



**ACCESS ARRANGEMENTS, REASONABLE ADJUSTMENTS & SPECIAL
CONSIDERATION PROCEDURE
DORIN PARK SCHOOL
(Exams/Assessments Suite)**

REVIEWED: Senior Leadership Team

DATE: AUTUMN 2025

NEXT REVIEW DATE: AUTUMN 2026

This document is reviewed annually to ensure compliance with current regulations

Access Arrangements Explained

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'.

Reasonable Adjustments Explained

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.

Special Consideration Explained

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Access Arrangements/Reasonable Adjustments at Dorin Park

All students at our school have an EHC Plan and, as such, are considered as having a disability per the Equality Act 2010 and in need of Special Educational Needs per the Education Act 1996. For the purposes of access arrangements and reasonable adjustments, both of these must be considered in conjunction with any access arrangement/reasonable adjustment being the candidate's normal way of working. This highlights the involvement of the teaching staff in determining the need for the access arrangement/reasonable adjustment.

Roles and Responsibilities

Subject Teachers

- Will advise SENCo and exams officer of the reasonable adjustments/access arrangements being used as normal way of working

SENCo

- Will liaise with the SEN Governor and Senior Leadership Team to make all stakeholders aware of current processes and procedures
- Will, in conjunction with the examinations officer, monitor candidates' usage of access arrangements and determine whether or not the normal way of working is being followed
- Will complete online access arrangement applications with the assistance of the examinations officer if required

- Will complete Form 8 where required. Where Form 8 is not required, Form 9 in reference to specific points from the JCQ Adjustments for Candidates with Disabilities and Learning Difficulties – Access Arrangements and Reasonable Adjustments booklet should be filed in the school’s access arrangements file
- Will, if using Access Arrangements Online, inform candidates that an application for access arrangements will be processed using Access Arrangements Online, complying with the UK GDPR and the Data Protection Act 2018.
- Will correspond with parents and candidates with regards to access arrangement decisions
- Will liaise with the examinations officer with regards to ordering modified papers
- Will have the FINAL SAY on all access arrangement decisions

Examinations Officer

- Will provide advice and consultation on processes and procedures
- Will, when necessary, support SENCo in processing online access arrangement applications
- Will arrange the logistics of access arrangements – accommodation, supervision etc.
- Will train examination invigilators and specialist invigilators in access arrangements
- Will make emergency access arrangement applications, relating to temporary conditions such as broken bones, or temporary illness on the day of an exam
- Will make post-exam special consideration applications for candidates who have been disadvantaged in any way during a particular exam or exams. Reasons for disadvantage can include but are not limited to recent bereavement, temporary illness of the candidate, serious illness of a member of the candidate’s immediate family, personal crisis on the day of the exam, etc.

A “use it or lose it” policy is in force.

For example, a candidate has been awarded 25% extra time in their examinations and assessments. A potential need was identified in Year 7, and evidence has been gathered from staff which suggests the candidate has struggled to complete assessments in the allotted time, resulting in the SENCO making the application for extra time. However, in Year 10, the candidate has completed Controlled Assessment tasks in several subjects and refused to use the extra time, finishing well before the allotted time is over – in this instance, the 25% extra time allocation does not reflect the normal way of working, and the extra time would be removed.

Another example would be a candidate who was granted the use of a reader in his/her assessments as this was the normal way of working whilst in class. If the candidate refuses to make proper use of the reader during examinations or assessments, this is breaking regulations and the candidate should not be allowed the access arrangement at all for future examinations or assessments.

Misuse of access arrangements constitutes malpractice in examinations and can have serious consequences for the school, the candidate concerned, and indeed any other candidates. The school’s access arrangement records can be inspected at any time by a JCQ inspector and must be thorough, well maintained, and easily accessible on request.

Records

Access Arrangements, Reasonable Adjustments & Special Consideration Procedure

Appropriate evidence of need will need to be available for inspection. Evidence will take the form of:

- EHC Plans
- Requests from subject teachers for access arrangements/reasonable adjustments
- Confirmation from subject teachers of 'normal way of working'
- Associated paperwork that awarding organisations require sent to them/keeping on file

The key principle is that the SENCo can show a history of relevant support and provision.