Access Arrangements Policy 2026/27

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

Contents

1. Key staff involved in the access arrangements process 3
2. What are access arrangements and reasonable adjustments? 5
2.1. Access arrangements 5
2.2. Reasonable adjustments 5
3. Purpose of the policy 6
4. Equalities Policy (exams) 6
5. The assessment process 6
5.1 The qualification(s) of the current assessor(s) 7
5.2 Checking the qualification(s) of the assessor(s) 9
5.3 How the assessment process is administered 10
5.4 Recording evidence of need 12
5.5 Gathering evidence to demonstrate *normal way of working* 12
6. Processing access arrangements 12
6.1 Arrangements requiring awarding body approval 12
6.2 Rolling forward previous access arrangements 13
6.3 Centre-delegated access arrangements 14
7. Centre-specific criteria for particular access arrangements 15
7.1. Word Processor and Assistive Technology policy (exams) 15
7.2 Separate invigilation within the centre 16
8. Equality Impact Assessment 17
Appendix 18
Types of Access Arrangements and TMC Procedure, and Evidence Requirements. 18

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	Amy Gregg
	L7 Assessor	Donna Marsh
	L7 Assessor	Rachel Wilson
	L7 Assessor	Stacey Stone
	L7 Assessor	Ben Holden
	L7 Assessor	Alison Mollon
	L7 Assessor	Lorna Murie
	L7 Assessor	Alexandra Owen
	L7 Assessor	Vacancy
	L7 Assessor	Vacancy
	L7 Assessor (no longer at the college)	Teresa McGeough
	L7 Assessor (no longer at the college)	Caroline Ritson
Neurodiversity Specialist SEND SSPs EAAs for HNLs only.	Specialist SSP Accessibility/SpLD	Lexi Brylak
	Specialist SSP Accessibility/SpLD	Afia Gyamfi
	Specialist SSP Accessibility/SpLD	Grant Hurst
	Specialist SSP Accessibility/ SpLD	Abby Watts
	Specialist SSP Dyslexia/SpLD (No longer at the college)	Deborah Lord

Assistive Technology in Exams	Assistive Technology Assistant — Sue Bleasdale Assistive Technology Assistant — Allison Redlich
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 Leade — 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 — Phoebe Kerr Exams Business Relationship Officer — Lisa Harrop <u>EAA applications:</u> Exams Administrator Team Leader — Steven Cullen Exams Administrator — Courtney Mottershead Exams Administrator — Molly Richardson Exams Administrator — Said Omar Exams Administrator — Charley Hemingbrough Exams Administrator — Hazal Tuglaci

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 13]

2.2. 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 skills of the student to access the exam paper
- 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;
- the student has not reached full confidence in using the arrangement and it is not yet their current and usual normal way of working.
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'"

[AA *Definitions*, page 13]

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. Equalities Policy (exams)

A large part of the access arrangements policy 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 centre's Equalities 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.

The assessment process

Form 8 assessments are carried out by assessors appointed by Head of Additional Learning Support (Neurodiversity).

The assessors are appropriately qualified as required by JCQ regulations in AA 7.3.4:

An access arrangements assessor must have successfully completed a postgraduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training in all of the following:

- the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;
- the appropriate use of nationally standardised tests for the age group being tested;

- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading comprehension, reading speed and spelling;
- appropriate methods of assessing writing skills, including speed, must also be covered;
- the appropriate selection and objective use of tests of cognitive skills (see paragraph 7.5.12);
- the ethical administration of testing, including the ability to understand the limitation of their own skills and experience and to determine when it is necessary to refer the candidate to an alternative professional.

Students with sensory needs, or complex Assistive Technology support needs, will be completed by the Departmental Leader Neurodiversity in collaboration with the teams Assistive Technology Assistants. This provides a centralized and consistent approach with a named person responsible for communications with external specialist advice.

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
Donna Marsh	L7 Assessor	Level 7 PG Cert in Teaching learners with SpLDs Level 7 PG Cert in Specialist Assessment

Name	Job Title	Qualification
Amy Gregg	L7 Assessor	Level 7 Post graduate certificate in Specific Learning Difficulties
Rachel Wilson	L7 Assessor	Level 7 Post graduate certificate in Specific Learning Difficulties
Ben Holden	L7 Assessor	Level 7 PG Cert in Specialist Assessment
Stacey Stone	L7 Assessor	Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A
Lorna Murie	L7 Assessor	PG Cert in Teaching Students with Dyslexia
Alison Mollon	L7 Assessor	PG Cert in Teaching Students with Dyslexia
Alexandra Owen	L7 Assessor	Level 7 Post graduate certificate in Specific Learning Difficulties
Vacancy	L7 Assessor	
Vacancy	L7 Assessor	
Teresa McGeough (no longer at the college)	L7 Assessor	Level 7 Masters in Dyslexia Research & Practice
Caroline Ritson (no longer at the college)	L7 Assessor	PG Cert in Teaching Students with Dyslexia
Lexi Brylak	Senior SSP/Accessibility	Enrolled onto Level 5 Diploma in Teaching Learners with SPLD Access Arrangements Coordination (AA-C)
Afia Gyamfi	Senior SSP/Accessibility	Enrolled onto Level 5 Diploma in Teaching Learners with SPLD Access Arrangements Coordination (AA-C)
Grant Hurst	Specialist SSP Accessibility	Enrolled onto Level 5 Diploma in Teaching Learners with SPLD Access Arrangements Coordination (AA-C)

Name	Job Title	Qualification
Abby	Specialist SSP Accessibility	Access Arrangements Coordination (AA-C)
Deborah Lord (no longer with the college)	Specialist SSP Dyslexia/SpLD	Level 5 Diploma in Teaching Learners with SPLD Level 7 PG Cert in Specialist Assessment
Sue Bleasdale	Assistive Technologist	Level 5 Diploma in Teaching Learners with SPLD
Allison Redlich	Assistive Technologist	
Tracey Melling	Head of Additional Learning Support (Neurodiversity)	Level 5 Diploma in Teaching Learners with SPLD Level 7 Teaching and assessing learners with SpLD) Level 7 Cert in Psychometric Testing Assessment and Access Arrangements CPT3A

All assessors at The Manchester College:

- have a thorough understanding of the current edition of the JCQ document Access Arrangements and Reasonable Adjustments and the principles, procedures and accountabilities involved;
- are familiar with the Equality Act 2010 (although it is not their role to determine what is a 'reasonable adjustment', this will help identify access arrangements that might assist the candidate in examinations and assessments and are thus potentially reasonable adjustments);
- either hold an appropriate qualification to teach and make recommendations for secondary aged or adult learners who have learning difficulties or be an HCPC registered psychologist

The Head of Additional Learning Support Neurodiversity ensures that all Assessors have up to date knowledge of the latest version of the JCQ Reasonable Adjustments and Access Arrangements Regulations.

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

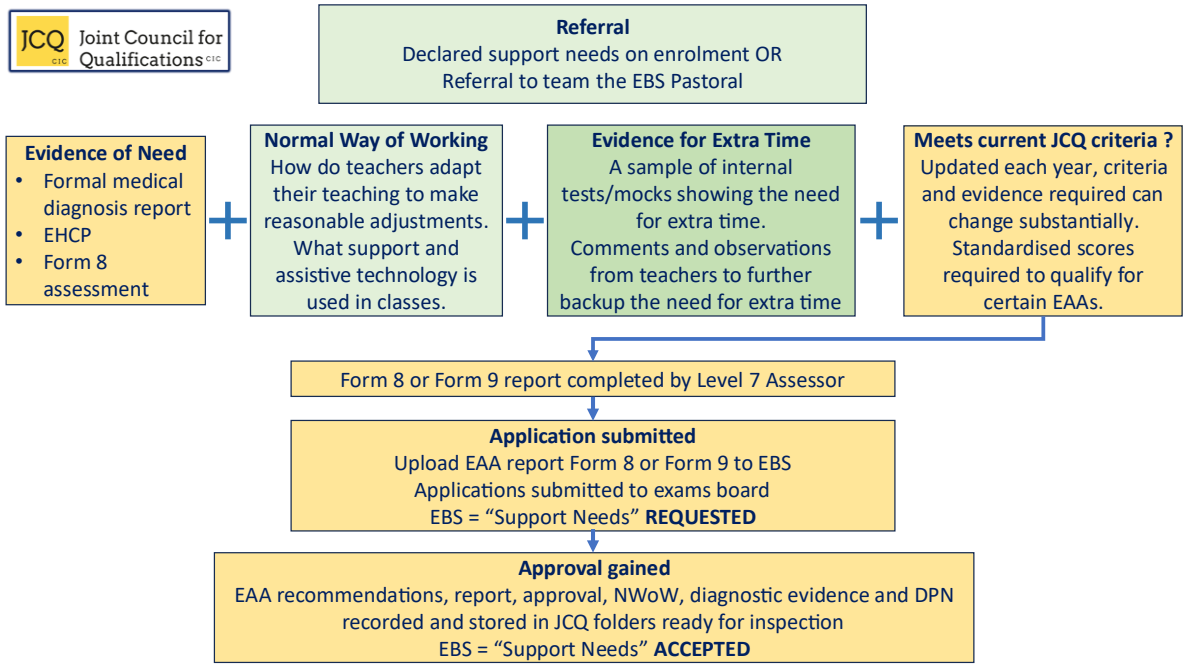
certificates are kept in respective JCQ folders on each campus where exam access arrangements are administered. As part of annual appraisal CPD needs are identified to assure the currency of qualifications is maintained.

All assessments within JCQ folders are sampled and quality assured by the Head of Additional Learning Support (Neurodiversity), supported by the Departmental Team leader Neurodiversity.

The college has also implemented a robust cycle of Mock Inspections to further quality assure compliance to JCQ Regulations. The Manchester College promote the preparation for employment and independence through the use of Assistive Technology in exams.

Assessments are conducted by personnel within the Supported Learning Department (above) who upload assessments to a secure section of the college management information system, EBS.

5.3 How the assessment process is administered

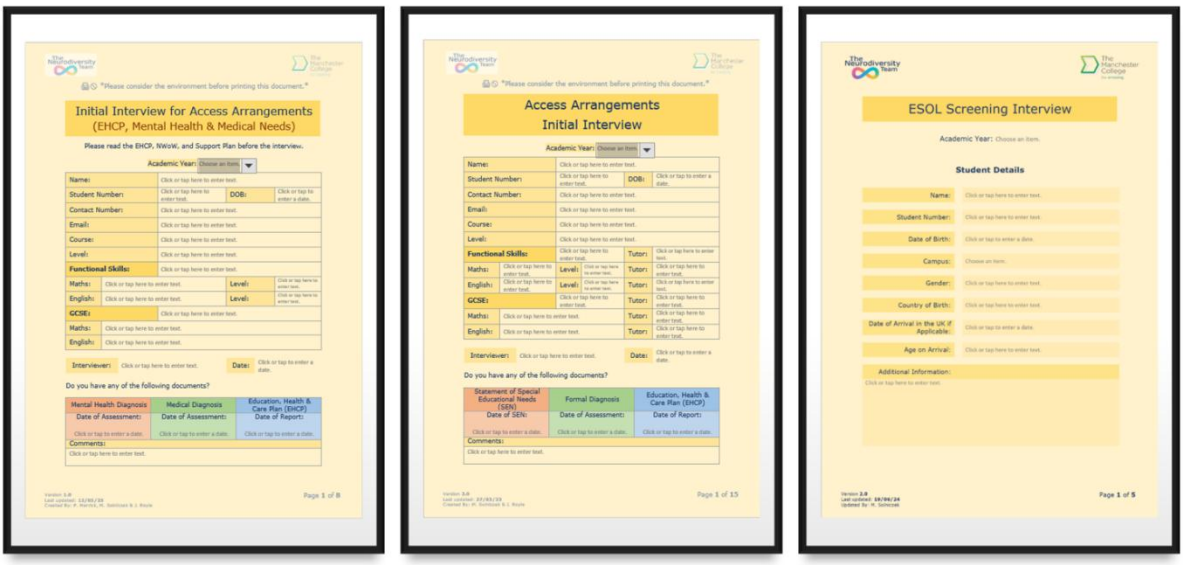


There are usually two processes for referral; the first is self-referral by the student on enrolment and the second is tutor or support worker referral. Currently, tutors or support workers are asked to fill out a form which details the student's normal way of working in class as well as in tests or mock exams. The centralised normal way of working is updated each year in line with JCQ requirements. This year a section has been add to allow teachers to upload their evidence of extra time being required and used in class based activities.

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.

If a student has English as an Additional Language a further specific initial interview is completed to ensure that the Level 7 Assessor can ascertain the origins of the student's barriers to learning, be they related to a SEND/ medical need or due to English not being their first language.



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 shared with 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

At least four of the following pieces of evidence are collected for each student one of which is always a Normal Way of Working. Mandatory items are highlighted.

- Initial referral documents- SpLD Tutor, S/SSP
- Initial interview/screener- History of need, SpLD Tutor, S/SSP
- Student Learning Strategies - SpLD Tutor, S/SSP
- **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.**
- 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 for any application for extra time**
- 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 2026.27 JCQ Regulations. Details of how to make such requests are regularly publicised by means of cross college communications.

Normal Way of Working is collected via internal EBS systems.

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.

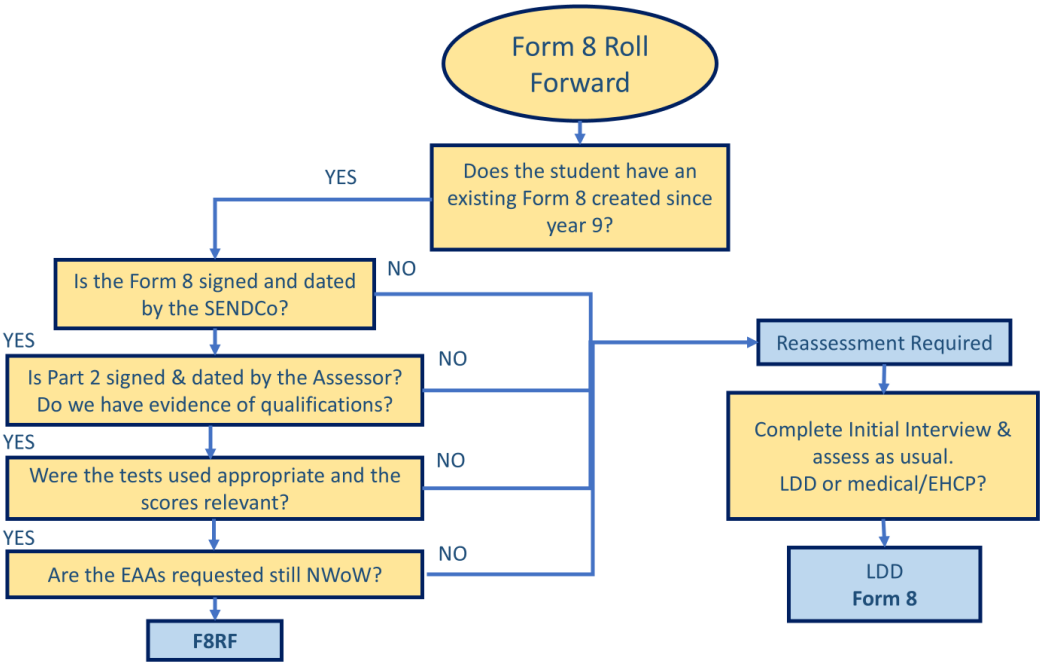
AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

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.

Rolling forward previous access arrangements



6.2 Centre-delegated access arrangements

Those arrangements which may be granted by the centre's SENDCo/ Head of ALS Neurodiversity 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.

The final decision about which arrangements will be requested, or granted, remains with the SENDCo/ Head of ALS (Neurodiversity). This process is delegated to Level 7 Assessors, working under the EAA Policy. Should a teacher, student or parent/carer disagree with the decision made by the college Level 7 Assessors, they have the right to request an explanation/investigation of the decision made. However, should the outcome of any investigation mean that Access Arrangements remain different to those requested by teachers, students or parent/ carers, the SENDCo or Head of ALS Neurodiversity's decision is final.

Verbal abuse of Supported Learning staff will not be tolerated, and should any team member be subject to abuse, communications will be ended between parties.

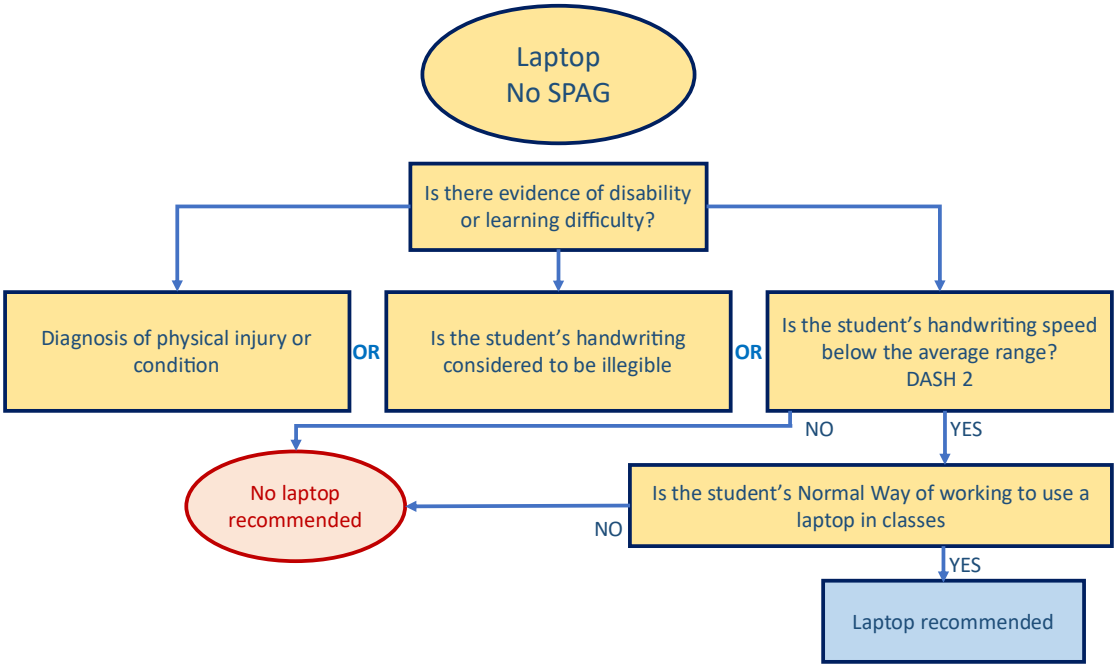
7. Centre-specific criteria for particular access arrangements

7.1. Word Processor and Assistive Technology policy (exams)

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.

Evidence will be sought for any medical condition or injury, or psychometric testing will be completed to identify whether typing does provide a reasonable adjustment or not.

Evidence of typing speed will be collected and recorded in EAA paperwork



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.

If a student requires the use of a laptop, with spelling, grammar and punctuation available, the student will also be assessed against criteria for the use of a scribe.

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). This will not be based purely on exam nerves and anxiety.

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 Impact Assessment

Are there concerns that this policy could have an adverse impact on any of these protected is action required?		If Yes, is action required?
Age	No	
Disability	Yes	Student with visual needs are prioritised before all other students with learning difficulties and disabilities due to the shorter deadlines applying for modified and tactile papers. Delay in processing these applications, would lead to students not receiving their modified or tactile papers in time for the exam. Students who require a practical assistant may not be recommended this support in exams if this would undermine the learning outcomes being assessed. This is covered by Section 96 (7-8) of the Equality Act where awarding bodies are not under any legal responsibility to make reasonable adjustments as this would lead to an unfair advantage and damage the integrity of the qualification being assessed.
Gender reassignment	No	
Marriage or civil partnership	No	
Pregnancy and maternity	No	
Race	No	
Religion	No	
Sex	No	
Sexual orientation	No	
EIA Summary		
Person responsible for EIA	Tracey Melling (HoD Neurodiversity & EAAs) and Marie Stock, Vice Principal	
EIA Outcome & statement		
The Access Arrangements and Laptop and Assistive Technology Policies have been created in conjunction with the most up to date published copy of the JCQ Access Arrangements, Reasonable Adjustments and Special Consideration Regulations. JCQ Regulations are updated each year and inform current assessments for exams access support. It directly considers the recommendation to promote the use of Assistive Technology to promote independence and prepare students for work life.		

Appendix

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-andspecial-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-ofpractice-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

Referrals for Exam Access Arrangements are received from a number of different methods: on application, through the transitions team, by a course teacher and self-referral once on course. Tutors can refer learners to the Neurodiversity Team by completing a Normal Way of Working Form and completing a referral form using email. Course teachers will also be able to refer a student to the Team using our new QR referral system.

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
Coloured overlay (Pg 81)	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 Supported Learning do not provide overlays	If coloured Overlay is the only reasonable adjustment no further evidence required on file If coloured Overlay is part of a series of Access Arrangements, then note that an Overlay may be brought to the exam on paperwork. **Learner responsible for bringing overlay to exam**
Prompter (Pg 71)	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	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Alternative rooming arrangements (Separate invigilation 1-1) (Pg 82)	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. **Staff should always assume small group room first and then only 1-1 as a special case with substantial**	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? **Substantial evidence** that the student disrupts classes, and details	Normal Way of Working form Formal assessment, EHCP or **specialist medical** notes that are available. **An appointment card for counselling or ProMonitor comment from SE staff is NOT enough to warrant 1-1 invigilation** 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.

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
	evidence. (Medical condition requiring monitoring of condition &/or treatment within the exam, or where other students will be adversely affected by behavioural needs) **Nervousness, low level anxiety or worry about exams is not sufficient grounds for separate invigilation within the centre. (Page 82)**	of how you manage this day to day in class – behaviour plans in place? Include medical or other evidence Discuss the option of being in a small group and record the outcome of this discussion	**File Note** 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.
Alternative rooming arrangements Smaller room (Pg 81)	Behavioural, emotional, social need, medical condition, physical disability, psychological need that will lead to impaired performance within normal exam conditions **Nervousness, low level anxiety or worry about exams is not sufficient grounds for separate invigilation within the centre. (Page 84)**	Describe the nature of the need and how it is supported within the classroom. **Does the learner work within a smaller group setting, or do they leave class to work elsewhere with a small group?** Include medical or other evidence where possible **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**	Normal Way of Working form Formal assessment, EHCP or **medical notes/ evidence of counselling** that are available **A ProMonitor comment from SE staff is NOT enough to warrant separate invigilation in a smaller room.** **File Note** 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.

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
Supervised Rest Breaks (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	Describe the nature of the need and how it is supported within the classroom Include medical or other evidence where possible Confirm that having frequent breaks is the learner's normal way of working	Normal Way of Working form Formal assessment, EHCP or medical notes that are available 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.
Use of Word Processor with SPAG turned OFF (Pg 69)	Slow rate of writing, illegible handwriting or handwriting that deteriorates under stress. This level of need **must** 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. Injury, physical disability, normal way of working	Describe the nature of the learner's difficulties Provide evidence of handwritten and typed scripts (ideally mock exam questions) and note differences in quality of language or rate of writing **Confirm that word processing is the normal way of working within the classroom for this learner**	Normal Way of Working form Evidence of learning difficulty or disability required either externally or through Assessment by Assessor for speed of processing, illegible handwriting or Spelling. An assessment of typing speed. Formal assessment, EHCP or medical notes that are available **File Note** 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.

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
Extra time 25% (Pg 40)	Learning difficulty, medical, physical or physiological requirement or visual or hearing impairment which has an adverse effect on the candidate's speed of processing	Indicate the nature of the learner's processing problem and how it is supported in the classroom **A clear picture of trialling rest breaks in the first instance, rest breaks must be exhausted,** 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 Confirm that it is the learner's normal way of working to use extra time	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. Formal assessment, EHCP or medical notes that are available. Speed of processing tests must assess differing areas of cognitive processing. Form 8 or Form 9 depending on support need. Evidence of tests/mocks must be provided to show a clear need for extra time. **Roll forwards:** **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.**
Extra Time above 25% (Pg 46)	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.	Indicate the nature of the learner's processing problem and how it is supported in the classroom **Include examples of unfinished timed assessments** Discuss with learner how above 25% extra time will be used and record this on referral form	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. Formal assessment, EHCP or medical notes that are available that paint a clear and **substantial evidence of need**, or at least 2 scores of less

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
		Confirm that it is the learner's normal way of working to use substantial amounts of extra time	than 70 when assessing speed of processing during a Form 8 assessment. Evidence of tests/mocks must be provided to show a clear need for extra time. **Form 8 for all students with LDD, even those with EHCP, Form 9 for support needs other than LDD.** **Roll forwards:** **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.**
Reader 1-1 (Pg 52)	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 **Please note – a reader is not a Communication Professional, nor an Oral Language Modifier, if either**	Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed Describe how this is supported in class and confirm that reading support is the learner's normal way of working, **that they receive 1-1 support in class with their reading.** **Please note – a reader should not be recommended for the**	Normal Way of Working form that shows clear picture of **consistent 1-1 support** when completing reading-based tasks. **A 1-1 reader will not be recommended unless the student receives 1-1 reading support within the classroom.** Formal assessment, EHCP or medical notes that are available **EHCP or medical applications to show significant need for reading support.** **Learning difficulty assessments must show evidence of single word reading, comprehension or speed of reading standard**

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
	of these EAAs are required in additional, they should be detailed in any college paperwork as separate support.	**Functional Skills reading paper or parts of the GCSE English exams where reading is being tested.**	**scores below 85 to ensure no unfair advantage is gained, otherwise group reader must be considered as first option.** **Form 9** unless a student with LDD requires extra time and/or a Scribe then **Form 8** must be used. **Roll forwards:** **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.**
Shared Reader/ Computer Reader (Pg 52)	Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed **Please note – a reader is not a Communication Professional, nor an Oral Language Modifier, if either of these EAAs are required in additional, they should be detailed in any college paperwork as separate support.**	Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed Describe how this is supported in class and confirm that reading support is the learner's normal way of working **Please note – a shared reader should not be recommended for**	Normal Way of Working form that shows a clear picture of need for support with reading within the classroom environment. **Support will be intermittent but consistently required.** Formal assessment, EHCP or medical notes that are available **EHCP or medical applications to show significant need for reading support.** **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.** Form 9 unless a student with LDD requires extra time and/or a Scribe then Form 8 must be used.

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
	For students with English as an Additional Language*	**the Functional Skills reading paper or parts of the GCSE English exams where reading is being tested**.	**Roll forwards:** **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.** **Test of single word reading or speed of reading with a standard score of less than 85**
Reading Pen/ Read Aloud (Pg 60)	Visual impairment or learning difficulty that leads to learner performing significantly less well than peers in either reading accuracy, comprehension or speed	Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed Describe how this is supported in class and confirm that reading support is the learner's normal way of working **A reader pen/ read aloud can be recommended in FS and GCSE exams testing reading, but only if the student can access the exam**	Normal Way of Working form that shows that **the learner has used a Reader Pen/ Computer Reader within the classroom environment and that there is evidence of a disability or learning difficulty** and is working towards independence in accessing texts using Assistive Tech. Formal assessment, EHCP or medical notes that are available File Note or Form 8/9 if applying for other EAAs that require a form to be completed

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
		using the AT equipment totally independently.	
Scribe/ Speech Recognition Software/ Laptop with SPAG switched on (Pg 61)	Physical disability, medical condition or recent injury preventing writing Visual impairment and cannot touch type or use a Brailler Learning difficulties that means that writing cannot be read by others Writes so slowly that answers cannot be fully recorded even with extra time	Describe the nature of the difficulty – include examples of handwritten and scribed work (where appropriate) and comment on quality of language Describe how need is supported in class and confirm that using a scribe is the learner's normal way of working **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**. For GCSE a Scribe can be recommended, however the student must be made aware that they will not be awarded any SPAG marks in the parts testing writing.	Normal Way of Working form that shows a **clear and consistent picture of the learner requiring 1-1 support** in class in order to record their answers to class based tasks. **A scribe will not be recommended unless the student receives 1-1 support for writing within the classroom.** **Laptop with SPAG switched on** 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. Formal assessment, EHCP or medical notes that are available Form 8 or Form 9 dependant on support need **Roll forwards:** **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.**

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
		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.	
Oral Language Modifier (Pg 72)	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. 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	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. **Comment in detail on the observations of the learner when attempting a literacy-based task.** Describe nature of learner's need – indicate that the learner performs significantly below peers in reading accuracy, comprehension or speed. Describe how need is supported in class and confirm that using a scribe is the learner's normal way of working. An OLM must not be used in exams testing reading.	Normal Way of Working form that shows a clear and significant barrier to completing class work due to **severe, persistent and long term difficulties understanding complex carrier language**. Have in mind the standard score required for an OLM and the need to create a substantial picture of need. **A learner requiring an OLM will have an SSP in class with them to support their needs at all times.** **Standard scores must be below 69 in tests of reading comprehension or expressive/ receptive vocabulary.** Formal assessment, EHCP or medical notes that are available Form 8

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
Practical Assistant (Pg 78)	A medical Condition which means that the learners will need support from another person to complete certain aspects of their assessment.	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? Must consult with class teachers to ensure the learning outcomes of the course will no be affected by any EAAs.	Normal Way of Working form showing clear evidence of need for support from another human to complete tasks in classes. Formal assessment, EHCP or medical notes that are available **File Note** 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.
Sign Language Professional (Pg 76)	Deaf learner or someone who uses BSL as their first language. **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 recorded on all EAA paperwork.**	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? **A CSW should not be used in FS English exams testing reading or Speaking & Listening. These exams must be accessed without any human support whatsoever.**	Normal Way of Working form showing evidence of CSW support in class Note rules on CSW for GCSE and FS English and Maths. Formal assessment, EHCP or medical notes that are available **File Note** 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.

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
Braille Transcripts (Pg 71)	Significant Visual Impairment or where a learner is registered as Blind.	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?	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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. **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.**
Modified Papers (Pg 91)	Significant Visual Impairment or where a learner is registered as Blind.	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?	Normal Way of Working form Formal assessment, EHCP or medical notes that are available Please only recommend File Note or Form 8 dependant on other EAAs being applied for **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.**

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
Bi-lingual dictionary & 25% Extra Time (Pg 85)	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	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. The extra time **should not be used** due to difficulties with reading and writing in English, but for slow use of a bi-lingual dictionary. **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.** **This is a rare and exceptional application.**	A File Note, unless already completing a Form 8 or 9. A Evidence that the learner's first language is not English Evidence that the learner entered the country within 3 years of sitting the planned exam. The learner had no knowledge of English before moving to England Evidence from NWOW that the learner must refer to the Bi-Lingual dictionary so often that it impedes completion of the exam. Significant evidence of difficulties in both languages and performance in non-language-based tests show the potential benefit of rest breaks in exams. Normal Way of Working Form **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.**

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
Bi-lingual dictionary only (Pg 84)	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	NWOW containing clear evidence from the tutor that the use of a bi-lingual dictionary is the learners Normal Way of Working	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Colour paper (Pg 81)	Learning Difficulty or medical condition where learner experiences visual disturbance and is provided with coloured paper in class.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. 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 BUFF colour paper only.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Mobile phone to monitor medical conditions (Pg 86)	Medical condition that requires continuous monitoring or treatment during an exam	Describe the nature of the barrier to learning if there is one. 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?	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **Form 9**

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
Noise cancelling headphones (Pg 82)	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	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. Explain what impact removing the noise cancelling headphones from the student would have in an exam situation.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Fidget toys and stress balls (Pg 81)	Learning Difficulty or medical condition that leads to lack of focus, easy distraction or anxiety 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. Explain what impact removing the fidget toy or stress ball from the student would have in an exam situation.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
iPad for easy reader/ apps for visual impairment such as calculator etc. (Pg 81)	Significant Visual Impairment or where a learner is registered as Blind.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. Explain how the student uses assistive technology within the classroom to access the curriculum. Explain how you ensure that the student is working towards	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.

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
RNIB print disabled for open book exams		independence using these apps on their iPad, and how you make sure there is no access to content that may give them an unfair advantage.	
Low vision magnifier (Pg 81)	Significant Visual Impairment or where a learner is registered as Blind.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. Explain how the student uses the low vision magnifier in classes to support learning and to access the curriculum.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Timer on a candidate's desk (Pg 82)	There must be evidenced need due to long term substantial medical or sensory need.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. 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.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.
Squared paper for visual perception difficulties (Pg 82)	A condition that affects visual perception or a visual impairment.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. Explain how the student uses the squared paper in classes to support	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** if no other EAAs required. Where other EAAs are required on a Form 8 or Form 9 add the

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
		learning and to access the curriculum, and how they will use this in the exams. Confirm that this will not give the student an unfair advantage in exams.	detail within this. No need for a separate document.
Remote Invigilation (Pg 86)	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	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. A clear and substantial case is required to be made to evidence why this arrangement is required.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available Form 9 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.
Timetabled delay to starting time (Pg 86)	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.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. A clear and substantial case is required to be made to evidence why this arrangement is required.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available Form 9 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.

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
Listening to music/ white noise (Pg 89)	Significant sensory impairment, possibly Autism or a mental health condition.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. 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. Confirm that this will not give the student an unfair advantage in exams.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **Form 9**
Module exemptions (Pg 83)	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.	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. Which modules are the student being exempt from? Functional Skills English at least module must be completed for the aware to be successful.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **JCQ Exemption form** completed and signed by student

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
Doodle Paper (Pg 81)	Attention & concentration difficulties	Describe the nature of the barrier, its impact in class and what measures are in place to support in class. 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.	Normal Way of Working form Formal assessment, EHCP or medical notes that are available **File Note** 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.