



Access Arrangements Policy 2026 - 2027



CAMDEN SCHOOL FOR GIRLS
Access Arrangements Policy 2026-27

Linked policies

This document should be read in conjunction with the following Camden School for Girls policies:

Special Educational Needs Policy

Equalities Policy

Introduction

Camden School for Girls is committed to providing equal opportunities for all students in line with the SEND Code of Practice 2015, the Equalities Act 2010, and the Joint Council for Qualifications (JCQ) Regulations. Where students have a need which prevents them from accessing examinations, appropriate provision will be made.

What are Access Arrangements?

The purpose of an exam access arrangement (EAA) is to ensure, where possible, that barriers to assessment are removed for candidates with special educational needs and/or disabilities to prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. They are to ensure a level playing field to mitigate, where possible, the disadvantage imposed by the disability. They are not to give an unfair advantage. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate

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. A candidate with a disability or difficulty which has a substantial and long-term effect on performance in examinations may qualify for access arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

What Exam Access Arrangements are Available?

The Centre will only enter candidates for exams which are appropriate to the candidates' needs and for which they are able to achieve. The Centre recognises that it is not always possible to provide equal access to exams, the responsibility upon the Centre is to endeavour to do what is deemed reasonable. The following exam concessions are currently offered:

- 25% extra time
- Word processor (laptop or tablet)
- Reading pen

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- Small group invigilation
 - Reader
 - Scribe
 - Supervised rest breaks

Extra time for a Learning Difficulty must be supported by an approved assessment showing below average scores in speed of reading or handwriting or cognitive processing.

Extra time related to other impairments or disabilities (including social, emotional or mental health) must be supported by:

- a letter from CAMHS, a HCPC registered psychologist, a hospital consultant, a psychiatrist (**a GP letter is not sufficient evidence**); or
- a letter from the Local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service; or
- a letter from a Speech and Language Therapist (SaLT); or
- An Education Health Care Plan (EHCP)

If a candidate never makes use of the arrangement granted to them – then it is not his or her normal way of working and the arrangement should not be awarded for examinations or indeed it should be removed.

Word Processors

The use of a word processor cannot simply be granted to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home.

The use of a word processor **must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs**. Spelling and grammar check must be disabled on a word processor used in public examinations. Formal assessment by the Learning Support Department and/or relevant evidence as outlined by JCQ are required before a word processor can be allowed.

Timeline for Awarding Access Arrangements

Years 7-11

1. Year 6 Transition - A student's primary school or parent informs the SENCo of any history of need or Access Arrangements implemented in KS2 examinations.
2. KS3 – Teachers monitor students closely and gather any evidence of need for Access Arrangements, passing it to the SENCo/Access Arrangements Coordinator. Access Arrangements trialled in tests/exams.

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3. Year 10 Autumn term – Part 1 of Form 8 is initiated as a working document (for students with learning difficulties) based on evidence collected by teachers throughout the previous two terms.
4. A qualified Access Arrangements Assessor will then assess the student using standardised tests or prepare an application based on medical diagnosis. SENCo/Access Arrangements Coordinator applies online for indicated Access Arrangements and informs the Examinations Officer and parents.
5. KS4 (Y10 and 11) – Access Arrangements will be in place and being used as a normal way of working for the student by the summer term of Y10 at the latest
6. Summer of Year 11 – Examinations completed with Access Arrangements in place.

Years 12-13

1. Students must declare any Access Arrangements they had at KS4 when they apply to sixth form. They **MUST** then bring any relevant documentation to registration day.
2. The SENCo/Access Arrangements Coordinator will write to feeder school for evidence of Access Arrangements at KS4.
3. Teachers monitor students closely in the autumn term of Year 12 and gather evidence to provide to the SENCo/Access Arrangements Coordinator.
4. Teachers must trial the arrangement previously allocated and record the impact of any additional time for SENDCo/AAC to be able to complete a roll over form
5. Trial Access Arrangements are put in place for examinations in July of Year 12. Teachers record the impact of any arrangement and provide this to the SENCo/Access Arrangements Coordinator (did students use them? Were they effective?). The mock examinations also provide a **final** chance to recognise any other students who have not been identified or who haven't declared a difficulty with examinations.

Note on Assessment Reports and diagnoses

Private assessments will only be accepted as evidence for exam access arrangements if they are completed in partnership with the school using teacher-based evidence. Parents and external Assessors are required to contact the SENDCo with details of their concerns before carrying out the assessment. The SENCo will provide the Assessor with any existing information from teachers about previous support and current difficulties. A student's 'normal way of working' or picture of need in school is key.

Private assessments cannot be used as proof an access arrangement is required. Teacher evidence of need is the main consideration. If teachers cannot supply evidence that an arrangement is needed for a significant and persistent difficulty - an application for EAA will not be made. The final decision rests with the centre.

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A diagnosis in itself is not an entitlement to exam access arrangements. Recommendations made by medical professionals are not admissible as evidence for exam access arrangements and will not be accepted by JCQ.

Malpractice:

Failure to comply with JCQ Regulations is deemed to be malpractice. Every endeavour will be made by the Centre to adhere to the processes outlined within the most recent edition of the JCQ Regulations to ensure a level playing field and an unfair advantage is not given to some candidates.

Complaints process:

The JCQ are unable to communicate with parents directly and are unable to handle complaints from parents. Where parents are concerned about an application for EAA, they should discuss their concerns with the SENDCO in the first instance.

Temporary Arrangements:

In very rare and exceptional circumstances a candidate may require a temporary arrangement, such as where a candidate has an accident resulting in a temporary injury. The arrangement to be considered will vary according to the circumstance and will be considered on a case-by-case basis by the SENCo. It is the responsibility of the SENCo to make the final decision over, and application for, any special consideration or temporary arrangement in all cases.