Reference Number: *P36*

LEARNER REASONABLE ADJUSTMENTS & SPECIAL CONSIDERATIONS POLICY

Policy Review					
Author/Owner	**Position**	**Approved by:**	**Approval Date**	**Review Cycle Review Date**	**Published on Website Y/N**
Sophia Dickson	SENDCo	Donna Short VP QofE	SLT: 22.10.26	June Every 2 years	Yes

Document Control – Revision History (Policies only)					
Author/Owner	**Summary of Changes**	**Date**	**Date last reviewed by SED**	**Version**	**Recommend to SED Y/N**
Shaun France	Minor amendments to reflect enhanced procedure and related documents	03.10.17	11.11.15		No
Shaun Costello	Rewrite to reflect enhanced procedures	01/03/20	11.11.15		
Tim Gillett	Rewrite to include all Reasonable Adjustments (not just exams access) and Special Considerations	21.05.21	11.11.15		Yes
Sophia Dickson	Update in relation to EHCP & reviewed by SD	15/4/24	June 23	v1	
Scott Austin	Screened for EDI	07.02.24			No
Sophia Dickson & Donna Short	JCQ adjustments for candidates with disabilities and learning difficulties	19.06.25		V1.1	
Donna Short Sophia Dickson	Policy updated to strengthen alignment with current JCQ Access Arrangements and Reasonable Adjustments requirements. Key amendments include updated extra time criteria, strengthened normal way of working evidence, revised data protection arrangements, clarification of arrangements for learners joining the College with existing access arrangements, introduction of Access Arrangements Centre File requirements, clearer teaching staff responsibilities, and enhanced staff training and CPD requirements. These changes improve inspection readiness and strengthen evidence and record-keeping processes Checked by SENDCO – who is the owner of the policy and to ensure it is in line with recent updates to the EAA processes, including change requests and evidencing on the support plans where appropriate and support actions (for teacher and support team observations for NWW).	21/10/26		V2	

	Roles have also been updated to include current roles and responsibilities and the fact that we can withdraw an EAA if there is not sufficient evidence of continued need as NWW and/or use of this EAA in exams.				

Initial Equality Impact Screening

Has anyone else been consulted on this policy and/or procedure?

What evidence has been used for this impact screening (e.g. related policies, publications)?

Declaration (please tick one statement and indicate any negative impacts)

√ I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.

☐ I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:

- ☐ Age
- ☐ Disability
- ☐ Gender Reassignment
- ☐ Race
- ☐ Religion or belief
- ☐ Sex
- ☐ Sexual orientation
- ☐ Marriage & civil partnership
- ☐ Pregnancy & maternity

Completed by:	Scott Austin	**Position:**	Assistant Principal	**Date:**	15.02.24

Reviewed by Equality & Diversity Group: YES/NO If Yes: Date: 07.02.24

I confirm that any recommended amendments have been made

Summary of Comments including Recommendations from Equality & Diversity Group Review:

Amended by Author:		**Position:**		**Date:**	

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1. SCOPE AND PURPOSE OF THE POLICY

1.1 Yeovil College is committed to creating a non-discriminatory and supportive environment for all students. Yeovil College ensures a structured and transparent process for both reasonable adjustments and special considerations. Reasonable adjustments must be requested and approved prior to assessment, while special considerations are applied post-assessment in response to unforeseen circumstances

1.2 The aim of this document is to ensure awareness of the kind of adjustments that can be made to assessments, and how to request and implement those adjustments. It ensures that all learners have every opportunity to access assessment and to achieve the qualification/unit they are undertaking.

1.3 This policy and its related procedures apply to all access arrangements, reasonable adjustments and special consideration concerning qualifications taken by all Yeovil College learners.

1.4 **Definition of Reasonable Adjustments:**

1.4.1 Reasonable adjustments are changes made to an assessment or to the way an assessment is conducted that mitigate a disadvantage caused by a student's disability. They are needed because some disabilities can make it harder for students to demonstrate what they know and can do in an assessment.

1.4.2 The Equality Act 2010 requires Yeovil College 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 does not have a disability. Yeovil College 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 visually impaired learner who could read Braille.

1.4.3 A learner does not necessarily have to be disabled (as defined by the Equality Act 2010) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment.

1.4.4 A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage when in an assessment situation. They are implemented to enable those learners who are disabled, or who have a learning disability, to demonstrate their knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

1.4.5 A short-term illness or temporary injury is not a disability. A student who is temporarily ill or injured isn't entitled to reasonable adjustments. But there may be other adjustments available, often known as access arrangements.

1.4.6 A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. The reasonable adjustment must reflect the learner/candidate's normal way of working, to ensure that an unfair advantage is not provided to the learner during assessment.

1.5 **Reasonable adjustments may include:**

a. modified papers (for example, large print or braille exam papers)
b. access to assistive software (for example, voice recognition systems or computer readers)
c. help with specific tasks (for example, another person might read questions to the student or write their dictated answers)
d. changes to how the assessment is done (for example, an oral rather than a written assessment, word-processing rather than hand-writing answers)
e. extra time to complete assessments
f. exemptions from an assessment

1.5.1 Reasonable adjustments are approved or set in place by an awarding organisation before the assessment activity takes place; they constitute an arrangement to give the learner equitable access to the assessment. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

1.6 Requesting Reasonable Adjustments

1.6.1 Learners must make Yeovil College staff members aware of any reasonable adjustments they require either during their initial College interviews, on their enrolment documents or by informing their tutor as soon as they start their studies with the College. These reasonable adjustments should be part of their normal way of working.

1.6.2 Yeovil College is responsible for applying to awarding organisations for reasonable adjustment requests (when appropriate).

1.6.3 Learners must submit requests for reasonable adjustments at least 30 **working days prior to the assessment date**, in line with JCQ guidance and Assessment Group requirements. Requests must include appropriate supporting evidence and be submitted using the College's Change request system.

1.7 Definition of Special Consideration

1.7.1 Special consideration can be applied after an assessment, if there was a reason the learner may have been disadvantaged during the assessment. Any requests to an awarding organisation for Special Considerations, must be made by a Yeovil College staff member within the set time frame required of the awarding organisation.

a. Special consideration is defined by Ofqual () as any adjustments given to a student who has temporarily experienced an illness, injury, or other event outside of their control at the time of the assessment which significantly affects their ability to:

b. take an assessment.

c. demonstrate what they can do in an assessment.

1.7.2 Special consideration is only for things that happen immediately before or during an exam or assessment that has a material effect on a student's ability to take that exam or assessment, or on how they performed. To be eligible for special consideration students must have been fully prepared for the assessment and have covered the whole course. Students are not eligible for special consideration

because their education was disrupted, either by the pandemic or for any other reason. (Ofqual).

1.7.3 A learner who is fully prepared and present for a scheduled assessment, and is fully aware of the assessment requirements, may be eligible for Special Consideration if:

a. performance is affected by circumstances beyond the control of the learner: For example, recent personal illness (e.g. severe asthma attack, severe migraine or broken limb), accident, emotional distress (e.g. recent bereavement of a close family member, severe domestic crisis at the time of the assessment), serious disturbance during the assessment (e.g., fire or accidental event);
b. alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate;
c. part of an assessment has been missed due to circumstances beyond the control of the learner;
d. alternative assessment arrangements prove inappropriate or inadequate;
e. there is a sufficient difference between the part of the assessment to which Special Consideration is applied, and other parts of the qualifications that have been achieved, to infer that the learner could have performed more successfully in the assessment.

1.7.4 Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

1.7.5 All documents relating to reasonable adjustments and special considerations must be saved and stored securely. Awarding organisations must be given access to any information or documents regarding reasonable adjustments and special considerations, when requested.

1.8 Regulatory requirements

1.8.1 The College will apply access arrangements, reasonable adjustments and special consideration in accordance with:

- the current JCQ Access Arrangements and Reasonable Adjustments regulations;
- the current JCQ General Regulations for Approved Centres;

- the current JCQ Instructions for Conducting Examinations;
- the current JCQ guidance relating to special consideration;
- the requirements of the relevant awarding organisation;
- the Equality Act 2010; and
- the requirements of the relevant qualification specification.

1.8.2 The College will review the current JCQ and awarding organisation requirements annually and will update its procedures, documentation and staff guidance accordingly. All staff updated at the start of the academic year, new teaching staff starters have this as a part of their induction self-study modules and there is termly training planned for those curriculum and support staff that are new or need refreshers.

1.8.3 Where the requirements of an awarding organisation differ from the general arrangements described in this policy, the current requirements of the relevant awarding organisation will take precedence.

1.8.4 Access arrangements and reasonable adjustments must enable an eligible learner to the knowledge, skills or competence being assessed.

1.8.5 JCQ distinguishes access arrangements from special consideration. Access arrangements are made before an assessment, while special consideration addresses eligible circumstances affecting a learner at or near the time of assessment.

2.0 REASONABLE ADJUSTMENT PROCEDURES

2.1 Identification of need

2.1.1 The College will seek to identify learners who may require access arrangements or reasonable adjustments as early as reasonably possible.

Potential needs may be identified through:

- information provided during application, interview or enrolment;
- information supplied by the learner, parent, carer or previous education provider;
- an Education, Health and Care Plan and/or (for those without an EHCP) support plan for additional evidence of current needs and support as their normal way of working;
- medical or specialist evidence;
- diagnostic or specialist assessment;
- Cognassist assessments where appropriate; these can also be used as supporting assessments and supporting evidence of need.
- observations and evidence from teaching and support staff on the support actions on their Individual Learning Plan (ILP);

- the learner's performance in teaching, learning, timed activities, internal assessments or mock examinations; or
- a change in the learner's health, disability or personal circumstances.

2.1.2 Curriculum and support staff must refer a learner to the Deputy SENDCo/ EAA Coordinator/ SENDCo/ Access Arrangements Team where there is evidence that the learner may be placed at a substantial disadvantage in comparison with other learners. This is done through a change request.

2.1.3 A diagnosis, medical condition, known need or Education, Health and Care Plan will not, by itself, determine the arrangement awarded. The arrangement must respond to the learner's evidenced need, be appropriate for the assessment and comply with current JCQ or awarding organisation requirements. This should also be supported where appropriate by the support plan on the ILP and the support actions on the ILP.

2.1.4 An arrangement will not be provided solely because it has been requested, is preferred by the learner or may improve the learner's performance. The arrangement should be part of the normal way of working for that learner, as evidenced by the support plan on the ILP and the support actions on the ILP and also as per JCQ guidance for evidence required for extra time.

2.2 **Due to the time required to put access arrangements in place, early requests are advisable, as near to the start of a programme/course as possible. Requests from learners, parents and carers.**

2.2.1 The College will consider a request for an access arrangement or reasonable adjustment made by a learner, parent or carer. However, an arrangement will not be approved solely based on that request. It will have to go through the usual college processes of gathering evidence of need, the access arrangement as their normal way of working and a change request. The change request will be fully checked and signed off by the EAA Coordinator, working with the Deputy SENDCo and consulting the SENDCo as and where needed.

2.2.2 The SENDCo, Deputy SENDCo or EAA Coordinator and, where appropriate, the Access Arrangements Assessor will consider:

- evidence of the learner's need;
- evidence of the learner's normal way of working;
- the nature of the learner's substantial disadvantage;
- teacher and support-staff evidence;
- supporting cognassist assessment/report where appropriate; these can also be used as supporting assessments and supporting evidence of need.
- relevant medical, diagnostic or specialist information;
- the demands and assessment objectives of the qualification; and
- current JCQ and awarding organisation requirements.

2.2.3 Where the available evidence does not support the requested arrangement, the College will notify the learner on through the change request process for main exams, the learner will also be notified again before the exam with confirmed EAAs. Enquires are then picked up and any further escalating enquiries can be picked up through SEND meeting with learner/parent/carer where appropriate.

2.2.4 An EAA can be withdrawn if sufficient evidence is not provided of ongoing NWW or the learner is not using the EAA. Especially with regards to extra time.

2.2.5 The learner may use the appeals procedure contained within this policy if they believe the College has not followed its published procedure or has failed to consider relevant evidence.

2.3 Learners joining the College with existing arrangements

2.3.1 Where a learner joins the College with a previous access arrangement, Form 8, Form 9, specialist assessment, Education, Health and Care Plan or other supporting documentation, the College will review the available evidence as soon as practicable.

2.3.2 An arrangement approved or used at a previous centre will not automatically transfer to Yeovil College.

2.3.3 The SENDCo/Deputy SENDCo/EAA Coordinator and Access Arrangements Assessor will determine whether:

- the evidence remains current, valid and appropriate;
- the learner continues to experience a disadvantage, and it is their normal way of working at Yeovil College
- the arrangement is permitted for the qualification and assessment concerned;
- additional teacher evidence or assessment is required in addition to support plans, where appropriate, and staff observations on the support actions of the ILP;
- an application must be processed through Access Arrangements Online; and
- awarding organisation approval is required.

2.3.4 With appropriate permission and in accordance with data-protection requirements and in line with requesting Special/additional needs information, the College may request relevant documentation from the learner's previous centre.

2.3.5 Evidence supplied by a previous centre may contribute to the decision, but it will be considered alongside current evidence considered, during their time at Yeovil College, including support plans on the ILP, where appropriate, and support actions on the ILP.

2.4 Assessors

2.4.1 Access arrangement assessors are responsible for the exam access assessment of learners with learning difficulties. These specialist assessors have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment, which must include training as specified by JCQ. Or a specialist assessor will have a current SpLD Assessment Practising Certificate as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website. Checks that these qualifications have been achieved are made by chairs of interview panels during recruitment for this position and specified in the job description. Evidence of the assessors' qualifications are held on file by the Examination Access Arrangements team to be presented to the JCQ Centre Inspector.

2.5 Types of Arrangements

2.5.1 Arrangements requiring approval by the examination board (and/or certifying by the Assessor). In order to allocate the following arrangements, the candidate must have a condition or need which has a long term and substantial adverse effect on the candidate's learning and the arrangement must be their normal way of working and evidenced on support plans on the ILP, where appropriate, and support actions on the ILP. For extra time, there will be additional evidence required, in line with JCQ guidance.

Extra time	Requires a student to have at least: 2 below average standardised scores of 84 or less- or 1 below average standardised score of 84 or less and **1 low** average standardised score (85-89). In either scenario, the two standardised scores must relate to two different areas of speed of working. This will allow the student to have 25% extra time. The need for extra time will be also evidenced on their support plan, where appropriate, and through teacher observation on the support actions of the ILP. For extra time, there will be additional evidence required, in line with JCQ guidance.

	In some exceptional circumstances students may be entitled to up to 50% extra time (but lower test scores are necessary with greater evidence of need). Extra time will not be allowed if a learner's literacy difficulties are primarily caused by English, Irish or Welsh not being his/her first language, rather than an underlying need. There are exceptions according to JCQ regarding being in the country under three years
Mobile Phone	Access to a mobile phone for medical purposes. For those qualifications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. Formal evidence must be available to confirm the candidate's medical condition. This will also be evidenced on their support plan, where appropriate , and through teacher observation on the support actions of the ILP.
Reader/Computer Reader	Requires evidence from the tutor that the student has reading support in class. This will be evidenced on their support plan, where appropriate, and through teacher observation on the support actions of the ILP.
Remote Invigilation	For those applications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. The remote invigilation of examinations may be acceptable in exceptional circumstances to support a candidate who would not otherwise be able to sit their examinations. The candidate has: - A formally diagnosed or psychological condition; or - A physical disability; or - A very substantial temporary illness or injury Formal evidence must be available to confirm the candidate's impairment.

Scribe	A candidate's writing speed should be slow in class and too slow to be able to complete the activities in class and exam in the allotted time or is illegible or the spelling is too poor with unrecognisable attempt AND the candidate is not sufficiently proficient using a Word processor or a word processor does not address the need for a scribe. The need for a scribe will be evidenced on their support plan, where appropriate, and through teacher observation on the support actions of the ILP.
Supervised Rest Breaks	For the student who is unable to concentrate for a long period of time., which can be due to a medical condition or social and emotional difficulties (evidence required). This should be considered before extra time, where appropriate, as advised in JCQ guidance. This will be evidenced on their support plan, where appropriate, and through teacher observation on the support actions of the ILP.
Timetable variation requiring overnight supervision for a Candidate with a disability	For those applications listed within the Deadlines section of the JCQ Guidelines, an application must be processed using Access Arrangements online. An application for a timetable variation may be processed where a candidate has: - A formally diagnosed or psychological condition; or - A physical disability; or - A visual impairment. - Formal evidence must be available to confirm the candidate's impairment.
Individual Room	For students who have a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit in the main hall. Students who have a psychological condition may also need to sit an exam in an individual room (evidence is required). There may be other documented reasons for need of an individual room. This will be also evidenced on their support plan, where appropriate, and through teacher observation on the support actions of the ILP.

2.5.2 All of the above arrangements require evidence from student's tutor/s that the arrangement is the students Normal Way of Working in class, during internal tests and in examinations. This will be evidenced on the support actions on the ILP and additional extra time evidence as per JQC guidance.

2.5.3 Personal data relating to access arrangements, reasonable adjustments and special consideration will be processed in accordance with UK GDPR, the Data Protection Act 2018 and current JCQ requirements.

2.5.4 Learners will be informed of the EAAs through the change request process for main exams, the learner will also be notified again before the exam with confirmed EAAs. Enquires are then picked up and any further escalating enquiries can be picked up through SEND meeting with learner/parent/carer where appropriate.

2.5.5 Information provided for Access Arrangements Online will only be accessed by staff who require it to assess, approve, administer or implement an arrangement or to meet inspection, audit or statutory requirements.

2.5.6 Records will be stored securely and retained in accordance with College and awarding organisation requirements.

2.6 Centre Based Arrangements (not requiring the centre to apply online to the awarding organisation)

a. Amplification equipment
b. Bilingual dictionary
c. Braille transcript
d. Braillers
e. Closed Circuit Television (CCTV)
f. Colour naming by the invigilator for candidates who are colour blind
g. Coloured overlays and paper
h. Communication Professional (for candidates using Sign Language)
i. Examination on coloured/enlarged paper
j. Live speaker for pre-recorded examination components
k. Low vision aid/magnifier
l. Optical Character Reader (OCR) scanners
m. Prompter†
n. Read aloud (which can include an examination reading pen)
o. Separate invigilation within the centre

p. Supervised rest breaks†

q. Word processor††

† The College follows JCQ guidance when providing centre delegated access arrangements. The Head of Centre delegates the Examination Arrangements Assessor to allocate candidates a prompter, rest breaks or a separate room if:

a. The need is a result of substantial and long-term impairment, and it is their normal way of working.

b. there is substantial medical evidence to support this arrangement.

c. there is a normal way of working checklist which shows this is their normal way of working in class.

†† The College **does not** allocate word processors simply because the candidate prefers to type or because they can work faster on a keyboard. It must be the candidate's normal way of working within the centre and the candidate must have a condition or need which has a long term and substantial adverse effect on the candidates writing. For example, the candidate experiences planning and organisation problems when writing by hand. This will be evidenced as their normal way of working on support actions on the ILP.

2.6.1 As per JCQ guidance 2025-26, low-level anxiety or general worry about assessments and examinations is ***not*** grounds for separate invigilation within the centre. Persistent anxiety and evidence of this through their support plan/ EHCP/ Diagnosis, support plan where appropriate and the Support Actions will be considered.

2.6.2 Candidates with an Education Health and Care Plan and/or Autistic Spectrum Condition; Sensory and/or Physical Needs (Hearing Impairment, Visual Impairment, Physical disability, Multi-Sensory Impairment); Social, Mental and Emotional Needs (Attention Deficit Disorder, Mental Health Conditions).

2.6.3 If the student has appropriate evidence (listed below) of their condition or need then the Assessor is not required to assess them but is required to complete a ~~file note~~ Form 9 stating their condition or need and how it impacts on their learning, the arrangement/s required, and evidence of normal way of working and which type of evidence substantiates their persistent and significant difficulties. The Form 9 must be supported with appropriate documentation, that is, one of the following:

a. A letter from CAMHS, HCPC registered psychologist, a registered specialist medical consultant, a psychiatrist
b. A letter from the local Authority Specialist Service, Local Authority Sensory Impairment Service or Occupational Health Service
c. A letter or report from a Speech and Language Therapist (SALT)
d. Education, Health and Care Plan (which confirms the candidate's disability), Statement of Special Educational Needs or Individual Development Plan
e. Other appropriate medical evidence

2.7 Use of ICT – Word Processor and/or Computer Reader

2.7.1 The College supports the appropriate use of ICT and assistive technology to enable learners to access assessments independently, where this reflects the learner's normal way of working and is permitted by the relevant JCQ and awarding organisation requirements.

2.7.2 The use of a computer reader, reader, word processor, speech-recognition technology or scribe will be determined by:

- the learner's evidenced need;
- the nature of the learner's substantial disadvantage;
- the learner's normal way of working;
- the assessment objectives and competence being assessed;
- the requirements of the relevant qualification; and
- current JCQ and awarding organisation guidance.

2.7.3 A word processor or appropriate assistive technology will be considered before a scribe where it enables the learner to work independently and appropriately addresses the identified need. However, an approved scribe will not be withheld solely because a word processor is available or because of College resource constraints.

2.7.4 A computer reader will normally be considered before a human reader where this is appropriate to the learner's needs and permitted by the assessment. The College will ensure that a reader, computer reader or scribe is not used where this would compromise the assessment objectives or the competence being assessed.

2.7.5 For Functional Skills assessments, the College will follow the current JCQ Instructions for Conducting Functional Skills Assessments and the requirements of the relevant awarding organisation. Where these differ from the general JCQ Instructions for Conducting Examinations, the Functional Skills instructions will take precedence. [jcq.org.uk]

2.7.6 The SENDCo/Deputy SENDCo/ EAA Coordinator and Examinations Officer will ensure that:

- the required evidence is held;
- the arrangement reflects the learner's normal way of working evidenced on the support plan where appropriate and on the support actions on the ILP and extra time evidence is also collated, as per JCQ guidance
- the required application is processed through Access Arrangements Online where appropriate;
- the technology is configured securely;
- prohibited functions are disabled;
- the learner is familiar with the technology; and
- the arrangement is implemented in accordance with current examination instructions.

2.8 Temporary arrangements

2.8.1 Temporary arrangements may be required by candidates suffering from illness or injury. In general, candidates with leg injuries are accommodated in the main rooms near the doors for easy access and exit. Candidates with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving brief outline of their condition or need and the access arrangements that are deemed to be necessary. For example, a right – handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition or impediment/issue may require supervised rest breaks in order to stand and move around.

2.8.2 In all cases where an access arrangement or a reasonable adjustment is needed, the College is entitled to expect reasonable notice to carry out its responsibilities. Where a need for access arrangements has been identified before an examination

session, the Head of Centre, Examination Officer or SENCo equivalent should be provided with medical evidence in reasonable time. For example:

2.8.2.1 Panic attacks alone are not sufficient, there needs to be evidence of SEMH and anxiety needs beyond this, on the support plan where appropriate and on the support actions on the ILP and extra time evidence is also collated, as per JCQ guidance.

2.8.2.2 Where a learner experiences a temporary injury, illness or other unforeseen circumstance which affects their ability to write, the College will make all reasonable efforts to provide an appropriate arrangement where sufficient evidence is available and awarding organisation requirements permit, including evidence on the support plan where appropriate and on the support actions on the ILP and extra time evidence is also collated, as per JCQ guidance.

2.8.2.3 The learner must notify the College as soon as reasonably possible and provide appropriate supporting evidence where required.

2.8.2.4 Whilst the College will make every reasonable effort to support the learner, provision cannot be guaranteed where insufficient notice has been received or where awarding organisation requirements cannot be met.

2.8.2.5 Temporary arrangements last for one examination session. If the condition or need persists another letter may be required for another session.

2.9 Appeals

2.9.1 An EAA can be withdrawn if sufficient evidence is not provided of ongoing NWW or the learner is not using the EAA. Especially with regards to extra time.

2.9.2 Learners may appeal decisions related to reasonable adjustments or special considerations. Appeals must be submitted within **10 working days** of the decision and will be reviewed by the Assistant Principal The Quality manager and the Appeals Panel. The outcome will be communicated within **10 working days** of the appeal submission.

2.10 Access Arrangements Centre Files

2.10.1 The SENDCo/Deputy SENDCo/ EAA Coordinator and Examinations Officer will maintain the records required by JCQ and awarding organisations.

2.10.2 Records will include evidence of normal way of working, as appropriate:

- any relevant previous EAA information
- application certificates as appropriate
- appropriate populated forms

2.10.3 Possible additional evidence:

teacher evidence on the support actions (on the ILP);

Support Plans (on the ILP)

specialist assessment reports as appropriate

EHCP if they have one

- Assessor certificates where needed

Records will be stored securely and made available for inspection when required.

3.0 RESPONSIBILITY AND AUTHORITY

Teaching Staff

Teaching staff are responsible for:

- identifying learners who may require access arrangements;
- referring concerns and EAA requests promptly to the SENDCo/ EAA Coordinator/ SENDCo/ Access Arrangements Team; through a change request
- providing evidence of normal way of working;
- contributing to access arrangement documentation;
- implementing approved arrangements during teaching and internal assessment; and
- notifying the SENDCo of changes in learner need

3.1 The designated person responsible for decisions regarding reasonable adjustments and special considerations is the SENDCo or Deputy SENDCo in conjunction with the Exams Access Coordinator. Oversight is provided by the

Head of MIS and iZone

Senior Exams Officer

Ultimate responsibility rests with the Head of Centre.

3.2 Staff Training and Professional Development

3.2.1 The Deputy SENDCO, EAA Coordinator, Access Arrangements Assessor and Examinations Officer will undertake appropriate continuing professional development and Deputy SENDCO, EAA Coordinator and SENDCo, will remain up to date with current JCQ and awarding organisation requirements.

3.2.2 The College will retain records of relevant qualifications, annual updates and professional development activities.

4. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

- Equality, Diversity & Inclusion Policy & Procedure.
- Learner Disciplinary Procedure.
- Adjustments for candidates with disabilities and learning difficulties.
- Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications[1]
- JCQ Instructions for conducting examinations.[2]Assessing the need for Access Arrangements in Examinations
- 2025-26Updatetothe7thEditionPatossGuide-2025-2026.pdf
- SEND Code of Practice: 0 to 25 years.[3]
- tps://www.patoss-dyslexia.org/write/MediaUploads/Resources/Books/2025-26Updatetothe7thEditionPatossGuide-2025-2026.pdf
- Equality Act 2010.[4]

[1] Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
[2] ICE_22-23_FINAL.pdf (jcq.org.uk)
[3] SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
[4] Equality Act 2010 (legislation.gov.uk)