



Kimbolton School
Cambridgeshire

ACCESS ARRANGEMENTS POLICY

Policy owner: SENCo
Governor Committee: Education
Policy Summary Statement: To ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.

Release Date:	Autumn 2025
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Access Arrangements Policy

INTRODUCTION

This policy's purpose is to ensure that

1. The provision of the SEN and Disability Act 2001, Disability Discrimination Act 1995 and Revised Code of Practice for SEN 2014 are put into place in our setting.
2. The provision of the Race Relations (Amendment Act) 2000 together with the Race Relations Act 1976 and subsequent code of practice underpin all aspects of the School's work.
3. The school is compliant with legislative exam board rules and appliance.
4. Kimbolton School has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its ...obligation to identify the need for, request and implement access arrangements...(General Regulations for Approved Centres, section 5.4)
5. This policy is maintained and held by the SENCo alongside the individual file and e-folders of each candidate with access arrangements. Each individual pupil's file *and* e-folder contains detailed records of all the essential information required for inspection and in accordance with the regulations.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents

- Equality Act 2010; SEND Code of practice (updated April 2020)
- Schools SEN information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding Policy; Accessibility plan

Definitions : Access arrangements and reasonable adjustments

The Equality Act 2010 places a duty upon schools not to discriminate against disabled people or pupils in their access to education. Selection for admission for a school by way of academic testing is a 'permitted form of selection' under the Equality Act 2010. Schools do, however, have a duty to make reasonable adjustments for disabled pupils in operating a selection process. Such adjustments may include making access arrangements.

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

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

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

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An adjustment will not be approved if it:

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

This is because the adjustment is not 'reasonable'.

For the sake of clarity, and to avoid any misunderstanding, the following terms are clearly defined in the Appendix

- Access arrangements
- Reasonable adjustments
- Disability
- Special Educational Needs

Types of access arrangements

Applicants with disabilities, learning difficulties and/or temporary conditions may require a range of access arrangements that may include:

- supervised rest breaks
- a prompter
- smaller or separate invigilation
- alternative accommodation arrangements
- extra time
- a reader
- a scribe
- coloured overlays
- coloured/enlarged papers (Note that the examples given are *illustrative* only and not exhaustive)

Introduction

What are access arrangements and reasonable adjustments?

Examinations are to test the knowledge of the candidate, not to test how well they sit an exam. For some of our pupils there are barriers to them demonstrating this knowledge and for these pupils we make reasonable adjustments to reduce these barriers. These adjustments are called access arrangements. The Joint Council for Qualifications (JCQ) oversee the regulations and awarding of access arrangements (AAs) representing the main awarding bodies including AQA, Edexcel/Pearson, OCR. All international GCSEs have their own separate regulations.

In order for pupils to be considered for an access arrangement they have to be disabled using the definition of a disability from The Equality Act 2010:

"A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

<http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

Long-term is defined as lasting or is likely to last for more than 12 months.

General principle

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing the pupil from being placed at a substantial



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disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.

The SENCo **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course and **must** always be approved **before** an examination or assessment.

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

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

Equalities Policy (Exams)

A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy (Exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams. **The head of centre and senior leadership team will...** recognise its duties towards disabled candidates, ensuring compliance with all aspects of the Equality Act 2010, particularly Section 20 (7).

This **must** include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. Where the centre is under a duty to make a reasonable adjustment, the centre **must not** charge a disabled candidate any additional fee in relation to the adjustment or aid.

The assessment process

Assessments are carried out by approved assessors appointed by the Head of centre. Assessors are appropriately qualified as required by JCQ regulations in AA 7.3

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

At Kimbolton School Rachel Jackson, she is suitably qualified as the assessor. Her qualifications are below :

Awarding body : Real Training - qualification awarded 2025 (RQT 426856) Specialist

Qualification : CCET+AAC = CPT3A

Appointment of assessors of candidates with learning difficulties

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

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

Evidence that the assessors are suitably qualified is held by the SENCo. Each individual pupil file, where an external assessment is being used for access arrangement purposes, will have a copy of the assessor's credentials on the file record. This may include a screen shot or downloading the qualifications from the HCPC website as per JCQ regulations, to be presented to the JCQ Centre Inspector by the SENCo on request.

This is obtained at the point of engagement/employment and **prior** to the assessor undertaking any assessment of a candidate.

These above checks would similarly apply for a candidate transferring to a different school at the start of Year 12 as well as those who remain at the same school and transfer from Year 11 to Year 12.



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Suitable qualification(s) of all assessors

The assessor (internal or external) will hold as a minimum, a post graduate qualification in individual specialist assessment at or equivalent to level 7; or is a specialist teacher assessor holding a current SpLD Assessment Practising Certificate; or is a psychologist holding HCPC registration.

Requesting Access Arrangements

The school has its own internal procedure to identify pupils who may be eligible for access arrangements. If parents or pupils enquire about an access arrangement assessment by contacting the Head of Academic Support. This will trigger an internal investigation during which we look at whether learning needs are substantial enough to reach the threshold(s) set by JCQ to be awarded.

This investigation involves

- dialogues with the pupil
- feedback from the parent
- involvement from teachers who currently teach the pupil
- possible trialling of an arrangement (prior to any formal agreement being reached) to explore the effectiveness and validity of it. *This should not be interpreted as the access arrangement being agreed and awarded.*
- appropriate eligibility assessments conducted

If criteria are met, an assessment and latterly, if necessary, an application will be made. We are not permitted to award access arrangements without following this process. It is considered malpractice and could result in future exam marks being invalidated. The pupil and parent/carers will be kept fully informed throughout.

Deadlines

External prospective pupil applications.

For those sitting our February entrance tests, requests for access arrangements must be sent to the Registrar by the end of the Autumn term in the year prior to entry. For any mid phase tests, assessment information must be sent to the Registrar at least one week before the day the exam is being sat. Parents are advised of their application outcome before the entrance test is sat. Due to the timescales and staffing or room implications, late applicants may not be accommodated. Consideration will always be given to the individual needs of pupils wherever possible.

Current Kimbolton pupils are assessed for GCSE exams between July (end of third year/ year 9) and November of 4th year (Year 10). This means the test will remain valid within 24 months of the actual exam at the end of 5th year. For A Level exams the students are assessed in year 12 during the autumn term. This allows arrangements to be trialed and agreed for implementation in mock exams prior to the final exams. In order to ensure the arrangement is agreed there is a requirement to provide evidence of need during the course of their GCSE or A Level exams.

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Evidence required (for all access arrangements)

All applications require supporting evidence to show that, without the access arrangement, the applicant would be at a substantial disadvantage (when compared with other, non-disabled candidates undertaking the assessment).

The evidence must include:

- relevant information/evidence of the nature and extent of the disability or difficulty, i.e. the impairment which has a substantial and long-term adverse effect on the pupil e.g. their speed of processing, thus showing the pupil is disabled within the meaning of the Equality Act 2010
- confirmation that the candidate has persistent and significant difficulties when accessing and processing information
- evidence of how the disability/difficulty has impacted on teaching and learning to confirm that the access arrangement requested is the pupil's normal way of working in school as a direct consequence of their need
- the name of the access arrangements that they are requesting

The only exception to this is where an arrangement is put in place as a consequence of a temporary injury or impairment. In this case, evidence will be required of the extent of the injury that necessitates access arrangements being made.

Evidence provided may include:

- a letter from CAMHS, a clinical psychologist, a hospital consultant, or a psychiatrist;
- a letter from the Local Authority Educational Psychology Service, Local Authority

Sensory Impairment Service or Occupational Health Service;

- a letter from a Speech and Language Therapist (SaLT);
- a specialist assessment completed by a suitably qualified practitioner citing standardised scores in relation to:
 - speed of reading; or speed of reading comprehension; or speed of writing; or
 - cognitive processing measures which have a substantial and long term adverse effect on speed of working
- a Statement of Special Educational Needs or an Education, Health and Care Plan, which confirms the pupil's disability;
- Doctor or school letter or reports are not acceptable forms of evidence on their own.
- In the case of external pupils, information from the current school or a specialist report citing an arrangement to evidence their 'normal way of working' is not sufficient by itself to guarantee an access arrangement and supplementary internal school assessments will always be necessary.

Any report to be considered must be written by a suitably qualified specialist who already has a relationship with the pupil. Likewise a prior relationship between the assessor and the pupil's school must be evidenced. JCQ guidance insists these professionals **must work in liaison with the school** and always contact the school in advance. We adhere to the strict guidelines in terms of what they are permitted to do following this contact. Specialists must not be asked to complete a report in isolation of not knowing the child and reports completed in this way cannot be considered evidence for access arrangements. Best practice dictates that the specialist has met the pupil on at least **three** occasions prior to the assessment. This ensures the integrity of the assessment can be validated by the school and the information captured in a written report is accurate and holistic to the pupil in all settings: school and home.



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Any specialist report that does not adhere to these regulations cannot be used *in isolation* for access arrangements and will instead trigger an internal school enquiry and assessment, using the school's named and suitably qualified assessor.

Any written report should cite the access arrangement in the '**Recommendations**' of the report. Suggestions of 'alternative practice' in the running 'Summary of the assessment' commentary are not permissible and cannot be used as evidence of an access arrangement.

Being "anxious" is not a reason to request separate room / smaller invigilation. All pupils are anxious during exams or tests. Only pupils with a *diagnosed* "anxiety" condition (diagnosed by a specialist not by a GP), who are (or have been in the last 12 months) receiving support from an external specialist will be considered for smaller or separate invigilation.

Private Reports & Assessments/Medical Letters

It is against JCQ regulations to award access arrangements solely based on the recommendation of external/private assessments or medical/doctor letters. Therefore doctor, school letters or reports are not acceptable forms of evidence. Independent assessors must have a relationship with the school. This ensures the assessor is aware of the pupil's 'normal way of working' in the centre - a key element in awarding any access arrangement. This ensure the access arrangement is established long term.

Painting a 'holistic picture of need', confirming normal way of working

SENcos and assessors working within the centre will always carefully consider any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. If the external assessor has not made prior contact with school and requested at least the skeleton the Form 8 Part 1, then the report recommendations cannot be used independently and instead the report will trigger an internal school assessment to determine the validity of the external report findings. Thus, before an external assessment, the assessor **must** request from the school SENCo background information, i.e. a picture of need has been painted as required in Part 1 of Form 8. The SENCo and the assessor **must** work together to ensure a joined-up and consistent process.

Therefore it is expected that any independent assessor **must** contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This **must** take place **before** the candidate is assessed. Additionally, the independent assessor **must** be known / approved by the head of centre to assess the candidate and have a working relationship with the school.

All candidates **must** be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

An independent assessor **must** discuss any proposed access arrangements/reasonable adjustments with the SENCo. The responsibility to determine and request appropriate and practicable access arrangements/reasonable adjustments specifically lies with the SENCo. ([AA 7.5](#))

Evidence submitted for external pupils sitting exams at the school must include the assessor's appropriate qualification (eg current specialist SpLD practising certificate or post-graduate course to the equivalent of level 7 including individual specialist assessments) and also show that the access arrangement is the pupil's normal way of working in class in their current school. We do not agree to the access arrangement in the entrance exam without this.



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Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

Alternative applications are made to other awarding bodies as required for international GCSEs.

The SENCo keeps detailed records, both electronically and in hard copy paper format, of all the essential information on file for each individual pupil who has an access arrangement. This includes centre delegated as well as non centre delegated arrangements; a copy of the candidate's approved application; appropriate evidence of need (where required) **and** a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service.

Timelines for implementation in the school setting

Access arrangements must *ideally* be in place by the end of the first term of the first year of the two-year GCSE / A Level exam course to ensure they can be applied to all internal/mock tests. This will ensure we are compliant with JCQ deadline and evidence regulations. Access arrangements must be applied in both internal and public examinations. However, in some cases where information has come to light of the pupil's difficulty / disability later in the two year course, an arrangement may be trialled, assessed and applied for outside these timelines. This is unusual and not the school's normal way of working however.

Emergency applications are not included in this e.g. a broken arm. This type of emergency application will be made as soon as possible.

Those pupils who were eligible for access arrangements at GSCE are re-assessed at A Level to ensure the arrangement remains relevant to them in their chosen A level subjects. This process starts again in term one of the Lower 6th. It may be that a pupil eligible for extra time at GSCE due to slow reading and handwriting speed is now doing Maths and Science at A Level so the access arrangement may no longer be appropriate.

Application of access arrangements in our setting

The arrangement(s) put in place must reflect the support given to the pupil in the current school, e.g. in the classroom or in internal school tests. This is commonly referred to as '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. It will also comply with the national exam board, JCQ's access arrangements criteria that the school use for all internal and public exams.

Description of individual access arrangements most commonly used in our school

Extra Time

For the award of extra time (always 25% of the total exam time), school/parents **must** provide:

- a Statement of Special Educational Needs, or an Education, Health and Care Plan, which confirms the candidate's disability and the recommendation of extra time written in the report **or**
- an assessment (carried out no earlier than the start of Year 4 for a Year 6 sitting the February entrance test, or after the start of Year 9 for Year 10 or upwards applications) by a suitably qualified specialist assessor confirming a learning difficulty with the recommendation of extra time written in the report

AND

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- Information from the current school to evidence their 'normal way of working'.

A specialist assessor's report must confirm that the pupil has either two below average standardised scores (84 or less), or one score below 84 and one score between 85 – 89. These scores must relate to **two different areas** of:

- speed of reading; or
- speed of reading comprehension; or
- speed of writing; or
- cognitive processing measures

to demonstrate a substantial and long term adverse effect on speed of working in a timed test.

Below average spelling scores are not applicable for extra time.

In exceptional circumstances 25% extra time may be awarded where the assessment confirms at least two **low** average standardised scores (85-89) relating to two different speeds.

School must be convinced that, without the application of 25% extra time, the pupil would be at a **substantial disadvantage (when compared with other, non-disabled candidates undertaking the assessment)**.

In line with JCQ criteria, any request for more than 25% extra time, will need to be supported by the above evidence demonstrating a standardised score below 69 in order to be eligible.

See further JCQ information relating to extra time below.

25% Extra Time: Evidence Needed		
Part 1 of Form 8 showing evidence of need and normal way of working + Part 2 of Form 8 showing at least two scores of 84 or less relating to two different areas of speed of working or one score of 84 or less and one score between 85-89 relating to two different areas of speed of working Samples of evidence are not required	Part 1 of Form 8 showing evidence of need and normal way of working + Part 2 of Form 8 showing two or more scores between 85-89 relating to two different areas of speed of working + Samples of one type of evidence	Part 1 of Form 8 showing an extensive history of need and a clear, measurable and substantial long-term adverse effect on performance and speed of working + Part 2 of Form 8 showing at least three scores between 90-94 relating to three different areas of speed of working + Samples of evidence: a diagnostic assessment report, from no earlier than Year 9, confirming a significant learning difficulty or disability + Samples of all three further types of evidence
116	AARA 22/23 5.2.2	

For first or reapplications of extra time :

- Form 8 Parts 1 and 3 will be completed by the SENCO and declaration signed electronically or by hand and dated
- For 25% extra time where no below average scores are recorded in Part 2 of Form 8 the following are required:
 - Two or more scores between 85 – 89 relating to two different areas of speed of working; sample evidence from teachers comments / observations and / or internal mock and test papers with extra time used in a different colour pen and / or an IEP noting the need for extra time

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- A cluster of standardised scores (at least three) relating to three different areas of speed of working at 90 – 94 and a diagnostic assessment report after Year 9 confirming a significant learning difficulty and sample evidence from all three sources above
- Form 8 Part 2 (assessment completed after Year 9) signed (electronically or by hand) and dated by the assessor approved by Head of centre and who has an established working relationship with the centre (JCQ AA 7.3.3 + 7.3.4)
- Copy of assessor's certificate / evidence of qualification
- Current application approved notice
- Data protection Notice, signed and dated by the candidate

Word processor

Using a word processor is considered an access arrangement and pupils must meet the JCQ guidance set out in the school's own word processor policy. A pupil cannot use a word processor simply because it is *their preferred* way of working, even if the pupil regularly uses an iPad in class or for homework. There has to be an established and assessed learning need/disability. Eligibility is based on illegible handwriting, slow handwriting speed, or poor processing in extended writing construction. As an iPad school, our normal way of working is, to some extent, typing, but this is not reflected in exams. Thus our school policy remains that pupils must have a balance of handwriting and typing; handwriting in all internal exams even though use of word processor/iPad may be the default in class / homework.

In very few cases, where there is a history of need and use of extra time is no longer applicable, word processing may be used as an alternative access arrangement at A Level.

The school have a separate, detailed word processing policy, seen by SLT and specific to our school, which is also updated annually. This is kept centrally with other policies, on file hard copy in the SENCo's policy file and by the Exams Officer.

All pupils will have been assessed by the school assessor / SENCo to determine that typing will not disadvantage them (using a words per minute assessment – usually using DASH FW which is compared to a WPM typed).

Rest Breaks

Pupils with established physical and / or psychological medical conditions, that the school are aware of, will be considered for rest breaks. Rest breaks are classified as '*medical rest breaks*' and '*supervised rest breaks*'.

Medical rest breaks are implemented according to their medical needs; are at the pupil's discretion and last for the duration required by the pupil. For example, this may be to test or address sugar levels, or to alleviate pain for a known, longstanding medical back condition.

Supervised rest breaks are implemented after the first half an hour and entitle the pupil to a maximum of five minutes break per every half an hour. Being 'anxious' is perfectly normal in an exam. Only pupils with a specialist report citing chronic / debilitating 'anxiety' that has a substantial impact on the pupil are eligible for these rest breaks. Pupils who are 'anxious' as diagnosed by the school, parent or GP are not eligible. All rest breaks have to be agreed through the Head of Academic Support to comply with exam board regulations.

In some cases extra time may 'prolong the agony of an exam' and rest breaks may be more suitable. Thus the provision of supervised rest breaks **must always** be considered before awarding extra time, since they may be more appropriate. This is especially the case where a diagnosis of ADHD results in access arrangements being explored (even when a specialist report cites extra time as a recommendation). This is in line with JCQ exam board legislation 5.2.

Whichever type of rest break is offered, it will be agreed that the criteria for them has been met. They will simply be called rest breaks however without the medical or supervised term being added.



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Separate Invigilation

Sitting the examination outside the main exam hall/room include sitting in a smaller room with a group of candidates and not just individual separate accommodation. This is identified at our school using the term 'smaller' (ie a small group outside the main exam room / hall) or 'separate' (individual room for one pupil). JCQ state that for pupils to be given a separate room, they must be disabled according to the Equality Act 2010 and it must be their normal way of working. It should only be used as a last resort for a long standing condition that the school are aware of. Low level anxiety or being worried about exams is not sufficient grounds for smaller or separate rooming (JCQ AA 5.16). In cases of anxiety, a smaller room (rather than the main exam hall) may be more appropriate and thus will be trialled before a *separate* room is agreed. The school staged intervention to agree alternative accommodation to the main exam hall is as follows – each stage has to be evidenced that it has been trialled and failed before the next stage is explored.

- Main exam hall
- Main exam hall fixed seat
- Main exam hall fixed seat with rest breaks
- Smaller room
- Separate room

In some circumstances, the school may decide that an applicant should sit the entrance tests in a specific room and/or on a day other than the main testing day. Such decisions will be based upon the evidence provided. Only in very exceptional circumstances will an applicant be allowed to sit the entrance tests at a different venue, or on a different day. It should be understood that, in the event of a Covid-19 outbreak at school within the year group, due to the need for environment deep clean and social distancing measures to be enforced, the school's ability to uphold these may be severely limited and it may not always be possible to implement this.

In all such cases, the exam papers will be taken under strictly controlled conditions and under the direct supervision of a suitably qualified employee, with all the usual social distancing measures being enforced. No alternative accommodation is agreed without evidence to support why this should be the case.

Reader

Use of a reader has a three tiered approach as below :

Level 1 : use of a exam reading pen (following a diagnostic assessment that shows the pupil struggles to decode unfamiliar words / phrases, or struggles to process visually as well as orally /aurally. A reading pen will always have been trialled in class and exams / at home and be the pupil's normal way of working. This is independent IT device enables complete independence for the pupil and no reliance on an additional adult.

Level 2 : claro reader level or other dictation software. Rarely used at Kimbolton School as pupils rarely meet the criteria (below standardised score 69 for reading)

Level 3 : human reader (as above)

An example of reasonable adjustments for a disabled candidate

A pupil with Dyslexia uses a coloured overlay, and requires 25% extra time. The use of a yellow coloured overlay is a reasonable adjustment, since it helps the pupil to improve reading accuracy. The school and parent provides evidence that the pupil has been assessed by a school recognised specialist assessor using an up to date nationally standardised test. **The assessment shows a substantial and long term impairment. Working memory and handwriting speed scores are in the below average range. The pupil has two standardised scores below 84 in two different speeds of working.** The school can provide evidence showing 25% extra time as normal way of working. The application of 25% extra time is an acceptable and a reasonable adjustment.



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Roles and responsibilities

It is the parent's responsibility to:

- inform the school of any medical difficulty which may mean that access arrangements need to be considered in all timed exams (internal and public) for example diabetes, glucose monitor, colour blindness, chronic anxiety where the pupil is having external specialist support
- communicate with school prior to any external assessment and ensure the private assessor develops a working relationship with the SENCo and school before the assessment to ensure a holistic overview of the pupil is known in all settings. Failure to do this will mean the report and recommendations cannot be used in our setting as the school cannot confirm the integrity of the assessment.
- submit all requests for access arrangements (with **all** supporting evidence) by the published deadlines. For school internal mocks this is 01 November for the academic year the pupil is sitting public exams. For exam board applications this is ideally by 31 January of the first year of the two year course.
- specify the nature of the access arrangements being requested.
- external prospective pupils' parents should liaise with other parties (such as the current school and suitably qualified practitioners) to ensure that the necessary evidence is submitted with an application.
- provide any materials (such as coloured overlays) that may be reasonably required. It may be requested that the candidate bring in their own resources eg overlay.

It is Kimbolton School's responsibility to:

- review all access arrangement application requests and supporting evidence in detail.
- ensure that without such an arrangement the pupil would be at a substantial disadvantage as defined by JCQ.
- communicate the outcome of eligibility assessments and applications in a timely manner.
- implement the access arrangements following all JCQ guidelines and regulations.
- ensure that access arrangements that offer pupils an unfair advantage over others or that give rise to misleading exam outcomes are not be made.



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Appendix : Definition of key terms

Access Arrangements

Access arrangements must be agreed before the assessments. They allow candidates/learners with special educational needs, disabilities or temporary conditions to:

- access the assessment;
- 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 the schools comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires the schools 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 schools are required to take reasonable steps to overcome that disadvantage.

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled candidate/learner;
- 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;
- involves unreasonable timeframes; or
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'.

Disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

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Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition.

The clear starting point in the statutory guidance is that disability means *'limitations going beyond the normal differences in ability which may exist among people'*.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a cognitive impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to fill in a long, detailed, technical document, which is in the person's native language without assistance;
- inability to concentrate on a task requiring application over several hours.

Special educational needs

A candidate has 'special educational needs' as defined in the Education Act 1996 if they have a learning difficulty which calls for special educational provision to be made.

A candidate has a 'learning difficulty' if they have :

- a significantly greater difficulty in learning than the majority of children of their age; **or**
- a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local authority.

The existence of a medical diagnosis or a physical disability in itself does not imply that the candidate in question has special educational needs.

The candidate must have an impairment in their first language which has a substantial and long term adverse effect. A candidate **does not** have a learning difficulty simply because their first language is not English. As two components of the entrance tests examine aspects of English language, dictionaries (of any type) may not be used.