

Access arrangements are agreed before an assessment.

They allow students with special educational needs, disabilities or temporary injuries 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 needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principle way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.

We follow the guidelines from JCQ - Joint Council for Qualifications. If the following guidelines are not followed, then access arrangements can be withdrawn.

The access arrangement a child is granted e.g. laptop use/ rest breaks/ 25% extra time, should be their 'normal way of working' i.e. in lessons, homework, exams etc... It is not allowed to be used only in examinations. The JCQ guidelines state it must be the students 'normal way of working' which must be supported by evidence. A clear history of support and provision is needed. Access arrangements **cannot** be granted suddenly just before an examination as this does not show a normal way of working or a clear history of provision and support.

Therefore it is important that regular evidence is submitted to the SENCO to show your child is still using their access arrangements. Teachers will also be contacted to agree that a student has been using their arrangements as their 'normal way of working'.