardised proforma
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\*This policy is reviewed annually to ensure compliance with current regulations.

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## 1. Key staff involved in the access arrangements process

Role	Name(s)
Tutors (QFT and establishing NWoW)	All college teachers and assessors
Level 7 Tutor/ Assessors	L7 assessor Pam Merrick L7 assessor Alex Glynn L7 assessor Julie Probin L7 Assessor Billy Wood L7 Assessor Caroline Ritson L7 Assessor Donna Marsh L7 Assessor Barry Wheller L7 Assessor Stacey Stone L7 Assessor Ben Holden L7 Assessor Teresa McGeough
Neurodiversity Specialist SEND SSPs EAAs for HNLs only.	Specialist SSP Dyslexia/SpLD Deborah Lord Specialist SSP Accessibility/SpLD Lexi Brylak Specialist SSP Accessibility/SpLD Afia Gyamfi
Assistive Technology in Exams	Assistive Technology Assistant Sue Bleasdale
Head of Additional Learning Support (Neurodiversity) SENDCo for EAA purposes	Tracey Melling
Director SEND Learning and Support (validating)	Andrew Hulme
Examination officers (allocating)	<u>Exams Function:</u> Exams Business Relationship Team Leader Ethan Robinson Exams Business Relationship Officer Hasan Udin Exams Business Relationship Officer Joanne Billings Exams Business Relationship Officer Peter Crowe Exams Business Relationship Officer Lisa Clarke Exams Business Relationship Officer Lisa Harrop

EAA applications:

Exams Administrator Team Leader

Exams Administrator

Exams Administrator

Exams Administrator

Steven Cullen

Courtney Motorshead

Phoebe Kerr

Said Omar

## 2. What are access arrangements and reasonable adjustments?

### 2.1. Access arrangements

***“Access arrangements are agreed before an assessment. They allow candidates with 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 particular 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’.”***

[[AA](#) Definitions, page 3]

### 2.2. Reasonable adjustments

*“The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.*

***A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.***

*How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.*

*There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.”*

[[AA](#) Definitions, page 3]

## 3. Purpose of the policy

The purpose of this policy is to confirm that The Manchester College complies with its *“...obligation to identify the need for, request and implement access arrangements...”*

[JCQ *General Regulations for Approved Centres*, 5.5]

This publication is further referred to in this policy as [GR](#).

The policy is annually reviewed to ensure that arrangements 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*.

This publication is further referred to in this policy as [AA](#).

#### 4. Disability Policy (exams)

A large part of the access arrangements policy is covered in the Disability 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 centre's Disability Policy is kept inside the JCQ folder for each respective campus where exam access arrangements are administered. [GR 5.4]

The access arrangements policy further covers the assessment process and related issues in more detail.

#### 5. The assessment process

Assessments are carried out by an assessor(s) appointed by the Head of Additional Learning Support (Neurodiversity). The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

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

Name	Job Title	Qualification
Pam Merrick	L7 Assessor	Level 5 Diploma in Teaching Learners with SPLD  Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A
Alex Glynn	L7 Assessor	Level 5 Diploma in Teaching Learners with SPLD  Level 7 Teaching and assessing learners with SpLD)
Julie Probin	L7 Assessor	Level 7 PG Dip in Dyslexia Research & Practice
Billy Wood	L7 Assessor	Level 5 Diploma in Teaching Learners with SPLD  Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A

Name	Job Title	Qualification
Barry Wheller	L7 Assessor	Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A
Donna Marsh	L7 Assessor	Level 7 PG Cert in Teaching learners with SpLDs Level 7 PG Cert in Specialist Assessment
Caroline Ritson	L7 Assessor	Level 7 Cert in Specific Learning Difficulties (SpLDs) - Dyslexia
Ben Holden		Level 7 PG Cert in Specialist Assessment
Stacey Stone		Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A
Teresa McGeough		Level 7 Masters degree in Dyslexia Research and Practice
Deborah Lord	Senior SSP Dyslexia/SpLD	Level 5 Diploma in Teaching Learners with SPLD Level 7 PG Cert in Specialist Assessment
Lexi Brylak	Senior SSP/Accessibility	Enrolled onto Level 5 Diploma in Teaching Learners with SPLD
Afia Gyamfi	Senior SSP/Accessibility	Enrolled onto Level 5 Diploma in Teaching Learners with SPLD
Tracey Melling	Head of Additional Learning Support (Neurodiversity)	Level 5 Diploma in Teaching Learners with SPLD Level 7 Teaching and assessing learners with SpLD)

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

All assessor's qualifications are checked upon recruitment, signed and copied by Head of Additional Learning Support (Neurodiversity) and forwarded to HR. Copies of certificates are kept in respective JCQ folders on each campus where exam access arrangements are administered. As part of annual appraisal CPD needs are identified to assure the currency of qualifications is maintained.

All assessments within JCQ folders are checked and signed by the Head of Additional Learning Support (Neurodiversity), supported by an appropriately qualified tutor in the case of File Notes.

Assessments are conducted by personnel within the Supported Learning Department (above) who forward associated paperwork to the examinations team.

## **5.3 How the assessment process is administered**

There are usually two processes for referral; the first is self-referral by the student and the second is tutor or support worker referral. At this time, tutors or support workers are asked to fill out a form which details the student's normal way of working in class as well as in tests or mock exams.

Upon receipt of a referral, an initial interview is carried out with the student, which involves ascertaining what they believe to be their areas of need, their previous education history as well as any official documentation detailing an SEND or medical condition such as an EHCP or a consultant letter. If applicable a short BDA screening is administered.

There are, broadly, two pathways which are followed:

1. If the learner has written evidence of a prior medical condition or learning difficulty/ disability, such as an Education, Health & Care Plan, Speech and Language Report, CAMHS or Educational Psychologist Report, a Form 9 will be completed by a qualified Level 7 Assessor or Specialist Support Practitioner for Neurodiversity or Accessibility, once medical evidence or official documentation from the L.A. or learner has been received,
2. When a learner is referred to the team and there is no prior evidence of a General or Specific Learning Disability/Difficulty, an assessor with a Level 7 SpLD qualification will complete an assessment of Literacy skills and speed of processing. If appropriate, a Form 8 will be completed by a tutor with a Level 7 SpLD qualification.

This information is sent to the Exam Office via EBS On Track, who apply for the relevant access arrangements.

The centre does not undertake assessments for private candidates.



## 5.4 Recording evidence of need

Three or more of the following pieces of evidence are collected for each student one of which is always a Normal Way of Working

- Initial referral documents- SpLD Tutor, support worker
- Initial interview/screener- History of need, SpLD Tutor specialist support worker
- Student Learning Strategies - SpLD Tutor, specialist support worker
- Normal Way of Working (to include evidence of the impact of teaching and learning and intervention, also support strategies and adjustments in place- Curriculum Tutor, SEND Support Practitioner
- Previous assessment reports - Specialist teacher/ Educational Psychologist.
- EHCPs/ assessment of SEN
- Medical evidence (Hospital letters) including CAMHS
- Local Authority letters
- Speech and Language assessment
- Mock exam/test papers- tutors
- Evidence of use of support in past exams- Exams Officers
- Learner Information Portal comments- Tutors/ support staff.

## 5.5 Gathering evidence to demonstrate *normal way of working*

Individual tutors are requested to supply detailed evidence of the *normal way of working* when they request exams access arrangements assessment from assessors within the Supported Learning Department. They will also be asked for evidence of past exams and tests when the student requires assessment for extra time, as per the 2024.25 JCQ Regulations. Details of how to make such requests are regularly publicised by means of cross college communications.

Normal way of working is defined by JCQ as

*“The arrangement(s) put in place must reflect the support given to the candidate in the centre†, for example:*

- *in the classroom (where appropriate);*
- *working in small groups for reading and/or writing;*
- *literacy support lessons;*
- *literacy intervention strategies;*
- *in internal school tests/examinations;*
- *mock examinations.*

*For candidates with learning difficulties this is typically the background information recorded within Part 1 of Form 8 by the assessor working within the centre.*

*Assessors must refer to section 7.6.2, page 110, for information on how to confirm ‘normal way of working’. †The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment ...”*

## 6. Processing access arrangements

### 6.1 Arrangements 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 listed on page 2 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

Once tutors have requested candidates be assessed and all appropriate documentation is in place, the Head of Additional Learning Support (Neurodiversity) countersigns the associated documentation to assure quality and consistency. Assessors then send the completed documents to the exams team/ Neurodiversity Team Admin using EBS OnTrack whose responsibility it is to complete the AAO.

It is the examination officers' or Neurodiversity Team admin responsibility to confirm when individual candidates have been processed successfully in order that assessors can feed back to tutors and their learners. Similarly where applications are unsuccessful the reason why, and any corrective actions requires reporting back.

When examination officers or Neurodiversity Team admin have successfully completed the AAO it is their responsibility to save a copy of the approval in the respective students EBS On Track EAA area.

### 6.2 Centre-delegated access arrangements

Those arrangements which may be granted by the centre and appropriate evidence held on file or those arrangements that do not need to be recorded, are processed in a similar way to those that require approval. All completed paperwork is uploaded to EBS On Track for recording on the internal student information system. The Exams Officer or Neurodiversity Team admin records the specific exam access arrangements on any exam board paperwork required and acknowledges receipt of the centre granted arrangements via EBS On Track record.

## 7. Centre-specific criteria for particular access arrangements

### 7.1. Separate invigilation within the centre

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and evidence of disability is provided, not simply because this is the candidate's preferred way of working within the centre.

The Manchester College has a bespoke Word Processor and assistive technology Policy which sites separate to this policy. A copy can be found within the JCQ folders on campuses where exam access arrangements area administered and applied.

### 7.2 Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the examinations team upon the advice and guidance validated through the access arrangements administration process by the Head of Additional Learning Support (Neurodiversity).

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.”*

A separate room, or smaller room will only be recommended by the Assessor if there is evidence of Disability and substantial need is provided, and it is the candidate's Normal Way of Working. For further specific detail of how all centre granted access arrangements are decided upon and the level of evidence required and recorded on file, please see **Appendix 1**.

## 8. Equality and Diversity

Students can expect an inclusive and supportive learning environment whatever their background.

## 9. Related Policies and Procedures

- Student Safeguarding Policy
- Equality, Diversity, and Inclusion Policy
- TMC Access Arrangements Policy
- TMC Word Processor Policy

## **10. Location and Access to this Policy**

- Staff HUB
- Student HUB

## Appendix 1 Types of Access Arrangements and TMC Procedure, and Evidence Requirements.

### Policy Description

This policy outlines the procedures and responsibilities relating to Exam Access arrangements within the College.

### Supporting documentation:

- Normal Way of Working form

### Links to other documentation:

- JCQ access arrangements <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>
- Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>
- SEND Code of Practice 2014 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Children and Families Act 2014 <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

### Links to other policies:

- Examination Policy
- Disability Policy
- Word Processor & Assistive Technology Policy
- Overlay Policy
- Data Protection Exams Policy
- SEND Policy

We do accept previous EAA reports, Dyslexia diagnosis and letters from medical specialists, from outside assessors, schools and medical professionals as evidence of history of need, however **the final decision regarding which EAAs are appropriate and applied for, remains with the TMC Assessor/ SSSP making the application in conjunction and working collaboratively with the SENDCo or FE Equivalent (Head of ALS Neurodiversity)**. Professionals can provide evidence to back up an application for exam access arrangement, however they cannot make any decisions about specific support for the centre. They do this **using TMC policies and procedures**, detailed below. Students who received certain EAAs in school, may not receive the same EAAs at college. External reports of this kind will be used as evidence to create a picture of need. However, **Assessors will use this information** in conjunction with **current TMC EAA Policy**, **all current assessments** that they complete themselves and any **feedback from tutors** and support staff in regard to **Normal Way of Working** at this point in a learner's education. At TMC we are aware that student's needs do change over time, and **we support students**

**to work towards independence**, and while some students require more support in college than they did at school, many students find that their support needs diminish due to learning appropriate strategies. We promote the use of our Study Hubs for students to acquire these strategies towards independence.

At TMC, a student's **Normal Way of Working** in exams will be to handwrite their answers to exam questions in a room with their peers, with no support for reading being given. If, due to a learning difficulty or disability a student requires differing arrangements to be put in place than the TMC Exam Normal Way of Working, an assessment of need will be completed. In compliance with the Equality Act 2010, where evidence that a learner has a physical or mental impairment or condition that has a substantial and long-term negative effect on normal everyday activities, **any appropriate exam access arrangements that are the student's Normal Way of Working will be applied for or centre granted.** **If there is no evidence of Normal Way of Working within the classroom, no application will be made.**

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
<b>Coloured overlay</b> (Pg 83)	Learner experiences visual disturbance and uses an overlay in class. Learner is advised regarding TMC overlay policy and is informed that if they bring an overlay to the exam, they will be allowed to take it into the exam.	Normal Way of Working form not necessary	<ul style="list-style-type: none"> <li>• If coloured Overlay is the only reasonable adjustment no further evidence required on file</li> <li>• If coloured Overlay is part of a series of Access Arrangements, then note that an Overlay may be brought to the exam on paperwork.</li> <li>• <b>Learner responsible for bringing overlay to exam</b></li> </ul>
<b>Prompter</b> (Pg 74)	Learning Difficulty or medical condition that leads to lack of focus, easy distraction or poor time estimation that will lead to exam performance being seriously impaired	Describe the nature of the barrier, its impact in class and what measures are in place to support in class	<ul style="list-style-type: none"> <li>• Normal Way of Working form</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• <b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
<p><b>Alternative rooming arrangements</b> (Separate invigilation 1-1) (Pg 83)</p>	<p>Behavioural, emotional, social need, medical condition, physical disability, psychological need that will lead to impaired performance within normal exam conditions, or that the learner could cause substantial disturbance to other learners within the exam. <b>Staff should always assume small group room first and then only 1-1 as a special case with substantial evidence. (Medical condition requiring monitoring of condition &amp;/or treatment within the exam, or where other students will be adversely affected by behavioural needs)</b> <b>Nervousness, low level anxiety or worry about exams is not sufficient grounds for separate invigilation within the centre. (Page 84)</b></p>	<ul style="list-style-type: none"> <li>Describe the nature of the need and how it is supported within the classroom. Does the learner regularly have to leave the room for Time Out, or to work in a different environment with support on a 1-1 basis?</li> <li><b>Substantial evidence</b> that the student disrupts classes, and details of how you manage this day to day in class – behaviour plans in place?</li> <li>Include medical or other evidence</li> <li>Discuss the option of being in a small group and record the outcome of this discussion</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or <b>specialist medical notes</b> that are available. <b>An appointment card for counselling or ProMonitor comment from SE staff is NOT enough to warrant 1-1 invigilation</b></li> <li>If 1-1 separate invigilation is required due to the potential disturbance of other students, then substantial evidence of this is required from tutors and Support Staff.</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>
<p><b>Alternative rooming arrangements</b> Smaller room up to 4 learners (Pg 83)</p>	<p>Behavioural, emotional, social need, medical condition, physical disability, psychological need that will lead to impaired performance within normal exam conditions <b>Nervousness, low level anxiety or worry about exams is not sufficient grounds for separate invigilation within the centre. (Page 84)</b></p>	<ul style="list-style-type: none"> <li>Describe the nature of the need and how it is supported within the classroom. <b>Does the learner work within a smaller group setting, or do they leave class to work elsewhere with a small group?</b></li> <li>Include medical or other evidence where possible</li> <li><b>Decision made that learner does not require 1-1 invigilation, or evidence received does not provide enough history of need for a 1-1 invigilation</b></li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or <b>medical notes/ evidence of counselling</b> that are available</li> <li><b>A ProMonitor comment from SE staff is NOT enough to warrant separate invigilation in a smaller room.</b></li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
<b>Supervised Rest Breaks</b> (Pg 40)	Learning difficulty, behavioural emotional social need, medical condition, physical disability, psychological need that leads to learner needing rest breaks in order to sustain performance in exam conditions	<ul style="list-style-type: none"> <li>Describe the nature of the need and how it is supported within the classroom</li> <li>Include medical or other evidence where possible</li> <li>Confirm that having frequent breaks is the learner's normal way of working</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li>Form 9 to be completed, unless a Form 8 is required, add detail to Form 8. No need for 2 separate documents to be completed.</li> <li>Signed Data Protection Notice</li> </ul>
<b>Use of Word Processor with SPAG turned OFF</b> (Pg 71)	<p>Slow rate of writing, illegible handwriting or handwriting that deteriorates under stress. This level of need <b>must</b> be significant enough so they would be considered to have a disability under the Equality Act, "a substantial and long term adverse effect on their ability to write legibly". Writing must be illegible to the teacher and spellings should be unrecognisable as the target word.</p> <p>Injury, physical disability, normal way of working</p>	<ul style="list-style-type: none"> <li>Describe the nature of the learner's difficulties</li> <li>Provide evidence of handwritten and typed scripts (ideally mock exam questions) and note differences in quality of language or rate of writing</li> <li><b>Confirm that word processing is the normal way of working within the classroom for this learner</b></li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Evidence of learning difficulty or disability required either externally or through Assessment by Assessor for speed of processing, illegible handwriting or Spelling.</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>
<b>Extra time 25%</b> (Pg 41)	Learning difficulty, medical, physical or physiological requirement or visual or hearing impairment which has an adverse effect on the candidate's speed of processing	<ul style="list-style-type: none"> <li>Indicate the nature of the learner's processing problem and how it is supported in the classroom</li> <li>A clear picture of trialling rest breaks in the first instance, before considering extra time in the classroom, along with evidence of why rest breaks alone are not sufficient. Discuss with learner how extra time will be used and record this on referral form</li> <li>Confirm that it is the learner's normal way of working to use extra time</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form with clear evidence that rest breaks alone are not sufficient and that there are no further alternatives to a recommendation for extra time. We will also require physical evidence of previous tests or exams from tutors.</li> <li>Formal assessment, EHCP or medical notes that are available. Speed of processing tests must assess differing areas of cognitive processing.</li> <li>Form 8 or Form 9 depending on support need.</li> <li>Signed Data Protection Notice</li> </ul> <p><b>Roll forwards:</b></p> <ul style="list-style-type: none"> <li><b>We would still require clear evidence that the EAAs granted are still required, are NWoW and</b></li> </ul>



Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
			<p><b>that they still meet the published criteria in this year's JCQ Regulations.</b></p>
<p><b>Extra Time above 25%</b> (Pg 41)</p>	<p>Learning difficulty, medical, physical or physiological requirement or visual or hearing impairment which has a significant and substantial adverse effect on the candidate's speed of processing.</p>	<ul style="list-style-type: none"> <li>Indicate the nature of the learner's processing problem and how it is supported in the classroom</li> <li><b>Include examples of unfinished timed assessments</b> Discuss with learner how above 25% extra time will be used and record this on referral form</li> <li>Confirm that it is the learner's normal way of working to use substantial amounts of extra time</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form that shows a clear and consistent need for more than 25% extra time and that rest breaks alone are not sufficient and that there are no further alternatives to a recommendation for extra time.</li> <li>Formal assessment, EHCP or medical notes that are available that paint a clear and <b>substantial evidence of need</b>, or at least 2 scores of less than 70 when assessing speed of processing during a Form 8 assessment.</li> <li><b>Form 8 for all students with LDD, even those with EHCP, Form 9 for support needs other than LDD.</b></li> <li>Signed Data Protection Notice</li> </ul> <p><b>Roll forwards:</b></p> <ul style="list-style-type: none"> <li><b>We would still require clear evidence that the EAAs granted are still required, are NWoW and that they still meet the published criteria in this year's JCQ Regulations.</b></li> </ul>
<p><b>Reader 1-1</b> (Pg 54)</p>	<p>Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed and where the learner receives significant support within the classroom environment when completing tasks that require reading and understanding of texts</p> <p><b>Please note – a reader is not a Communication Professional, nor an Oral</b></p>	<ul style="list-style-type: none"> <li>Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed</li> <li>Describe how this is supported in class and confirm that reading support is the learner's normal way of working, <b>that they receive 1-1 support in class with their reading.</b></li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form that shows clear picture of <b>consistent 1-1 support</b> when completing reading-based tasks.</li> <li><b>A 1-1 reader will not be recommended unless the student receives 1-1 reading support within the classroom.</b></li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>EHCP or medical applications to show significant need for reading support.</b></li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
	<p>Language Modifier, if either of these EAAs are required in addition, they should be detailed in any college paperwork as separate support.</p>	<p>Please note – a reader should not be recommended for the Functional Skills reading paper or parts of the GCSE English exams where reading is being tested.</p>	<ul style="list-style-type: none"> <li>• Learning difficulty assessments must show evidence of single word reading, comprehension or speed of reading standard scores below 85 to ensure no unfair advantage is gained, otherwise group reader must be considered as first option.</li> <li>• <b>Form 9</b> unless a student with LDD requires extra time and/or a Scribe then <b>Form 8</b> must be used.</li> <li>• Signed Data Protection Notice</li> </ul> <p><b>Roll forwards:</b> We would still require clear evidence that the EAAs granted are still required, are NWoW and that they still meet the published criteria in this year’s JCQ Regulations.</p>
<p><b>Shared Reader/ Computer Reader</b> (Pg 54)</p>	<p>Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed</p> <p><b>Please note – a reader is not a Communication Professional, nor an Oral Language Modifier, if either of these EAAs are required in addition, they should be detailed in any college paperwork as separate support.</b></p> <p>EAL???</p>	<ul style="list-style-type: none"> <li>• Describe nature of learner’s need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed</li> <li>• Describe how this is supported in class and confirm that reading support is the learner’s normal way of working</li> </ul> <p><b>Please note – a shared reader should not be recommended for the Functional Skills reading paper or parts of the GCSE English exams where reading is being tested.</b></p>	<ul style="list-style-type: none"> <li>• Normal Way of Working form that shows a clear picture of need for support with reading within the classroom environment. <b>Support will be intermittent but consistently required.</b></li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• <b>EHCP or medical applications to show significant need for reading support.</b></li> <li>• Learning difficulty assessments must show evidence of single word reading, comprehension or speed of reading standard scores below 85 to ensure no unfair advantage is gained.</li> <li>• Form 9 unless a student with LDD requires extra time and/or a Scribe then Form 8 must be used.</li> <li>• Signed Data Protection Notice</li> </ul> <p><b>Roll forwards:</b></p>

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			<ul style="list-style-type: none"> <li>• We would still require clear evidence that the EAA's granted are still required, are NWoW and that they still meet the published criteria in this year's JCQ Regulations.</li> </ul>
<b>Reading Pen/ Read Aloud</b> (Pg 62)	Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed	<ul style="list-style-type: none"> <li>• Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed</li> <li>• Describe how this is supported in class and confirm that reading support is the learner's normal way of working</li> </ul> <p><b>A reader pen/ read aloud can be recommended in FS and GCSE exams testing reading, but only if the student can access the exam using the AT equipment totally independently.</b></p>	<ul style="list-style-type: none"> <li>• Normal Way of Working form that shows that <b>the learner has used a Reader Pen/ Computer Reader within the classroom environment and that there is evidence of a disability or learning difficulty</b> and is working towards independence in accessing texts using Assistive Tech.</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• File Note or Form 8</li> <li>• Signed Data Protection Notice</li> </ul>
<b>Scribe/ Speech Recognition Software/ Laptop with SPAG switched on</b> (Pg 62)	<ul style="list-style-type: none"> <li>• Physical disability, medical condition or recent injury preventing writing</li> <li>• Visual impairment and cannot touch type or use a Braille</li> <li>• Learning difficulties that means that writing cannot be read by others</li> <li>• Writes so slowly that answers cannot be fully recorded even with extra time</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature of the difficulty – include examples of handwritten and scribed work (where appropriate) and comment on quality of language</li> <li>• Describe how need is supported in class and confirm that using a scribe is the learner's normal way of working</li> </ul> <p><b>Please note – a scribe should not be recommended for the Functional Skills written paper or parts of the GCSE English exams where writing skills are being tested.</b> For GCSE a Scribe can be recommended, however the student must be</p>	<ul style="list-style-type: none"> <li>• Normal Way of Working form that shows a <b>clear and consistent picture of the learner requiring 1-1 support</b> in class in order to record their answers to class based tasks.</li> <li>• <b>A scribe will not be recommended unless the student receives 1-1 support for writing within the classroom.</b></li> <li>• <b>Laptop with SPAG switched on</b> will only be granted where the student qualifies for a Scribe, their spellings are unrecognisable as the target word, and it is their evidenced NWoW.</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• Form 8 or Form 9 dependant on support need</li> </ul>

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		<p>made aware that they will not be awarded any SPAG marks in the parts testing writing.</p> <p><b>Speech recognition software can be recommended in FS and GCSE exams testing writing skills but only if the student can access the exam using the AT equipment totally independently.</b></p>	<ul style="list-style-type: none"> <li>Signed Data Protection Notice</li> </ul> <p><b>Roll forwards:</b> We would still require clear evidence that the EAAs granted are still required, are NWoW and that they still meet the published criteria in this year's JCQ Regulations.</p>
<p><b>Oral Language Modifier</b> (Pg 74)</p>	<ul style="list-style-type: none"> <li>Learning Difficulty, Deaf/ Hearing Needs, disability such as Autistic Spectrum Condition or significant Speech and Language barriers that lead to significantly poor receptive language skills that is does not allow the learner to show their knowledge of a subject area due to difficulties understanding the question, and what is being asked of them.</li> </ul> <p>Please note an OLM is not a Reader nor a Communication Professional, if these EAAs are required, they must be recorded as separate EAAs on any paperwork</p>	<ul style="list-style-type: none"> <li>Describe the nature of the difficulty – why does the learner requires the language modifying in their exam? Comment on the significant nature of the need. <b>Comment in detail on the observations of the learner when attempting a literacy-based task.</b></li> <li>Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed.</li> <li>Describe how need is supported in class and confirm that using a scribe is the learner's normal way of working.</li> <li>An OLM must not be used in exams testing reading.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form that shows a clear and significant barrier to completing class work due to <b>severe, persistent and long term difficulties understanding complex carrier language</b>. Have in mind the standard score required for an OLM and the need to create a substantial picture of need. <b>A learner requiring an OLM will have an SSP in class with them to support their needs at all times.</b></li> <li><b>Standard scores must be below 69 in tests of reading comprehension or expressive/ receptive vocabulary.</b></li> <li>Formal assessment, EHCP or medical notes that are available</li> <li>Form 8</li> <li>Signed Data Protection Notice</li> </ul>
<p><b>Practical Assistant</b> (Pg 81)</p>	<ul style="list-style-type: none"> <li>A medical Condition which means that the learners will need support from another person to complete certain aspects of their assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class. What does the tutor do to make reasonable adjustments? Does the learner have a practical assistant in classes?</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form showing clear evidence of need for support from another human to complete tasks in classes.</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the</li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
			<p>detail within this. No need for a separate document.</p> <ul style="list-style-type: none"> <li>• Signed Data Protection Notice</li> </ul>
<p><b>Communication Professional</b> (Pg 79)</p>	<ul style="list-style-type: none"> <li>• Deaf learner or someone who uses BSL as their first language.</li> <li>• <b>Please note a Communication Professional is not a reader nor an Oral Language Modifier. If these EAAs are required in addition to a CSW, then they must be recorded on all EAA paperwork.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature of the barrier, its impact in class and what measures are in place to support in class. What does the tutor do to make reasonable adjustments? Do the learners have a CSW in class or use radio aids to access learning in the classroom?</li> </ul> <p><b>A CSW should not be used in FS English exams testing reading or Speaking &amp; Listening. These exams must be accessed without any human support whatsoever.</b></p>	<ul style="list-style-type: none"> <li>• Normal Way of Working form showing evidence of CSW support in class</li> <li>• Note rules on CSW for GCSE and FS English and Maths.</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• <b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>• Signed Data Protection Notice</li> </ul>
<p><b>Braille Transcripts</b> (Pg 73)</p>	<ul style="list-style-type: none"> <li>• Significant Visual Impairment or where a learner is registered as Blind.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature of the barrier, its impact in class and what measures are in place to support in class. What reasonable adjustments does the tutor put in place to enable the learner to access learning? Are papers usually provided in braille for the learner, do they use Assistive Tech to access learning independently at times? Do they have an SSP in class to support their learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Normal Way of Working form</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• <b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>• Signed Data Protection Notice</li> <li>• <b>Please take into consideration, the very tight deadlines for applying for braille transcripts and treat as a priority at the beginning of each academic year.</b></li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
<b>Modified Papers</b> (Pg 93)	<ul style="list-style-type: none"> <li>Significant Visual Impairment or where a learner is registered as Blind.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class. What reasonable adjustments does the tutor put in place to enable the learner to access learning? Are papers usually modified for the learner, do they use Assistive Tech to access learning independently at times? Do they have an SSP in class to support their learning?</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li>Please only recommend</li> <li>File Note or Form 8 dependant on other EAAs being applied for</li> <li>Signed Data Protection Notice</li> <li><b>Please take into consideration, the very tight deadlines for applying for modified papers and treat as a priority at the beginning of each academic year.</b></li> </ul>
<b>Bi-lingual dictionary &amp; 25% Extra Time</b> (Pg 86)	<ul style="list-style-type: none"> <li>The learner must have entered the country within 3 years of taking the exam they are entered for. The learner should have had no knowledge of English before entering the country</li> </ul>	<ul style="list-style-type: none"> <li>NWOW containing clear evidence from the tutor that the use of a bi-lingual dictionary is the learners Normal Way of Working and that the learner fails to complete work on a regular basis because they take so much time checking words in the bi-lingual dictionary.</li> <li>The extra time <b>should not be used</b> due to difficulties with reading and writing in English, but for slow use of a bi-lingual dictionary.</li> </ul> <p><b>A bilingual dictionary should not be recommended when the student uses other methods such as a lingua pen, or online translation services to check language difficulties. It is not their NWoW.</b></p> <p><b>This is a rare and exceptional application.</b></p>	<ul style="list-style-type: none"> <li>A Form BD25 containing the following information:             <ul style="list-style-type: none"> <li>Evidence that the learner's first language is not English</li> <li>Evidence that the learner entered the country within 3 years of sitting the planned exam.</li> <li>The learner had no knowledge of English before moving to England</li> <li>Evidence from NWOW that the learner must refer to the Bi-Lingual dictionary so often that it impedes completion of the exam.</li> <li>Significant evidence of difficulties in both languages and performance in non-language-based tests show the potential benefit of rest breaks in exams.</li> </ul> </li> <li>Normal Way of Working Form</li> <li>A signed and dated Data Protection Notice</li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
			<p>If a student produces a translated copy of evidence of learning difficulty in their first language, we can complete non-language-based tests to consider the full suite of EAAs where appropriate.</p>
<p><b>Bi-lingual dictionary only</b> (Pg 87)</p>	<ul style="list-style-type: none"> <li>The learner must have entered the country within 3 years of taking the exam they are entered for. The learner should have had no knowledge of English before entering the country</li> </ul>	<ul style="list-style-type: none"> <li>NWOW containing clear evidence from the tutor that the use of a bi-lingual dictionary is the learners Normal Way of Working</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>
<p><b>Colour paper</b> (Pg 83)</p>	<ul style="list-style-type: none"> <li>Learning Difficulty or medical condition where learner experiences visual disturbance and is provided with coloured paper in class.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>While teachers may provide resources in different colours for students, students will only have this applied to exams where there is evidence of a learning difficulty or medical condition that requires paper based exams being printed onto CREAM colour paper only.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>

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<b>Mobile phone to monitor medical conditions</b> (Pg 88)	<ul style="list-style-type: none"> <li>Medical condition that requires continuous monitoring or treatment during an exam</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier to learning if there is one.</li> <li>Explain how the student's medical condition is monitored and treated within the classroom. Is there a PEEP or a medical care plan in place?</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>Form 9</b></li> <li>Signed Data Protection Notice</li> </ul>
<b>Noise cancelling headphones</b> (Pg 83)	<ul style="list-style-type: none"> <li>Learning Difficulty or medical condition that leads to lack of focus, easy distraction or anxiety due to noise or silence that will lead to exam performance being seriously impaired</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain what impact removing the noise cancelling headphones from the student would have in an exam situation.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>
<b>Fidget toys and stress balls</b> (Pg 83)	<ul style="list-style-type: none"> <li>Learning Difficulty or medical condition that leads to lack of focus, easy distraction or anxiety that will lead to exam performance being seriously impaired</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain what impact removing the fidget toy or stress ball from the student would have in an exam situation.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>
<b>iPad for easy reader/ apps for visual impairment such as calculator etc.</b> (Pg 83)	<ul style="list-style-type: none"> <li>Significant Visual Impairment or where a learner is registered as Blind.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain how the student uses assistive technology within the classroom to access the curriculum.</li> <li>Explain how you ensure that the student is working towards independence using</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> </ul>



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<b>RNIB print disabled for open book exams</b>		these apps on their iPad, and how you make sure there is no access to content that may give them an unfair advantage.	
<b>Low vision magnifier</b> (Pg 83)	<ul style="list-style-type: none"> <li>Significant Visual Impairment or where a learner is registered as Blind.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain how the student uses the low vision magnifier in classes to support learning and to access the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> <li>.</li> </ul>
<b>Timer on a candidate's desk</b> (Pg 83)	<ul style="list-style-type: none"> <li>There must be evidenced need due to long term substantial medical or sensory need.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain how the student uses the timer in classes to support learning and to access the curriculum, and how they will use this in the exams.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> <li>.</li> </ul>
<b>Squared paper for visual perception difficulties</b> (Pg 83)	<ul style="list-style-type: none"> <li>A condition that affects visual perception or a visual impairment.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain how the student uses the squared paper in classes to support learning and to access the curriculum, and how they will use this in the exams.</li> <li>Confirm that this will not give the student an unfair advantage in exams.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> <li>.</li> </ul>

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<b>Remote Invigilation</b> (Pg 88)	<ul style="list-style-type: none"> <li>A formally diagnosed medical condition, a physical disability that requires significant mobility support or other condition where the student is at a disadvantage having to be on campus early in the morning. A significant temporary illness or injury</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>A clear and substantial case is required to be made to evidence why this arrangement is required.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li>Form 9</li> <li>Signed Data Protection Notice</li> <li>Substantial evidence will be required and paperwork will be forwarded to the exam board for a final decision. Decision is made on an individual basis.</li> </ul>
<b>Timetabled delay to starting time</b> (Pg 89)	<ul style="list-style-type: none"> <li>A formally diagnosed medical condition, a physical disability that requires significant mobility support or other condition where the student is at a disadvantage having to be on campus early in the morning.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>A clear and substantial case is required to be made to evidence why this arrangement is required.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li>Form 9</li> <li>Signed Data Protection Notice</li> <li>Substantial evidence will be required and paperwork will be forwarded to the exam board for a final decision. Decision is made on an individual basis.</li> </ul>
<b>Listening to music/ white noise</b> (Pg 90)	<ul style="list-style-type: none"> <li>Significant sensory impairment, possibly Autism or a mental health condition.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>Explain how the student uses the music/ white noise in classes to support learning and to access the curriculum, and how they will use this in the exams.</li> <li>Confirm that this will not give the student an unfair advantage in exams.</li> </ul>	<ul style="list-style-type: none"> <li>Normal Way of Working form</li> <li>Formal assessment, EHCP or medical notes that are available</li> <li><b>File Note</b> if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the detail within this. No need for a separate document.</li> <li>Signed Data Protection Notice</li> <li></li> </ul>

Access Arrangement	Why apply for this?	What to include on Normal Way of Working referral form – Tutor responsibilities	Evidence required in Student Folder – Neurodiversity Team responsibilities
<p><b>Module exemptions</b> (Pg 85)</p>	<ul style="list-style-type: none"> <li>• Student, who due to a disability cannot perform part of an assessed course as the support received would have an unfair advantage on the learning outcomes being assessed. For example the use of a human reader in exams testing reading, or a Communication Professional in an exam testing the ability to speak and listen.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the nature of the barrier, its impact in class and what measures are in place to support in class.</li> <li>• Which modules are the student being exempt from?</li> <li>• Functional Skills English at least module must be completed for the aware to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Normal Way of Working form</li> <li>• Formal assessment, EHCP or medical notes that are available</li> <li>• <b>JCQ Exemption form</b> completed and signed by student</li> <li>• Signed Data Protection Notice</li> <li>•</li> </ul>